September 9-13, 2019

6th Grade Social Studies – McWilliams

We will be viewing CNN 10, a news service designed for middle and high school students, daily to keep up with current world events.

Monday:

6th Grade Social Studies Entrance Exam (common assessment)

Tuesday:

Begin Patriot Day Project

due Wednesday, 9/11  
  
Standards:  
Concentration on:   
6-H1.2.2 = Read and comprehend a historical passage to identify basic factual knowledge and the literal meaning by indicating who was involved, what happened, where it happened, what events led to the development, and what consequences or outcomes followed.   
  
Students will research the September 11, 2001, disaster, compile facts on a Frayer Model Graphic Organizer, turn their notes into a Type 3 Research Writing, and create a Patriot Day Project.   
  
Learning Targets:   
\* I can describe the disaster of September 11, 2001.   
\* I can explain the events that led to this disaster.   
\* I can describe the effects that this disaster has had on history.

Content Objective:

I can demonstrate comprehension of a historical passage by identifying basic factual knowledge and literal meaning by indicating who was involved, what happened, where it happened, what events led to the development, and what consequences or outcomes followed by creating a project that explains September 11, 2001. 90% of students will achieve 80% proficiency or better on the explanation of their Patriot Day Project.  
  
 Language Objectives:   
Students will be able to research and write a summary of the disaster of September 11, 2001, by using a Frayer model graphic organizer, completing a Type 3 Writing, and creating a Patriot Day Project. 90% of students will achieve 80% proficiency or better on the explanation of their Patriot Day Project.

Vocabulary:   
disaster   
history   
effect   
Patriot Day   
al\_Qaeda   
World Trade Center   
Pentagon   
  
Strategies:   
reading   
informational reading   
research   
inquiry   
questioning   
graphic organizer - Frayer Model   
  
Technology:   
Smart Board   
Document Camera   
Internet   
  
Assessment:   
Formative - Frayer Model Graphic Organizer   
Summative:   
Type 3 Writing   
Patriot Day Project

Wednesday: Open House – adjusted schedule  
Students will take the 6th Grade Social Studies Vocabulary Test.

We will also work on finishing the Patriot Day Project.

Thursday and Friday:

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

Begin by labeling the continents and oceans on a map. Remind students that they are graded on location, spelling, and capitalization.

Language Objective:   
Students will write to locate and label the continents and oceans on a world map using correct spelling and capitalization using knowledge of spatial patterns. 90% of students will achieve 80% proficiency or better on the labeling of continents and oceans on a world map.

Content Objective:

I can demonstrate knowledge of the locations and distributions of physical and human characteristics of Earth my using knowledge of spatial patterns and correctly identifying and labeling the continents and oceans on a world map. 90% of students will achieve 80% proficiency or better on the labeling of continents and oceans on a world map.  
  
Learning Target:

I can locate and label the continents and oceans on a world map using correct spelling and capitalization.

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.

Assessment:

Formative – map

Vocabulary:

continent

North America

South America

Europe

Asia

Africa

Antarctica

Australia

ocean

Atlantic Ocean

Pacific Ocean

Arctic Ocean

Indian Ocean

Southern Ocean

Strategies:

mapping

spatial relationships

transposing

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