September 16-20, 2019

6th Grade Social Studies – McWilliams

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| ***Monday and Tuesday*** |
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| Today we will celebrate Constitution Day!! It is actually on Tuesday, September 17. We have a ½ day, so we will work on it both Monday and Tuesday.Students will review the elements of the Constitution, Core Democratic Values, and the different aspects of Democracy: representative government, three branches of government and the checks and balances system, political elections, unique differences between the U.S. government and other countries. We will read the Detroit Free Press newspaper supplement about the history of the Constitution and discuss how these different aspects of Democracy are used in it by using think-pair-share. Then the whole class will discuss their partner answers.We will then watch a short video from Discovery Streaming called "The Constitution and Constitution Day - Beginners' Guide" (The Importance of Rules, The Purpose of the Constitution, The 3 Branches of Government, The Bill of Rights, Constitution Day Celebrations, Video Quiz). Finally, we will read and discuss a story about the Articles of Confederation and the Constitution and complete the accompanying comprehension puzzle packet. (Learning Targets) Students will: \* define the purpose of the United States Constitution. \* explain the history of the United States Constitution. \* identify the elements of the United States Constitution. \* explain the Three Branches of Government unique to the United States as outlined in the  Constitution.GLCE: 6-H1.1.2 Explain why and how historians use eras and periods as constructs to organize and explain human activities over time. CCSS: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. Content Objective:I can demonstrate analysis of vocabulary used in text specific to the domain of the Constitution by differentiating among the 3 Branches of Government while completing comprehension questions. 90% of students will achieve 80% or higher proficiency on the Constitution Puzzle Packet comprehension and vocabulary questions.Language Objective: Students will write to sequence events and activities related to the ratifying of the United States Constitution using the Cloze Activity Crossword Puzzle in the Constitution Packet. 90% of students will achieve 80% or higher proficiency on the Constitution Puzzle Packet comprehension and vocabulary questions.Assessments: Formative: Video Quiz Summative: Constitution Puzzle Packet Vocabulary: Constitution Bill of Rights Core Democratic Values democracy representative democracy Articles of Confederation Revolutionary War Judiciary Branch Executive Branch Legislative BranchChecks and Balances System George Washington James Madison Benjamin Franklin Strategies: reading reading comprehension highlighting small group discussion – think, pair, sharewhole class discussion self-assessment lecture sharing questions guided practice compare and contrast video video quiz puzzles Additional GLCEs: 6-H1.2.1 6-H1.2.2 6-H1.2.3 6-H1.2.5 6-H1.4.1 6-H1.4.2 6-G4.4.1 6-G4.4.2 6-C1.1.1 |

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***Wednesday and Thursday***:

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

Students will read the article "Definitions of Geography" to determine the definitions of Geography. They will then use the T-Chart Graphic Organizer to differentiate between physical and human geography. The lesson will be summarized by sorting out different types of Geography using a Visualization Exercise. Students will search magazines to find examples of each type of geography.

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 T-Chart Graphic Organizer. 90% of students will achieve 80% or higher proficiency on their T-chart graphic organizer.

Vocabulary:
geography
physical geography
human geography
spatial scale

Strategies:
reading
informational reading
research
inquiry
questioning
graphic organizer - T-Chart
drawing

cut and paste examples

Technology:
Promethean Board
Document Camera
Internet
Assessment:
Formative - T-Chart Graphic Organizer
Summative:
Visualization Exercise – Cut, paste, sort

***Friday***:

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?"