**District Social Studies Lesson Plan**

Teacher: Yolanda Randolph Date: March 10-14, 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 how people interact with their environment and how the environment impacts how people make decisions. |

**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: adapt, modify**

**PROCEDURAL CONTENT (application)**

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|  | | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** | |
| ***Essential Question*** | | How do humans interact with their environment? How does the environment impact people’s decisions? How do humans adapt to and modify their environment? Where do different natural disasters occur and how do these impact humans? How can people help their environment? | How do humans interact with their environment? How does the environment impact people’s decisions? How do humans adapt to and modify their environment? Where do different natural disasters occur and how do these impact humans? How can people help their environment? | How do humans interact with their environment? How does the environment impact people’s decisions? How do humans adapt to and modify their environment? Where do different natural disasters occur and how do these impact humans? How can people help their environment? | How do humans interact with their environment? How does the environment impact people’s decisions? How do humans adapt to and modify their environment? Where do different natural disasters occur and how do these impact humans? How can people help their environment? | How do humans interact with their environment? How does the environment impact people’s decisions? How do humans adapt to and modify their environment? Where do different natural disasters occur and how do these impact humans? How can people help their environment? | |
| ***Daily Objective(s)***  ***I Can Statement*** | | Outcome(s)/Objective(s)/I can statement:  I can explore how people interact with their environment and how the environment impacts how people make decisions. | Outcome(s)/Objective(s)/I can statement:  I can explore how people interact with their environment and how the environment impacts how people make decisions. | Outcome(s)/Objective(s)/I can statement:  I can explore how people interact with their environment and how the environment impacts how people make decisions. | Outcome(s)/Objective(s)/I can statement:  I can explore how people interact with their environment and how the environment impacts how people make decisions. | Outcome(s)/Objective(s)/I can statement:  I can explore how people interact with their environment and how the environment impacts how people make decisions. | |
| *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 15  Article 1: Human-Environment Interaction | Unit: Geography  Week 15  Article 2: Adapting to the environment. Article 3 Modifying the environment | Unit: Geography  Week 15  Article 4: Natural Hazards  Article 5: Natural Hazards around the world. | Unit: Geography  Week 15  Article 6: Positive and Negative  Interactions  Article 7: Help the environment | Unit: Geography  Week 15  Review Articles 1-7  Week 15 Assessment | |
| Small Groups | | Cause and Effect Graphic Organizer |  | Each group with write about a natural hazard 6on chart paper. | How We interact With Our Environment Graphic Organizer |  | |
| *After/Homework* | | Read Week 15 Paper | Read Week 15 Paper | Read Week 15 Paper | Read Week 15 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: