October 21-25, 2019

6th Grade Social Studies – McWms.

We will watch CNN 10, a news program designed for middle school students, daily to learn about current events.

***Monday and Tuesday***:

6th Grade Social Studies: World Geography and Global Issues   
Unit 1: Foundations of World Geography

We will be presenting the slides of human and physical geography for each of the 4 regions of the U.S. from the lesson we worked on last week:  
We will be combining two previous lessons for an activity during the next two days. Students will be assigned a group, and that group will be assigned one of the four regions of the United States. In each group, students will determine their region’s most popular human or physical geography. Each group will do a presentation showing pictures of their geography and explaining what category each site is in and why it is there.

Concentration on   
GLCE Standard:   
6-G1.3.2   
Explain the locations and distributions of physical and human characteristics of Earth by using knowledge of spatial patterns.   
CCSS Standards:   
RH.6-8.4   
Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.   
WHST.6-8.9   
Use graphic organizers designed to depict compare/contrast, cause/effect, or sequential text patterns.   
  
  
Learning Targets:   
\* I can define the words: Geography, Physical Geography, and Human Geography.   
\* I can differentiate between Physical Geography and Human Geography.   
\* I can describe spatial scales, including local, regional, interregional, and global.

Content Objective:

I can demonstrate analysis of locations and distributions of physical and human characteristics of Earth by distinguishing physical and human geography in the sorting and displaying of examples I find.

90% of students will achieve 80% or higher proficiency on their sorted examples.

Language Objective:   
I can write to compare and contrast Physical Geography and Human Geography by using a presentation. 90% of students will achieve 80% or higher proficiency on their presentation.

Vocabulary:   
geography   
physical geography   
human geography   
spatial scale   
  
Strategies:   
reading   
informational reading   
research   
inquiry   
questioning   
presentation  
  
Technology:   
Smart Board   
Document Camera   
Internet

Assessment:   
Formative – power point slides  
Summative: presentation

Special Education Accommodations: small group administration, preferential seating, example, visual aid, extended time (if needed), scribe (if needed), Resource room (if needed)

***Wednesday and Thursday***:

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. 90% of students will achieve 80% or higher proficiency on speaking to their group at each station.

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. 90% of students will achieve 80% or higher proficiency on their sorted examples at 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

***Friday***:

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. 90% of students will achieve 80% or higher proficiency on their graphic organizer.

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. 90% of students will achieve 80% or higher proficiency on their graphic organizer.

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

graphic organizer

Summative Assessment:

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