February 24-28, 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 & Tuesday:

Today we will look at the opportunities and challenges that the physical features of the United States present to our economy. They will review the readings about the regions of the United States. We will sort the natural resources of each region and categorize them into either opportunities or challenges in the economy using a t-chart. They will work with a partner to justify their answers. Each group will then add their responses to a class t-chart. We will discuss the conclusions as a whole class.

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 compare distributions of physical characteristics of the United States using spatial patterns and categorize the U.S. regions’ physical features into resources that help the United States’ economy by creating a graphic organizer t-chart, summarizing the results, writing the results on a classroom t-chart, and discussing the results.

Content Objective:

I can demonstrate the analysis of distributions of physical characteristics of the United States using spatial patterns and categorize the U.S. regions’ physical features into resources that help the United States’ economy by creating a graphic organizer t-chart, summarizing the results, writing the results on a classroom t-chart, and discussing the results.

Learning Targets:

I can define physical features of the United States and determine if they are opportunities or challenges for people living by them.

Vocabulary:

Physical geography

Human geography

Opportunities

Challenges

economy

Strategies:

Review of readings

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

Wednesday and Thursday:

Students will be divided into 7 groups. Each group will create a large map of one of the 7 assigned continents. Each group will add and label the physical geography for each continent. A spokesperson from each group will present the material about the physical features.

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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 will speak to acknowledge the locations and distributions of major physical features of the world and how people use them as opportunities or challenges using content-specific vocabulary from Social Studies by discussing and labeling physical geography on a World Map.

Content Objective:

I can demonstrate analysis of the locations and distributions of major physical features of the world and how people use them as opportunities or challenges by comparing, contrasting, and differentiating among the physical features on the Earth.

Learning Targets:

I can explain where the major physical features of Earth are located and how they affect the people that live near them.

Vocabulary:

geography

human geography

physical geography

landforms

mountains

plains

lakes

rivers

oceans

desert

forests

Strategies:

small group

group work

map work

presentation

Technology: document camera, Promethean Board

Formative Assessment: Maps of the Continents and their physical features
Summative Assessment: Unit 3 Test

Special Education Accommodations: small group instruction, close proximity, modeling, elbow partners, project-based learning, focus on content vocabulary, scribe if necessary, resource if necessary, presentation

Friday:

Game: Explorers Ranking the Natural Resources

Students will be put into two teams. Each team will rank the natural resources in a region and make a decision whether to settle or not.

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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.

Language Objective:

Students will speak to acknowledge the locations and distributions of major physical features of the world and how people use them as opportunities or challenges using content-specific vocabulary from Social Studies by discussing and labeling physical geography on a World Map.

Content Objective:

I can demonstrate application of the locations and distributions of major physical features of the world and how people use them as opportunities or challenges by completing a chart of areas good for the population of humans.

Learning Targets:

I can explain where the major physical features of Earth are located and how they affect the people that live near them.

Vocabulary:

geography

human geography

physical geography

landforms

mountains

plains

lakes

rivers

oceans

desert

forests

Strategies:

small group

group work

map work

games

Technology: document camera, Promethean Board

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