Teacher: Robinson, Hall Date: 8/12-16 Subject: SOCIAL STUDIES Period:

|  |
| --- |
| **-Alabama CCRS/COS: Standards** TSWBATELD STANDARD 5 ENGLISH LANUGUAGE LEARNERS COMMUNICATE INFORMATION, IDEAS AND CONCEPTS NECESSARY FOR ACADEMIC SUCCESS IN THE CONTENT AREA OF SOCIAL STUDIES.1.1 IDENTIFY HISTORICAL AD CURRENT ECONOMIC, POLITICAL, AND GEOGRAPHIC INFORMATION ABOUT HE ALABAMA ON THEMATIC MAPS. |

|  |
| --- |
| **Outcome(s)STUDENTS WILL BE ABLE TO** * **IDENTIFY HISTORICAL, GEOGRAPHY, AND POLITICAL INFORMATION MAPS**
 |

**ACTIVATING LEARNING STRATEGY/STRATEGIC TEACHING STRATEGIES:**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|   |   |   |   |   |   |   |   |   |   |   |   |
|  [x]  | KWL |  |  [ ]  Word Splash |   | [ ]  Anticipation Guide |  | [x]  Lecture |  | [x]  Graphic Organizer/VLT |   | [ ]  Poem, Rhymes, etc. |
|  [ ]  | Survey |   |  [ ]  Possible Sentence |   | [x]  Think-Pair-Share |  | [x]  Reading |   | [x]  Pictograph |   | [ ]  Acronyms/Word |
|  [ ]  | First Word |   |  [ ]  Concept Map |  | [x]  Vocabulary Overview |   | [x]  Model |   | [x]  Diagram |   | [ ]  Other: \_\_\_\_\_\_\_\_\_\_\_\_ |
|  [x]  |  Word Map |   |  [ ]  Frayer Model |  | [ ]  Daily Language Practice (DLP)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |   | [ ]  Hands-on |   | [ ]  Mind Map/Visual Guide |  |  |
|   |   |   |   |   |   |   |   |   |   |   |   |
| **Engagement Strategies:**[x]  - Collaborative Group Work [x]  - Writing to Learn [ ]  - Literacy Groups [ ]  Other:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ [ ]  - Questioning Techniques [x]  - Scaffolding Text [x]  -Classroom Talk [ ]  - T.W.I.R.L. |
| **Technology Integration:** [x]  Smart board [ ]  Document Camera [ ]  IPADS [ ]  Mac Books [x]  Computers [ ]  Kindles [ ]  Interactive Tablets [ ]  Digital/ Video Camera [ ]  Clickers [ ]  ACCESS [x]  Computer Program:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ [ ]  Other:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  |

**This Week’s Vocabulary:**

**GEOGRAPHY**

**HISTORICAL**

**POLITICAL**

**MAPS**

**PROCEDURAL CONTENT (application)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| ***Essential Question*** | WHAT ARE THEMATIC MAPS? | WHAT ARE THEMATIC MAPS? | WHAT ARE THEMATIC MAPS? | WHAT ARE THEMATIC MAPS? | WHAT ARE THEMATIC MAPS? |
| ***Daily Objective(s)******I Can Statement***  | **I CAN IDENTIFY INFORMATION OF A THEMATIC MAP.** | **I CAN IDENTIFY INFORMATION OF A THEMATIC MAP.** | **I CAN IDENTIFY INFORMATION OF A THEMATIC MAP.** | **I CAN IDENTIFY INFORMATION OF A THEMATIC MAP.** | **I CAN IDENTIFY INFORMATION OF A THEMATIC MAP.** |
| *Preview* *(Before)**Warm-up- Hook* | REAL WORLD INTRODUCTIONSAY SOMETHINGVIDEO | KWL/VIDEO | SAY SOMETHINGRECAP LESSON | SAY SOMETHINGRECAP LESSON | REVIEW  |
| *Instruction* *(During)*I Do-We Do-Y’all Do-You Do- | VOCABULARY BUILDERQUICK WRITEINDEPENDENT PRACTICE | REVIEW LESSONPOPCORN READCHUNK READINGINDEPENDENT PRACTICE | SHARE AND TALKJOURNAL WORKINDEPENDENT PRACTICE | QUICK WRITEONE PAGER/ART TALKINDEPENDENT PRACTICE | SNB CHECK |
|  Small Groups | CENTERS/GROUPS | CENTERS/GROUPS | CENTERS/GROUPS | CENTERS/GROUPS | CENTERS/GROUPS |
| *Ater/Homework* | GRAND CONVERSATIONSNBSTUDY NOTES | GRAND CONVERSATIONSNBSTUDY NOTES | GRAND CONVERSATIONSNBSTUDY NOTES | GRAND CONVERSATIONSNBSTUDY NOTES | GRAND CONVERSATIONSNB |
| **Assessment (Formative):** [x] Class work [x] Notebook [ ] Homework [x] quizzes [x] Tests [ ] Computer activities [x] Collaborative work [x]  Project/ Other: |

**Assessment (Summative):** [ ] Quizze**s** [ ] T**ests** [ ] Group activities **[ ]** Project based **[ ]** Other:

**Summarizing****:** [ ]  3-2-1 [x]  Ticket out the Door [x]  The Important Thing [ ]  Cue Cards [x]  Teacher Questions [x]  Student Summary [x]  Other:SNB CHECK