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|  |  | **Monday-** | **Tuesday-** | **Wednesday-** | **Thursday-** | **Friday-** |
| **Pre-Planning: Unpacking the Standards** | **TEKS:**  (R) - Readiness Standard  (S) -Supporting Standard | SS 6.22A-Use social studies terminology correctly  SS 6.22D-Create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies based on research | SS 6.3D-Create thematic maps, graphs, charts, models, and databases depicting aspects such as aspects, disease, and economic activities of various world regions and countries | SS 6.3B-Pose and answer questions about geographic distributions and patterns for various world regions and countries shown on maps, graphs, charts, models, and databases | SS 6.21.c-Organize and interpret information from outlines, reports, databases, and visuals including graphs, charts, timelines, and maps | SS 21.F-Use appropriate mathematical skills to interpret social studies information such as maps and graphs |
| **Verb(s)**  - What verbs define the actions students will need to take when mastering this objective? | Use, create, pose, organize, and interpret | Use, create, pose, organize, and interpret | Use, create, pose, organize, and interpret | Use, create, pose, organize, and interpret | Use, create, pose, organize, and interpret |
| **Concept**  -What am I teaching?  -What do the students need to know? | Students will analyze different geographic factors that could affect where people settle. | Students will analyze different geographic factors that could affect where people settle. | Students will evaluate various geographic factors that affect settlement patterns. | Students will evaluate various geographic factors that affect settlement patterns. | Students will evaluate what they learned about the various geographical regions that have affected the different cultures of the world. |
| **Context**  ***Readiness:***   * Connections from previous grade level. * To what degree will this impact learning two years down the road?   ***Supporting:***   * What Readiness Standards or concepts from the Readiness Standards does it support? * How does it support the Readiness Standards? | Map skills covered in 1st grade. Charts, maps, graphs, about geographic distribution, and patterns in 4th and 5th grade. Interpreting data from many sources will be used in HS , College Readiness and life –long learning skills  SS.6.3A, SS6.3C | Map skills covered in 1st grade. Charts, maps, graphs, about geographic distribution, and patterns in 4th and 5th grade. Interpreting data from many sources will be used in HS , College Readiness and life –long learning skills  SS.6.3A, SS6.3C | Map skills covered in 1st grade. Charts, maps, graphs, about geographic distribution, and patterns in 4th and 5th grade. Interpreting data from many sources will be used in HS , College Readiness and life –long learning skills  SS.6.3A, SS6.3C | Map skills covered in 1st grade. Charts, maps, graphs, about geographic distribution, and patterns in 4th and 5th grade. Interpreting data from many sources will be used in HS , College Readiness and life –long learning skills  SS.6.3A, SS6.3C | Map skills covered in 1st grade. Charts, maps, graphs, about geographic distribution, and patterns in 4th and 5th grade. Interpreting data from many sources will be used in HS , College Readiness and life –long learning skills  SS.6.3A, SS6.3C |
| **I will know my students have mastered this standard when they can….** | Interpret information about geographic distributions and patterns for various world regions and countries from maps, graphs, charts, databases. | Interpret information about geographic distributions and patterns for various world regions and countries from maps, graphs, charts, databases. | Interpret information about geographic distributions and patterns for various world regions and countries from maps, graphs, charts, databases. | Interpret information about geographic distributions and patterns for various world regions and countries from maps, graphs, charts, databases. | Interpret information about geographic distributions and patterns for various world regions and countries from maps, graphs, charts, databases. |
| **I will assess the standard by…..** | Random call out, quizzes, exit tickets, and unit tests. | Random call out, quizzes, exit tickets, and unit tests. | Random call out, quizzes, exit tickets, and unit tests. | Random call out, quizzes, exit tickets, and unit tests. | Random call out, quizzes, exit tickets, and unit tests. |
