**District Social Studies Lesson Plan**

Teacher: Yolanda Randolph Date: April 7-11, 2025 Subject: Social Studies Period: SIxth

|  |
| --- |
| 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. |

|  |
| --- |
| Outcome(s)/Objective(s)/I can statement: I can understand how and where people live, move, and use what is around them. |

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

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |  |  |  |  | |  |  |
|  | 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 |  | |  |
|  |  |  |  |  |  |  |  |  |  | |  |  |
| **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: region**

**PROCEDURAL CONTENT (application)**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** | |
| ***Essential Question*** | | What is a region? What are physical characteristics? What are human characteristics?  What are the physical and human characteristics of the northeast? What are the human and physical characteristics of the Southeast? | What is a region? What are physical characteristics? What are human characteristics?  What are the physical and human characteristics of the northeast? What are the human and physical characteristics of the Southeast? | What is a region? What are physical characteristics? What are human characteristics?  What are the physical and human characteristics of the northeast? What are the human and physical characteristics of the Southeast? | What is a region? What are physical characteristics? What are human characteristics?  What are the physical and human characteristics of the northeast? What are the human and physical characteristics of the Southeast? | What is a region? What are physical characteristics? What are human characteristics?  What are the physical and human characteristics of the northeast? What are the human and physical characteristics of the Southeast? | |
| ***Daily Objective(s)***  ***I Can Statement*** | | Outcome(s)/Objective(s)/I can statement:  I can understand how and where people live, move, and use what is around them. | Outcome(s)/Objective(s)/I can statement:  I can understand how and where people live, move, and use what is around them. | Outcome(s)/Objective(s)/I can statement:  I can understand how and where people live, move, and use what is around them. | Outcome(s)/Objective(s)/I can statement:  I can understand how and where people live, move, and use what is around them. | Outcome(s)/Objective(s)/I can statement:  I can understand how and where people live, move, and use what is around them. | |
| *Preview*  *(Before)*  *Warm-up- Hook* | | Review | 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 20  Article 1: What is a region? | Unit: Geography  Week 20  Article 2: Physical and Human Characteristics | Unit: Geography  Week 20  Article 3: Northeast: Physical Characteristics Article 4:  Northeast Human Characteristics | Unit: Geography  Week 20  Article 5: Southeast: Physical Characteristics  Article 6: Southeast: Human Characteristics | Unit: Geography  Week 20  Review Articles 1-6  Week Assessment | |
| Small Groups | | Map of the United States of America Regions | Map of the United States of America Regions graphic organizer | Regions of the United States Research Guide | Regions of the United States Research Guide |  | |
| *After/Homework* | | Read Week 20 Paper | Read Week 20 Paper | Read Week 20 Paper | Read Week 20 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: