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| **Content Area** | **6th grade Social Studies** |
| **Grade/Course** | **6th** |
| **Unit of Study** | **Latin America** |
| **Instructional Period** | **6th Social Studies** |
| **Insert a standard(s) below (include code). HIGHLIGHT the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know.** |
| **SS6E4. The student will explain personal money management choices in terms of income, spending, credit, saving, and investing.**  **SS6G5 The student will locate selected features of Canada.** a. Locate on a world and regional political-physical map: the St. Lawrence River, Hudson Bay, Atlantic Ocean, Pacific Ocean, the Great Lakes, Canadian Shield, and Rocky Mountains.**SS6G6 The student will explain the impact of location, climate, distribution of natural resources, and population distribution on Canada.** a. Describe how Canada’s location, climate, and natural resources have affected where people live. b. Describe how Canada’s location, climate, and natural resources impact trade. **SS6G7 The student will discuss environmental issues in Canada.** a. Explain the major environmental concerns of Canada regarding acid rain and pollution of the Great Lakes, the extraction and use of natural resources on the Canadian Shield, and timber resources  |
| **List Behaviors****(what students should be able to do; focus on verbs)** | **List Content****(what students should know; focus on concepts)** | **Determine DOK****(align to instruction and assessment)** |
| **Ask, answer, describe, write, recount, demonstrate, identify and locate** |   **SS6E4. The student will explain personal money management choices in terms of income, spending, credit, saving, and investing.**  **SS6G5 The student will locate selected features of Canada.** a. Locate on a world and regional political-physical map: the St. Lawrence River, Hudson Bay, Atlantic Ocean, Pacific Ocean, the Great Lakes, Canadian Shield, and Rocky Mountains.**SS6G6 The student will explain the impact of location, climate, distribution of natural resources, and population distribution on Canada.** a. Describe how Canada’s location, climate, and natural resources have affected where people live. b. Describe how Canada’s location, climate, and natural resources impact trade. **SS6G7 The student will discuss environmental issues in Canada.** a. Explain the major environmental concerns of Canada regarding acid rain and pollution of the Great Lakes, the extraction and use of natural resources on the Canadian Shield, and timber resources **Common Core Connection: ELACC6-8RH7** Students will integrate visual information with other information in print or digital texts.  | **DOK Levels** | **DOK Ceiling** |
| **Cause and Effect****Create****Compare****Organize****Summarize****Differentiate****Critique** | **3** |

**Pre-Planning Worksheet**

**TAPS 1, 2**

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| **DOK Level****TAPS 2, 3, 4, 5** | **Possible Aligned Activities and Questions** | **Resources** **(on/offline)** |
| **2** | * What are the major physical features of Canada, and where are they located on a map?
 | * South America, Central America, Caribbean Maps - (WorldAtlas.com)

[**http://worldatlas.com/aatlas/world.htm**](http://worldatlas.com/aatlas/world.htm)* South America map and facts page.

[**http://worldatlas.com/webimage/countrys/sa.htm**](http://worldatlas.com/webimage/countrys/sa.htm)* Central America map and facts page

<http://worldatlas.com/webimage/countrys/canada.htm> * Caribbean map and facts page

<http://worldatlas.com/webimage/countrys/canada.htm>  |
| **2-3** | * How do the factors of location, climate, access to water, and natural resources affect where Canadians choose to live and work?
 | * South America, Central America, Caribbean Maps - (WorldAtlas.com)

[**http://worldatlas.com/aatlas/world.htm**](http://worldatlas.com/aatlas/world.htm)* South America map and facts page.

[**http://worldatlas.com/webimage/countrys/sa.htm**](http://worldatlas.com/webimage/countrys/sa.htm)* Central America map and facts page

<http://worldatlas.com/webimage/countrys/canada.htm> * Caribbean map and facts page

<http://worldatlas.com/webimage/countrys/canada.htm>  |
| **2** | * How do the factors of location, climate, access to water, and natural resources affect trade?
 | * South America, Central America, Caribbean Maps - (WorldAtlas.com)

[**http://worldatlas.com/aatlas/world.htm**](http://worldatlas.com/aatlas/world.htm)* South America map and facts page.

[**http://worldatlas.com/webimage/countrys/canada.htm**](http://worldatlas.com/webimage/countrys/canada.htm)* Central America map and facts page

<http://worldatlas.com/webimage/countrys/canada.htm> * Caribbean map and facts page

<http://worldatlas.com/webimage/countrys/canada.htm>  |
| **2** | * How do people contribute to Canada’s pollution problems?

How are acid rain, pollution of the Great Lakes, the extraction and use of natural resources on the Canadian Shield, and timber resources Canada’s major environmental concerns? | **Textbook Correlation**create cause and effect chains showing the links between physical geography, resources, and densely populated in the countries * South America, Central America, Caribbean Maps - (WorldAtlas.com)

[**http://worldatlas.com/aatlas/world.htm**](http://worldatlas.com/aatlas/world.htm)* South America map and facts page.

[**http://worldatlas.com/webimage/countrys/sa.htm**](http://worldatlas.com/webimage/countrys/sa.htm)* Central America map and facts page

<http://worldatlas.com/webimage/countrys/canada.htm> * Caribbean map and facts page

<http://worldatlas.com/webimage/countrys/canada.htm>  |

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| **Standards (Primary)** | **DOK (Ceiling)** | **Integrated** |
| All Enduring Understandings | 2-4 |  |
| **KNOW/UNDERSTAND** | **Essential Question/Enduring Understanding:****TAPS 2, 3**See above in possible aligned activities |
| **KNOWLEDGE & SKILLS**(Key Vocabulary) |
| * St. Lawrence River
* Hudson Bay
* Atlantic Ocean
* Pacific Ocean
* Great Lakes
* Canadian Shield
* Rocky Mountains
 | * Sovereign state
* Commonwealth of Nations
* British Commonwealth
* “Quiet Revolution”
* French
* English
* Christianity (Catholic and Protestant)
* Independent nation
 | * Acid rain
* Air pollution
* Extraction
* Timber
* Vehicle emissions
* Coal-burning utilities
* Metal smelting
* Population distribution
* Air pollution
* Wildlife
* Sovereign state
* Commonwealth of Nations
* British Commonwealth
* “Quiet Revolution”
* French
* English
* Christianity (Catholic and Protestant)
* Independent nation
 |
| **DO** |  | **Content** | **Process** | **Product** |
| **Advanced** | Students will be reviewed on basic prior knowledge on topics drawing from real-life situations that they can relate to | Students will complete assignments based on inquiry and individualized learning and instruction; less teacher directed and more student-led | Complete choice tasks—individual and collaborative  |
| **Ready** | Students will be reviewed on basic prior knowledge on topics drawing from real-life situations that they can relate to | Students will complete assignments based on inquiry and individualized learning and instruction; less teacher directed and more student-led with some support when needed. | Complete choice tasks—individual and collaborative |
| **Need Prerequisites** | Students will be reviewed on basic prior knowledge on topics drawing from real-life situations that they can relate to. | Students will complete assignments based on inquiry and individualized learning and instruction; teacher will assist; however, will allow for individual progress once students reaches understanding of topic. | Complete choice tasks—individual and collaborativeThese will be guided and more teacher assisted |
| **Steps to Deliver the Lesson Using WICOR** https://my.avid.org/_images/helper_mascot.pngAVID®**TAPS 2, 3, 5, 6, 8** |
| **Engage**(Hook, introduction to lesson concepts)***WICOR:*** | **Mini-Lesson**Think-Pair-ShareKWLClose ReadingPartner ReadingWho, What, When and Where Graphic Organizer |
| **Explore/Explain**(teaching content all students need to know, understand and be able to do as determined by unpacked standard)***WICOR:*** | Teacher will introduce; explain and analyze PowerPoint/video or presentation, students will use primary and secondary sources to complete assignments.Students will write a response to the assigned topicStudents will create their own questions to the reading and writing assigned topics and explain in their own wordsStudents will collaborate with peers their responses, and as well as activities assigned and/or chosen to completeStudents are to write their assignments in their agendas and ask for clarification when needed for organizationStudents are assigned reading tasks from various primary and secondary sources |

**Monday**:

Warm Up: Students completed Warm up on Latin America Government Information. They are to answer Milestone-related questions. Students will be introduced to Canada map. Students will be asked to find selected features of Canada.

Activity: Students will draw, locate and label parts of Canada to complete in Notebook.

Ticket Out the door/Closing: Students will receive review questions tailoring Canada location. Answers only.

**Tuesday:**

Warm Up-73-78 in Coach Book

Lesson: Part 1: Students will complete 73-78 in Coach book. Students will then redraw the map of Canada and highlight the features they are to know.

Part 2: Activity: Students will have to write the relative location of the selected physical and political features of Canada. They will then complete group work about the Location, Climate and Natural Resources of Canada.

TOD- Complete questions based on topic in Coach book; students will also summarize work completed for day.

**Wednesday:**

Warm Up: Students will complete numbers 79-84 in Coach book.

Lesson: Part 1: Students will complete choice task on Climate, Location and Natural Resources of Canada.

TOD: Summarize and answer questions.

**Thursday:** Warm Up: Students will read and complete questions on page 44-45 in Coach Book.

Lesson: Part 1: Students will complete Cornell Notes on the NR and how they impact trade. They will also complete NR maps based on material in text and coach books.

Part 2: Activity: Students will share their maps with their groups.

TOD: Review questions.

**Friday:** Quiz

Differentiation:

Monday-Thursday: Students are grouped based on the last assessment. Students will also participate in think-pair-share and tiered assignments. Students will work on lessons that are tiered to their focus.

Questioning/Differentiation-Students are the answer the following questions. Students are tiered based on process ability of student.