

Social Studies & World Cultures Week of Oct. 8-12, 2018

MUNTHER BAHRI

ELA / ELD

Social Studies Text: Regions of our Country / Maps, Globes, Graphs, pgs., 4-7; 20-21; 34-35

World Cultures Text: A First Look at the USA: A Cultural Reader (Introducing students to varied topics about the US culture, with varied activities that provide them with a structure for cross-cultural exchanges with classmates. Also, the book promotes vocabulary development, comprehension, and writing).

Room 20A	Content Objectives	Language Objectives
Monday Lesson Vocabulary: geography, location, place, physical features, human/ environment interaction, human features, environment, regions	Social Studies: <i>TSWBAT</i> *demonstrate knowledge of using the fundamental themes of geography (G1.3.1) by defining them and describing visual representations. -I can use visuals/ maps and have students point to pictures and say or act new vocab. -I can ask questions such as: Tell the location of your house. Name a physical feature of Yosemite National Park. How might living on the plains be different from living in the mountains? How are things moving in this picture (lake)?	Social Studies: <i>TSWBAT</i> *read to identify the five themes of geography. *orally respond to questions using maps and globes. -I can display maps and globes/ visuals and allow use of native language to express concepts. -I can allow students to work in pairs to find pictures of several communities, compare and contrast the places, and determine differences in physical features.
Tuesday	Social Studies: <i>TSWBAT</i> *demonstrate knowledge of using the fundamental themes of geography (G1.3.1) by defining them and naming places. -I can ask questions using prompts: “Show me where ...is located.” “Point to ...region on the map...” SWBA to answer 3/5 questions correct to master the skill.	Social Studies: <i>TSWBAT</i> *write to explain the geographic themes using the stems. -I can provide sentence stems such as: 1. Location tells where _____. 2. Each place has a _____ feature, or things from nature. 3. Goods on Earth move from place to

		<p>place by ____ while in lakes and rivers they move by ____.</p> <p>4. ____ and ____ describe the region in this picture (desert).</p>
Wednesday	<p>Social Studies: <i>TSWBAT</i> *demonstrate analysis of using maps of physical features, land-use, and transportation (G1.3.2) by finding connections between location and distribution of population. -I can point to visuals to support oral discourse. -I can draw attention to titles, headings and supportive visuals in the text.</p>	<p>Social Studies: <i>TSWBAT</i> *write to state physical features on a map. -I can allow illustrations with word labels in English and/ or use of native language to express concepts. -I can provide short sentence stems to promote writing such as: One of the physical features of Meg's community is _____. A physical feature that makes Meg's community different than yours is _____.</p>
Thursday	<p>Social Studies: <i>TSWBAT</i> *demonstrate analysis of using maps of physical features, land-use, and transportation (G1.3.2) by finding connections between location and distribution of population. SW respond to 3/5 location/ place questions. -I can allow extra time to complete work.</p>	<p>Social Studies: <i>TSWBAT</i> *orally explain the physical features of places using maps. *distinguish between physical and human features using maps and graphic organizers *write to describe the connection between location and distribution of people using map information.</p>
Friday	<p>Social Studies: <i>TSWBAT</i> *review geographic themes with students and provide opportunities to request clarification, repetition, and rephrasing. SWBAT answer 4-5/7 questions on learned skill-geographic themes.</p>	<p>Social Studies: <i>TSWBAT</i> *review geographic themes and use vocabulary in contextual sentences. -I can review geographic themes and key vocabulary with students. -I can assess students' understanding of geographic themes-Study Skill Quiz.</p>

Homework/ Extension Activity:

*Draw a community map and show its features/ label places.

*Students make observations of the physical/ human features they see as riding or walking to school and other places in community and share observations in class.

*Project: Students will work in groups of three to interview several people in their community (a postal worker, a teacher, a police officer, a bus driver, or a firefighter) and write FIVE questions they would like to ask people in their interviews. Tape or videotape the interview to share in class.