February 10-14, 2020

6th Grade Social Studies – McWilliams

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:

Slavery, Civil War, Reconstruction, Segregation, Civil Rights TEST

Students will review vocabulary words. We will do a THINK-PAIR-SHARE activity and go into a class discussion and type 2 pre-write about the Slavery, the Civil War, Reconstruction, Segregation, and the Civil Rights Movement. Students will then write a type 3 writing about the events that led to the Civil Rights Act.

Concentration on:
GLCE:

7-C4.3.1 = Explain how governments address national issues and form policies, and how the policies may not be consistent with those of other countries.

6 and 7 G2.2.1 = Describe the human characteristics of the region under study (including languages, religion, economic system, governmental system, cultural traditions).

CCSS:

RH.6-8.2 = Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

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: Students can write to explain how government addresses national issues and forms policies by using content specific vocabulary from Social Studies by creating a Type 3 writing about the events leading to the Civil Rights Act.

Content Objective: I can demonstrate analysis of how governments address national issues and form policies, and how the policies may not be consistent with those of other countries by explaining the order of events leading up to the Civil Rights Act of 1964 using a Type 3 Writing.

Learning Targets:

I can describe the history of the United States between the end of slavery (the Emancipation Proclamation) and the passing of the Civil Rights Act of 1964.

Vocabulary:

slavery

abolitionist

Emancipation Proclamation

Civil Rights

Black Codes / Jim Crow Laws

segregation

amendment

riot

Strategies:

classroom discussions

small group discussion

think-pair-share

type 2 pre-writing

type 3 writing

guided highlighting

Technology: Promethean Board, document camera

Formative Assessment: think-pair-share, type 2 pre-write
Summative Assessment: Type 3 Writing

Special Education Accommodations: small group instruction, close proximity, modeling, discussion, word bank, guided notes, guided highlighting, John Collins type 3, focus on content vocabulary, think-pair-share, extended time

Tuesday & Wednesday:

Students will review vocabulary words. We will do a THINK-PAIR-SHARE activity and go into a class discussion and type 2 pre-write about the Slavery, the Civil War, Reconstruction, Segregation, and the Civil Rights Movement. Students will then write a type 3 writing about the events that led to the Civil Rights Act.

Concentration on:
GLCE:

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Formative Assessment: think-pair-share, type 2 pre-write
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Thursday:

Unit 3 pre-test

Students will overlay the population maps and physical landform maps to observe where people live, and try to determine why they live there. We will use this for today’s lesson and refer back to it repeatedly during the unit on population.

Concentration on:
GLCE:

6 & 7 - G1.3.1= Use the fundamental themes of geography to describe regions or places on Earth.

6 & 7 - G1.3.2= Explain the locations and distributions of physical and human characteristics of Earth by using knowledge of spatial patterns.

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.

Learning Target:

I can describe the landforms and climates on each continent and determine why people live where they live.

Content Objective:

I can demonstrate evaluation of the locations and distributions of physical and human characteristics of Earth by using knowledge of spatial patterns and determining the most populated areas on Earth.

Language Objective:

Students can write to identify the different ecosystems on Earth to explain why some places are more attractive for humans to use than others by using a T-chart graphic organizer to display pros and cons of an area.

Vocabulary:

Physical geography

Human geography

Opportunities

Challenges

economy

Strategies:

graphic organizer – categorizing in a t-chart

elbow partners

whole class discussion

whole class t-chart

Technology: Promethean Board, document camera

Formative Assessment: graphic organizer T-chart, whole class t-chart

Summative Assessment:

Special Education Accommodations: small group instruction, close proximity, modeling, elbow partners, extended time (if needed), word bank, visual model, graphic organizer

Friday:

Students will input vocabulary words from MC3 Unit 3 in the Google Classroom Glossary.

Concentration on:

GLCE:

6 & 7 - G1.3.1= Use the fundamental themes of geography to describe regions or places on Earth.

6 & 7 - G1.3.2= Explain the locations and distributions of physical and human characteristics of Earth by using knowledge of spatial patterns.

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: Students can write to determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

Content Objective: I can demonstrate knowledge of the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies by defining words in my Moodle glossary.

Learning Targets:

I can define the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

Vocabulary:

population density

population distribution

demography

birth rate

death rate

census

migration

rate of natural increase

fertility rate

more developed nations

standard of living

less developed nations

demographic transition theory

Strategies:

elbow partners

small group discussion

Technology: Promethean Board, document camera

Formative Assessment: Moodle Glossary

Summative Assessment:

Special Education Accommodations: small group instruction, close proximity, modeling, elbow partners, extended time (if needed), word bank, visual model