October 7 – 11, 2019

6th Grade Social Studies – McWms.

Students will watch CNN 10, a news program designed for middle and high school students, daily to keep informed of current events. News stories will be discussed and related to social studies lessons.

***Monday & Tuesday:***

Students will create a book of the 4 regions of the United States. Each state will be labeled with the state name and the capital. Labels will be spelled correctly and capitalized. States will be colored. Students will then list natural resources available in each state.

Concentration on
GLCE Standard:
6-G1.1.1
Apply the skills of geography to create geographic representations to acquire, organize, process, and report information from a spatial perspective.

CCSS Standards:
RH.6-8.7
Integrate visual information (e.g. in charts, graphs, photographs, videos, or maps) with other information.

Learning Targets: I can correctly locate, categorize, and label each of the 50 states into the four regions of the United States using correct spelling and capitalization.

Language Objective:
I can write to make connections among the geographic representations from a spatial perspective by labeling the 50 states and their capitals and natural resources and categorizing them into the 4 regions of the United States. 80% of students will earn 80% correct or better on the 4 Regions of the United States map packet.

Content Objective:

I can demonstrated knowledge of geographic representations from a spatial perspective by labeling the 50 states and their capitals and natural resources and categorizing them into the 4 regions of the United States. 80% of students will earn 80% correct or better on the 4 Regions of the United States map packet.

Vocabulary:
Springfield, Illinois
Indianapolis, Indiana
Des Moines, Iowa
Topeka, Kansas
Lansing, Michigan
Saint Paul, Minnesota
Jefferson City, Missouri
Lincoln, Nebraska
Bismarck, North Dakota
Columbus, Ohio
Pierre, South Dakota
Madison, Wisconsin
Juneau, Alaska
Phoenix, Arizona
Sacramento, California
Denver, Colorado
Honolulu, Hawaii
Boise, Idaho
Helena, Montana
Carson City, Nevada
Santa Fe, New Mexico
Salem, Oregon
Salt Lake City, Utah
Olympia, Washington
Cheyenne, Wyoming
Hartford, Connecticut
Augusta, Maine
Boston, Massachusetts
Concord, New Hampshire
Trenton, New Jersey
Albany, New York
Harrisburg, Pennsylvania
Providence, Rhode Island
Montpelier, Vermont
Montgomery, Alabama
Little Rock, Arkansas
Dover, Delaware
Tallahassee, Florida
Atlanta, Georgia
Frankfort, Kentucky
Baton Rouge, Louisiana
Annapolis, Maryland
Jackson, Mississippi
Raleigh, North Carolina
Oklahoma City, Oklahoma
Columbia, South Carolina
Nashville, Tennessee
Austin, Texan
Richmond, Virginia
Charleston, West Virginia

Strategies:
informational reading
research
inquiry
questioning
mapping

Technology:
Promethean Board
Document Camera
Internet

Assessment:
Formative - oral discussion
Summative - Four Regions of the United States booklet

Special Education Accommodations:

small group administration and discussion, elbow partners, modeling, assignment reduction, scribe if necessary, resource room if necessary, extended time

***Wednesday***:

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

Students will fill out the graphic organizer: Expanding Environments Concept Web to explain Spatial Scale. We will then do a Pair/Share Activity. Students will then complete the "What is Where and Why is it There?" Activity.

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 comprehension of locations and distributions of physical and human characteristics of Earth by using knowledge of spatial patterns and spatial scales by illustrating a spatial scale graphic organizer. 90% of students will achieve 80% or higher proficiency on their spatial scale.

Language Objective:
I can write to define the spatial scales of local, regional, interregional, and global by completing the cloze activity "What is Where and Why is it There?". 90% of students will achieve 80% or higher proficiency on their cloze activity.

Vocabulary:
geography
physical geography
human geography
spatial scale

Strategies:
reading
informational reading
research
inquiry
questioning
graphic organizer - Expanding Environments Concept Web
cloze activity

Technology:
Promethean Board
Document Camera
Internet

Assessment:
Formative - Concept Web Graphic Organizer
Summative:
Cloze Activity: "What is Where and Why is it There?"

***Thursday & Friday***:

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

Discuss how a globe may be a better representation of the whole Earth than a map. Display Google Earth and start the Graphic Organizer for Unit 1, Lesson 3. Divide the students into groups of 3. Discuss the Satellite Images and Interpreting Satellite Images. Have students complete their graphic organizers "Geographic Tools and Technologies".

Concentration on:
GLCE Standard:
7-G1.1.1
Explain and use a variety of maps, globes, and web based geography technology to study the world, including global, interregional, regional, and local scales.
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: (content objectives)
\* I can demonstrate comprehension of maps, globes, and web based geography technology to study the world including interregional, regional, and local scales by completing the graphic organizer flow chart called Geographic Tools and Technologies.
\* I can demonstrate knowledge of how geographers use maps to represent places in the world by defining vocabulary related to maps and mapping.

Content Objective:

I can demonstrate knowledge of how geographers use maps to represent places in the world by identifying maps, globes, and web-based geography technology to study the world including interregional, regional, and local scales. 90% of students will achieve 80% or better on their identifications.

Language Objective:
I can write to explain 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 graphic organizer flow chart called Geographic Tools and Technologies. 90% of students will achieve 80% or better on their graphic organizer flow chart.

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

Strategies:
group work
inquiry
questioning
small group discussion
whole class discussion

Technology:
Promethean Board
Document Camera
Internet
Google Earth

Assessment:
Formative -
Summative:
Graphic Organizer - Geographic Tools and Technologies

Special Education Accommodations: small group administration, preferential seating, example, visual aid, graphic organizers, charts, graphs, assignment reduction (if necessary)