**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 |  | [x]  Graphic Organizer/VLT |   | [ ]  Poem, Rhymes, etc. |
|  [ ]  | Survey |   |  [ ]  Possible Sentence |   | [ ]  Think-Pair-Share |  | [x]  Reading |   | [ ]  Pictograph |   | [ ]  Acronyms/Word |
|  [ ]  | First Word |   |  [ ]  Concept Map |  | [x]  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 [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: 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: GeographyWeek 15Article 1: Human-Environment Interaction | Unit: GeographyWeek 15Article 2: Adapting to the environment. Article 3 Modifying the environment | Unit: GeographyWeek 15Article 4: Natural HazardsArticle 5: Natural Hazards around the world.  | Unit: GeographyWeek 15Article 6: Positive and Negative InteractionsArticle 7: Help the environment | Unit: GeographyWeek 15Review Articles 1-7Week 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):** [x] Class work [ ] Notebook [ ] Homework [ ] Quizzes [ ] Tests [ ] Computer Activities [ ] Collaborative Work [ ]  Project/ Other: |

**Assessment (Summative):** [ ] Quizzes[x] Tests[ ] Group Activities **[ ]** Project Based **[ ]** Other:

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