December 9 – 13, 2019

6th Grade Social Studies – McWms

We will be viewing CNN 10, a news service designed for middle and high school students, daily to keep up with current world events. Stories will be discussed to help make connections to relevant Social Studies lessons.

Monday:

We will begin the lesson of the 5 Themes of Geography using a video clip. Students will take notes using a cloze activity.

Students will then participate in a carousel activity. The 5 Themes will be posted around the room at stations, and students will need to discuss the various aspects of each. They will then need to post different examples for each station.

Concentration on:

GLCE 6-G1.3.1 = Use the fundamental themes of geography (Movement, Region, Human-Environmental Interaction, Location, Place) to describe regions or places on Earth.

CCSS: RH.6-8.4 = Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

Language Objective: I can speak to distinguish between the 5 Themes of Geography using the fundamental themes of geography to describe regions or places on Earth by using content-specific vocabulary during each station of the carousel activity. 80% of students will achieve 80% or better on the carousel activity.

Learning Targets:

I can identify the five themes of geography and use them to learn about the world.

Content Objective:

I can demonstrate analysis of the use the fundamental themes of geography (Movement, Region, Human-Environmental Interaction, Location, Place) to describe regions or places on Earth by comparing and contrasting the themes at the carousel stations. 80% of students will achieve 80% or better on the carousel activity.

Vocabulary:

Movement

Region

Human-Environmental Interaction

Location

Absolute Location

Relative Location

Place

Strategies:

discussion

small-group discussion

carousel activity

writing

Type 2: listing

Formative Assessment: carousel activity

Summative Assessment:

Special Education accommodations: movement, small group discussion, carousel activity, hands-on activity, shoulder/elbow buddy, visual aids

Tuesday:

We will review the lesson of the 5 Themes of Geography using Melvindale as the application.

Students will then need to post different examples for each of the 5 Themes using the graphic organizer.

Concentration on:

GLCE 6-G1.3.1 = Use the fundamental themes of geography (Movement, Region, Human-Environmental Interaction, Location, Place) to describe regions or places on Earth.

CCSS: RH.6-8.4 = Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

Language Objective: I can speak to distinguish between the 5 Themes of Geography using the fundamental themes of geography to describe Melvindale and by using content-specific vocabulary during the application. 80% of students will achieve 80% or better on the application.

Learning Targets:

I can identify the five themes of geography and use them to learn about the world.

Content Objective:

I can demonstrate analysis of the use the fundamental themes of geography (Movement, Region, Human-Environmental Interaction, Location, Place) to describe regions or places on Earth by using Melvindale as the application. 80% of students will achieve 80% or better on the application.

Vocabulary:

Movement

Region

Human-Environmental Interaction

Location

Absolute Location

Relative Location

Place

Strategies:

discussion

small-group discussion

guided reading

writing

Type 2: listing

Formative Assessment: guided reading

Summative Assessment:

Special Education accommodations: movement, small group discussion, shoulder/elbow buddy, visual aids, guided reading

Wednesday: 1/2 Day

Students will review a variety of geographic tools and technologies used in geographic inquiry. This lesson will focus on globes and maps as representations of Earth, including comparing Robinson and Mercator projections, looking at spatial scale, detail, title, map, key, compass rose, and use of color. Students will view a power point presentation and take notes on a graphic organizer. Students will then share ideas about globes, theme maps, and map parts.

Concentration on:
GLCE Standard:
6-G1.1.1
Describe how geographers use mapping to represent places and natural and human phenomenon in the world.
CCSS Standards:
RH.6-8.7
Integrate visual information (e.g. in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

Learning Targets:

I can understand the advantages and disadvantages of globes and maps depicting the Earth’s surface.

I can appreciate how geographers have tried to create accurate maps.

I can identify the main parts of a map.

Content Objective:

I can demonstrate comprehension of how geographers use mapping to represent places and natural and human phenomenon in the world by summarizing ideas about the advantages and disadvantages of globes and maps depicting the Earth’s surface. 80% of students will achieve 80% or better on the summary.

Language Objective:
I can write to reflect upon how geographers use a variety of maps, globes, and web-based geography technology to study the world, including global, interregional, regional, and local scales by completing the guided reading designed to help me share examples of each technology. 80% of students will achieve 80% or better on the summary.

Vocabulary:
geographic representation
map
globe
GPS - Global Positioning System
GIS - Global Information System

Strategies:
guided reading
inquiry
questioning
small group discussion
whole class discussion
power point presentation with notes

Technology:
Promethean Board
Document Camera
Internet
Google Earth

Assessment:
Formative – graphic organizer – power point notes

Summative –

Special Education Accommodations: small group with preferential seating, teacher notes, scribe (if necessary), extended time, resource room (if necessary)

Thursday and Friday

Latitude and Longitude:

Today we will view an MC3 power point presentation that explains the global grid of latitude and longitude. We will then do a think-pair-share activity applying grids to maps. We will also view the GPS and GIS systems available for virtual grids.

Concentration on:

6 – G1.3.1 = Use the fundamental themes of geography (location, place, human environment interaction, movement, region) to describe regions or places on Earth. absolute location
6 – G1.1.1 = Use maps, globes, and web-based geography technology to investigate the world at global, interregional, regional, and local scales.

Language Objective:

Students will speak to describe the fundamental theme of geography: absolute location to describe places on Earth by using the global grid of latitude and longitude. 80% of students will achieve 80% or better on the global grid.

Learning Targets:

I can use the global grid of latitude and longitude to find the absolute location of a place.

Content Objective:

I can demonstrate synthesis of the use of maps, globes, and web-based geography technology to investigate the world at global, interregional, regional, and local scales by creating map grids on specific maps of human geography. 80% of students will achieve 80% or better on the map grids.

Vocabulary:

location

absolute location

relative location

latitude

longitude

global grid

Strategy: power point presentation, small group interaction, think-pair-share

Technology: document camera, Web, Promethean Board

Formative Assessment: global grids
Summative Assessment:

Special Education Accommodations: power point presentation, close proximity, preferential seating, word bank, focus on content vocabulary, hands-on activity, visual clues, modeling