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)