**District Social Studies Lesson Plan**

Teacher: Yolanda Randolph Date: February 17-21, 2025 Subject: Social Studies Period: Sixth

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| Alabama CCRS/COS Standards: E-G-H-4 Relate population dispersion to geographic, economic, and historical changes in Alabama and the world. Examples: geographic -flood, hurricane, tsunami-crop failure, historic-disease, war, migration. Identifying human and physical criteria used to define regions and boundaries, school district lines physical-hemispheres, regions, within continents or countries. |

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| Outcome(s)/Objective(s)/I can statement: I can explore the physical characteristics of a place. |

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

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

**Vocabulary Words: biome, the climate, vegetation, and animals in a place.**

**PROCEDURAL CONTENT (application)**

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|  | | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** | |
| ***Essential Question*** | | Weather Day! | What are physical characteristics?  How do physical characteristics help us describe a location? | What are physical characteristics?  How do physical characteristics help us describe a location? | What are physical characteristics?  How do physical characteristics help us describe a location? | What are physical characteristics?  How do physical characteristics help us describe a location? | |
| ***Daily Objective(s)***  ***I Can Statement*** | |  | Outcome(s)/Objective(s)/I can statement:  I can explore the physical characteristics of a place. | Outcome(s)/Objective(s)/I can statement:  I can explore the physical characteristics of a place. | Outcome(s)/Objective(s)/I can statement:  I can explore the physical characteristics of a place. | Outcome(s)/Objective(s)/I can statement:  I can explore the physical characteristics of a place. | |
| *Preview*  *(Before)*  *Warm-up- Hook* | |  | Review with Post Its | Review with Post Its | Review with Post Its | Review with Post Its | |
| *Instruction*  *(During)*  I Do-  We Do-  Y’all Do-  You Do- | |  | Unit: Geography  Week 13  Article 1: Physical Characteristics  Article 2: Physical Features | Unit: Geography  Week 13  Article 3: Biomes | Unit: Geography  Week 13  Article 4: Climate  Article 5: Climate Maps | Unit: Geography  Week 13  Review Articles 1-5  Week 13  Assessment | |
| Small Groups | |  | T-Chart | Biomes Graphic Organizer | My Climate Research Organizer | Assessment | |
| *After/Homework* | |  | Read Week 13 Paper | Read Week 13 Paper | Read Week 13 Paper |  | |
| **Assessment (Formative):** Class work Notebook Homework Quizzes Tests Computer Activities Collaborative Work  Project/ Other: | | | | | |

**Assessment (Summative):** QuizzesTestsGroup Activities Project Based Other:

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