| **Vocabulary**  (Academic and Content) | Pictographs, Bar Graphs, Line Graphs, Circle Graphs, Political, Physical, Special Purpose Maps, latitude, longitude. | Pictographs, Bar Graphs, Line Graphs, Circle Graphs, Political, Physical, Special Purpose Maps, latitude, longitude. | Pictographs, Bar Graphs, Line Graphs, Circle Graphs, Political, Physical, Special Purpose Maps, latitude, longitude. | Pictographs, Bar Graphs, Line Graphs, Circle Graphs, Political, Physical, Special Purpose Maps, latitude, longitude. | Pictographs, Bar Graphs, Line Graphs, Circle Graphs, Political, Physical, Special Purpose Maps, latitude, longitude. |
| **Lesson Topic** (Content Objective) | Geographic factors and their human relationship | Geographic factors and their human relationship | Geographic factors and their human relationship | Geographic factors and their human relationship | Geographic factors and their human relationship |
| **ELPS** (Language Objective) | ELPS C.4K for Language  Shortened Assignments, Highlight key vocabulary, Print Lectures for Student | ELPS C.4K for Language  Shortened Assignments, Highlight key vocabulary, Print Lectures for Student | ELPS C.4K for Language  Shortened Assignments, Highlight key vocabulary, Print Lectures for Student | ELPS C.4K for Language  Shortened Assignments, Highlight key vocabulary, Print Lectures for Student | ELPS C.4K for Language  Shortened Assignments, Highlight key vocabulary, Print Lectures for Student |
| **Lesson Cycle** | **Engage:**  **Warm-Up/Opening (min)** | (5 mins)Describe each of the following in complete sentences and draw an illustration of the following regions: Geographic, Climate, and Vegetation | (5 mins)Describe each of the following in complete sentences and draw an illustration of the following regions: Religious, Political, and Economic | (5 mins)Students will complete a quick write comparing/contrasting the two maps shown on the active board. | (5 mins)Students will analyze an image of a geographic region | (5 mins)Quick write – Students will write about their favorite geographical region, giving explanation. |
| **Explore:**  **INM/Review (min):** | (35 mins)Discuss the human relationship of/to the different regions. Discovery: Identify significant geographic factors that could affect where people settle and continue to live | (35 mins)Students will infer the relationship between physical geographic factors and population density or settlement patterns/human geographic factors | (35 mins)foldable  Students will create a visual resource for their reference during this unit of learning | (35 mins)foldable  Students will create a visual resource for their reference during this unit of learning | (35 mins)Students will write about their favorite geographical region, giving explanation. |
| **Explain:**  **Guided Practice (min):** | Model the instructions for the students. | Model the instructions for the students. | Model the instructions for the students. | Model the instructions for the students. | Explain expectations of the writing assignment. |
| **Elaborate:**  **Independent Practice (min):** | Students will work in small groups of 5 | Students will work in small groups of 5 | Students will individually on their foldables. | Students will individually on their foldables. | Students will create a written summary of the geographical factors that have influenced civilizations |
| **Evaluate:**  **Closing ( min.):** | (5 mins)Pick up the sheets from each group | (5 mins)Pick up the sheets from each group | 95 mins)Pick up the foldables from each student | (5 mins)Pick up the foldables from each student | (10 mins)Review the unit information |
| **Reinforcement** | **Materials/ Resources:** | Regional information (class sets) | Regional information (class sets) | Colored pencils, blank copy paper, staples, pencils | Colored pencils, blank copy paper, staples, pencils | Paper, pen/pencil |
| **Homework** | Read excerpt about geographic region | Read excerpt about geographic region | n/a | Student will complete their in-class assignment as needed. Enrichment /extra credit assignments as needed. | n/a |
| **MODIFICATIONS and/or ACCOMODATIONS:**  *-Gifted and Talented*  *-ELL/ ESL*  *-Special Education* | Based on students’ needs | Based on students’ needs | Based on students’ needs | Based on students’ needs | Based on students’ needs |

**\*All lesson plans are subject to revisions and addendums by teacher.**