

Lesson Plans for Traci Ratliff, 043 - Richland Middle School

Week of Monday, January 27, 2014

Monday, January 27, 2014
Day 92

Tuesday, January 28, 2014
Day 93

Wednesday, January 29, 2014
Day 94

Thursday, January 30, 2014
Day 95

Friday, January 31, 2014
Day 96

Social Studies, Grade 6

The student is expected to...

- » differentiate between, locate, and use valid primary and secondary sources such as computer software; interviews; biographies; oral, print, and visual material; and artifacts to acquire information about various world cultures. [6.21A]
- » analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions. [6.21B]
- » organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps. [6.21C]
- » identify different points of view about an issue or current topic. [6.21D]
- » identify the elements of frame of reference that influenced participants in an event. [6.21E]
- » create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies based on research. [6.22D]
- » trace characteristics of various contemporary societies in regions that resulted from historical events or factors such as invasion, conquests, colonization, immigration, and trade. [6.1A]
- » analyze the historical background of various contemporary societies to evaluate relationships between past conflicts and current conditions. [6.1B]
- » evaluate the social, political, economic, and cultural contributions of individuals and groups from various societies, past and present. [6.2B]
- » explain the impact of relative scarcity of resources on international trade and economic interdependence among and within societies. [6.8C]
- » compare and contrast free enterprise, socialist, and communist economies in various contemporary societies, including the benefits of the U.S. free enterprise system. [6.9B]
- » examine the record of collective, non-free market economic systems in contemporary world societies. [6.9D]
- » describe levels of economic development of various societies using indicators such as life expectancy, gross domestic product (GDP), GDP per capita, and literacy. [6.10B]

The student is expected to...

- » analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions. [6.21B]
- » incorporate main and supporting ideas in verbal and written communication based on research. [6.22B]
- » express ideas orally based on research and experiences. [6.22C]
- » create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies based on research. [6.22D]
- » analyze the historical background of various contemporary societies to evaluate relationships between past conflicts and current conditions. [6.1B]
- » evaluate the social, political, economic, and cultural contributions of individuals and groups from various societies, past and present. [6.2B]
- » locate various contemporary societies on maps and globes using latitude and longitude to determine absolute location. [6.4A]
- » explain the impact of geographic factors on economic development and the domestic and foreign policies of societies. [6.5C]
- » identify and analyze ways people have modified the physical environment such as mining, irrigation, and transportation infrastructure. [6.7B]
- » describe ways in which technology influences human interactions with the environment such as humans building dams for flood control. [6.7C]
- » identify and describe examples of limited and unlimited governments such as constitutional (limited) and totalitarian (unlimited). [6.11A]
- » give examples of scientific discoveries and technological innovations, including the roles of scientists and inventors, that have transcended the boundaries of societies and have shaped the world. [6.20A]
- » explain how resources, belief systems, economic factors, and political decisions have affected the use of technology. [6.20B]

The student is expected to...

- » pose and answer geographic questions, including: Where is it located? Why is it there? What is significant about its location? How is its location related to the location of other people, places, and environments?. [6.3A]
- » pose and answer questions about geographic distributions and patterns for various world regions and countries shown on maps, graphs, charts, models, and databases. [6.3B]
- » analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions. [6.21B]
- » use social studies terminology correctly. [6.22A]
- » create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies based on research. [6.22D]
- » differentiate between, locate, and use valid primary and secondary sources such as computer software; interviews; biographies; oral, print, and visual material; and artifacts to acquire information about various world cultures. [6.21A]
- » organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps. [6.21C]
- » use appropriate mathematical skills to interpret social studies information such as maps and graphs. [6.21F]
- » express ideas orally based on research and experiences. [6.22C]
- » analyze the historical background of various contemporary societies to evaluate relationships between past conflicts and current conditions. [6.1B]
- » pose and answer questions about geographic distributions and patterns for various world regions and countries shown on maps, graphs, charts, models, and databases. [6.3B]
- » identify geographic factors such as location, physical features, transportation corridors and barriers, and distribution of natural resources that influence a society's ability to control territory. [6.5B]
- » examine the record of collective, non-free market economic systems in contemporary world societies. [6.9D]

The student is expected to...

- » analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions. [6.21B]
- » identify and explain the geographic factors responsible for patterns of population in places and regions. [6.4B]
- » organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps. [6.21C]
- » identify and analyze ways people have adapted to the physical environment in various places and regions. [6.7A]
- » examine the record of collective, non-free market economic systems in contemporary world societies. [6.9D]
- » identify and give examples of governments with rule by one, few, or many. [6.12A]
- » explain how resources, belief systems, economic factors, and political decisions have affected the use of technology. [6.20B]
- » relate ways in which contemporary expressions of culture have been influenced by the past. [6.18B]
- » evaluate the social, political, economic, and cultural contributions of individuals and groups from various societies, past and present. [6.2B]
- » identify problems and issues that may arise when one or more of the factors of production is in relatively short supply. [6.8B]
- » identify and define the impact of cultural diffusion on individuals and world societies. [6.17D]
- » trace characteristics of various contemporary societies in regions that resulted from historical events or factors such as invasion, conquests, colonization, immigration, and trade. [6.1A]
- » describe levels of economic development of various societies using indicators such as life expectancy, gross domestic product (GDP), GDP per capita, and literacy. [6.10B]

Use Kagan Showdown Review Method

The student is expected to...

- » analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions. [6.21B]
- » identify and explain the geographic factors responsible for patterns of population in places and regions. [6.4B]
- » organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps. [6.21C]
- » identify and analyze ways people have adapted to the physical environment in various places and regions. [6.7A]
- » examine the record of collective, non-free market economic systems in contemporary world societies. [6.9D]
- » identify and give examples of governments with rule by one, few, or many. [6.12A]
- » explain how resources, belief systems, economic factors, and political decisions have affected the use of technology. [6.20B]
- » relate ways in which contemporary expressions of culture have been influenced by the past. [6.18B]
- » evaluate the social, political, economic, and cultural contributions of individuals and groups from various societies, past and present. [6.2B]
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- » identify and define the impact of cultural diffusion on individuals and world societies. [6.17D]
- » trace characteristics of various contemporary societies in regions that resulted from historical events or factors such as invasion, conquests, colonization, immigration, and trade. [6.1A]
- » describe levels of economic development of various societies using indicators such as life expectancy, gross domestic product (GDP), GDP per capita, and literacy. [6.10B]

Unit 10 Russia & Eurasian Republics Assessment

Monday, January 27, 2014

Day 92

» identify and describe examples of limited and unlimited governments such as constitutional (limited) and totalitarian (unlimited).[6.11A]
 » compare characteristics of institutions in various contemporary societies.[6.16B]
 » give examples of scientific discoveries and technological innovations, including the roles of scientists and inventors, that have transcended the boundaries of societies and have shaped the world. [6.20A]
 » explain how resources, belief systems, economic factors, and political decisions have affected the use of technology. [6.20B]
 » make predictions about future social, political, economic, cultural, and environmental impacts that may result from future scientific discoveries and technological innovations.[6.20C]

Lesson Plan Template – T. Ratliff
 How Will You Cause Learning Today?
 UNIT
 Russia & Eurasian Rep.
 GRADE
 6

TOPIC
 Cold War
 Comparison
 DATE
 Monday, Jan. 27, 2014

LENGTH
 1 day

BEFOREREADING,
 Viewing, or Listening

TEACHER
 STUDENTS

·focusing attention, laying groundwork, creating interest, sparking curiosity...think of it as setting the stage/setting them up for success
 ·make sure students “get” the purpose (not just agenda) of today; what it will result in or lead to; the “why” of

Tuesday, January 28, 2014

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Lesson Plan Template – T. Ratliff

How Will You Cause Learning Today?

UNIT

Russia & Eurasian Republics

GRADE

6

TOPIC

Chernobyl Tragedy

DATE

Jan. 28, 2014

LENGTH

1 day

BEFOREREADING, Viewing, or Listening

TEACHER

STUDENTS

·focusing attention, laying groundwork, creating interest, sparking curiosity...think of it as setting the stage/setting them up for success

·make sure students “get” the purpose (not just agenda) of today; what it will result in or lead to; the “why” of what they’ll be doing.

·strategies to get STUDENTS thinking about what they already know

·cause STUDENTS to bring to mind similar ways of thinking, an analogous idea, or previously-learned content or concepts

·STUDENTS are caused to think about that element of today’s learning that is most close to or familiar to them

·

Wednesday, January 29, 2014

Day 94

» identify and describe examples of limited and unlimited governments such as constitutional (limited) and totalitarian (unlimited).[6.11A]
 » compare ways in which various societies such as China, Germany, India, and Russia organize government and how they function.[6.12B]
 » define a multicultural society and consider both the positive and negative qualities of multiculturalism.[6.15C]
 » compare characteristics of institutions in various contemporary societies.[6.16B]
 » identify the location of major world countries such as Russia.[6.4F]
 » identify different points of view about an issue or current topic.[6.21D]
 » give examples of scientific discoveries and technological innovations, including the roles of scientists and inventors, that have transcended the boundaries of societies and have shaped the world. [6.20A]

» use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.[6.23A]
 » use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.[6.23B]
 » identify and analyze ways people have modified the physical environment such as mining, irrigation, and transportation infrastructure.[6.7B]

