**WEEK 1: August 13-17 Teacher: Chambers**

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| **Unit Title: 6th Grade Social Studies Expectations/ Introduction** | | |
| **Unit Big Idea:** What makes a great Social Studies Student? (Creativity, Insight, Depth, Perspective, Inquisitive (Great Questions), Initiative, and Compassion) | | |
| **Standards to Address in Unit:**  **SS6G8:** The student will be able to locate select features in Europe – Political and Physical | | |
| **ASSESSMENTS** | | |
| **Diagnostic:** Quick-Questions | **Formative:** Class discussion & teacher observation, European Map | **Summative:** Portrait of a Great Social Studies Student |
| **Major Unit Vocabulary –**  5 Themes of Geography (Location, Place, Region, Movement, and Human Environmental Interaction), Continent, Country, Island, Border, Boundary, Peninsula, Plain, Chanel | | |

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|  | **MONDAY** | **TUESDAY** | **WEDNESDAY** | **THURSDAY** | **FRIDAY** |
| **STANDARD/EQ** | What does an ideal Social Studies student look like? | What does an ideal Social Studies student look like? | What does an ideal Social Studies student look like? | Where are important physical and political features located in Europe? | Where are important physical and political features located in Europe? |
| **OPENING** | Selected schools activities – given by grade level.  Pass out syllabus / Discuss | What are your goals that you want to accomplish this year in social studies? | Turn in signed syllabus to appropriate bin. Then answer:  How is organization important to being successful? | Discuss vocabulary terms (Continent, Country, and Island) with your group and come up with a definition to share with the class.  TAG- Boundary, Border, and Peninsula | Turn in Self Portrait/ Representation of yourself as a good SS Student. – Ask if anyone would like to share?  Review Vocabulary on Word Wall |
| **WORK PERIOD** | 1. Selected activity for class period  2. Read, discuss, and answer questions about the syllabus and the year  2. Explain homework assignment | 1. Explain classroom procedures.  2. Binder Tabs  3. Individual discussion on class rules – Group discussion – then whole group discussion  4. Multiple Intelligence Quiz | 1) Following Directions Activity  2) Diagnostic Pre-Test | 1) Review all vocabulary and 5 Themes of Geography  2) Go Over/Discuss Pre-test | On-Level – Europe Maps – Physical and Political  TAG – PowerPoint on how Europe’s borders and boundaries have changed/ Europe Maps – Physical and Political |
| **CLOSING** | HW: Get syllabus signed by Wednesday  Self Portrait/ Representation of you as a good SS student due Friday | HW: Syllabus due tomorrow!  Self Portrait/ Representation of you as a good SS student due Friday | HW: Self Portrait/ Representation of you as a good SS student due Friday | List the 5 Themes of Geography  HW: Self Portrait/ Representation of you as a good SS student due tomorrow! | European Map Quiz Friday, August 24. |

**Classroom Procedures:**

* Bring binder, pencil, journal, and agenda EVERYDAY! --- Book can stay in locker (not at home) unless notified.
* