October 28 – November 1, 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. 90% of students will speak correctly and distinguish the 5 themes orally with their group at each station of the 5 Themes.

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 speak correctly and distinguish the 5 themes orally with their group at each station of the 5 Themes.

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. 90% of students will speak correctly and distinguish the 5 themes orally with their A-B partner and correctly complete the application of the 5 Themes to Melvindale.

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 distinguish the 5 themes and, with 70% accuracy, correctly complete the application of the 5 Themes to Melvindale.

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  
  
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. 90% of students will score 70% or better on their idea 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. 90% of students will score 70% or better on their graphic organizer.

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 (1/2 day) 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 themes of geography: absolute location to describe places on Earth by using the global grid of latitude and longitude. 90% of students will correctly describe the fundamental themes to an elbow partner.

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. 90% of students will score 70% or better on their map grid.

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