Lesson Plan Template – T. Ratliff

How Will You Cause Learning Today?
 UNIT

Russia & Eurasian Rep.
 GRADE

6

TOPIC

Unit 10 Comparing Post Soviet Nations

DATE

1/29/14

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Monday, January 27, 2014

Day 92

what they'll be doing

- strategies to get STUDENTS thinking about what they already know
- cause STUDENTS to bring to mind similar ways of thinking, an analogous idea, or previously-learned content or concepts
- STUDENTS are caused to think about that element of today's learning that is most close to or familiar to them

Complete
a matching activity of the words Glasnost and Perestroika

DURINGREADING,
Viewing, or Listening

- strategy(ies) for active engagement with the new content that's coming
- what are students doing WHILE reading, viewing, or listening?

Have
students do Timeline with perspective points and summary while viewing powerpoint about the Cold War with music videos. Stop after each video and time paired share thoughts on what they've seen.

AFTERREADING,
Viewing, or Listening

- how will students apply new knowledge in a new way?
- how will students check to see if their understanding is correct?
- how will students be prompted to reflect on what they learned?
- how will students be prompted to reflect on how they learned it?

[Also, Please Note: The Assessment Occurs in the After Phase]

Students
will summarize timeline with 1:1 partner and then predict what future technology, if any, could change the status quo between US & Russia.

HOMEWORK: Comparing US & Soviet Union

ASSESSMENT:
Timeline
and summary

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Have students locate Chernobyl Power Plant using absolute location – 51.4 N & 30 E and draw it on their map in their journal. Students will then do a values summary of statements in regards to the article, do a fold the line on one question and discuss their similarities and differences. They will share both using a formulaic expression from QTEL

DURINGREADING, Viewing, or Listening

- strategy(ies) for active engagement with the new content that's coming

- what are students doing WHILE reading, viewing, or listening?

Students will read with their shoulder partners about Chernobyl! They will read, their partner summarizes orally and then they both draw a symbol or image that best represents each paragraph to them.

AFTERREADING, Viewing, or Listening

- how will students apply new knowledge in a new way?

- how will students check to see if their understanding is correct?

- how will students be prompted to reflect on what they learned?

- how will students be prompted to reflect on how they learned it?

[Also, Please Note: The Assessment Occurs in the After Phase]

Students will then work in table teams to create a semantic map with guiding questions. Model provided.

HW: Map with questions

ASSESSMENT:

Presentations

Accs/mods/ext

Wednesday, January 29, 2014

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LENGTH

2 days

BEFORE READING, Viewing, or Listening

Students will compare a map of Soviet Union in 1991 and the same area again in 1992 and do an all write round table of their findings. They will then take notes on the 5 reasons the USSR fell and check their work in a round table.

DURING READING, Viewing, or Listening

Students will view 5 audio slideshows from TCI WCA! From the former Soviet Union: Azerbaijan, Belarus, Kazakhstan, Lithuania, and Russia. They will not know the name of the nation and will use social science data to conclude which nation is which. They will then complete a more in-depth reading about each of the 5 nations and make their final determinations.

AFTER READING, Viewing, or Listening

Students will then rank the 5 national on a spectrum from "More Successful" to "Less Successful" and present their rankings and reasonings to the class. HW: Vocabulary Review

accs/mods/exts

Working in groups and checking work with table team. EXT - asking students to pick a country and research more on it using

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extra credit form.

Discussion
Organizing
Writing
Vocabulary

"twin" students as needed and for extensions – have students further research Chernobyl and its effects – their choice

Think-Pair-Share
Authentic
Questions
Seed
Discussions
Group
Pattern Puzzles
Group
Graphic Organizers
Carousel
Gallery
Walk
Concentric
Circles
Clock
Buddies
Group
QARs
Capsule
Vocabulary
Power
Thinking
Pattern
Puzzles
Graphic
Organizers
Venn
Diagram/Comparison
Selective
Underlining/Highlighting
Column
Notes
History
Frame/Story Map
Sticky
Notes
Opinion-Proof/Conclusion-Support
Problem-Solution
Summarizing
Sum
It Up
Framed
Paragraph

Writing Template
Journal/Learning
Log
RAFT
Spool
Paper
Sentence
Synthesis

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Word Combining
Word
Map
Concept
of Definition Map
Graphic
Organizers
Sentence/Word
Expansion
Word
Combining
Capsule
Vocabulary
Semantic
Feature Analysis
Journal/Learning
Log

ACCS/MODS/EXTS

Copy of
timeline and partially filled out timeline,
have shoulder partner's check
each other's work. EXT: Have students
share a youtube video they
find about it or other article or video
along with their summary of it.