September 30 – October 4, 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***:

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

***Tuesday & 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)