

P.Cert. HMC 20 Geography Map Skills Toolkit; September 11 Memorial; Constitution Day, September 17

Content Area: **Social Studies**
 Course(s):
 Time Period: **September**
 Length: **2 Weeks**
 Status: **Published**

Unit Overview

This unit introduces 6th grade to social studies, map reading and active reading strategies that are needed during the 6th grade units of study.

Enduring Understandings

Students of social studies must be active readers who can identify and successfully use reading strategies and map reading skills.

Essential Questions

What strategies does an active reader of social studies use to understand the content?

How do you read a map?

Instructional Strategies & Learning Activities

Day 1	Day 2	Day 3	Day 4	Day 5
Aim: Introduction to 6 th Social Studies Mods/Diff: none needed Assessment: Student questionnaire	Aim: Identify and use active reading strategy Mods/Diff: repeat, reword directions; display visuals with guided practice	Aim: Identify and use active reading strategy while reviewing map skills Mods/Diff: second textbook for home use; check in to make sure assignment being completed correctly	Aim: Identify and use active reading strategy while reviewing map skills Mods/Diff: check in to make sure assignment being completed correctly; repeat/reword	Aim: review for the first quiz Mods/Diff: guided practice with visuals Assessment: Map Skills Toolkit

	Assessment: Student questionnaire /2	Assessment: Latitude and Longitude sheet	directions Assessment: Signed SS Info Sheet /2	Vocab Sheet /4
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Day 6	September 11	Constitution Day Sept. 17		
Aim: Assess Map Skills. Mods/Diff: modified quiz; repeat/reword directions Assessment: Map Skills Quiz; KWL chart	Aim: To understand and honor the significance of September 11, Patriot's Day Mods/Diff: none needed Assessment: Discussion	Aim: To understand and honor the significance of Constitution Day. Teach tolerance of Muslims/Islam Mods/Diff: none needed Assessment: Crossword puzzle		

Integration of 21st Century Themes and Career Exploration

Teach map reading skills

CRP.K-12.CRP2.1

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.

CRP.K-12.CRP1.1

Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on

others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

CRP.K-12.CRP4.1

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

Technology Integration

Use of online maps;

Google Classroom

TECH.8.1.8.A.CS1

Understand and use technology systems.

Interdisciplinary Connections

- LA.6-8.CCSS.ELA-Literacy.CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- LA.6-8.CCSS.ELA-Literacy.CCRA.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- LA.6-8.CCSS.ELA-Literacy.CCRA.R.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- LA.6-8.CCSS.ELA-Literacy.CCRA.R.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

Differentiation

Mods/Diff: repeat, reword directions; display visuals with guided practice

Mods/Diff: check in to make sure assignment being completed correctly; repeat/reword directions

Mods/Diff: second textbook for home use; check in to make sure assignment being completed correctly

Modifications & Accommodations

See Diff/mod. as listed above.

Benchmark Assessments

Sentence construction pretest; stem usage

Formative Assessments

See assessments as listed in the above lesson plans.

Summative Assessments

Map skill quizzes as outlined above.

Instructional Materials

As noted in above lesson plan.

Standards

CCSS.ELA-Literacy.RH.6-8.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
CCSS.ELA-Literacy.RH.6-8.7	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
CCSS.ELA-Literacy.RH.6-8.10	By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.
LA.6-8.CCSS.ELA-Literacy.WHST.6-8.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LA.6-8.CCSS.ELA-Literacy.WHST.6-8.10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
	Writing
SOC.6.2.8.B.2.a	Determine the extent to which geography influenced settlement, the development of

trade networks, technological innovations, and the sustainability of early river valley civilizations.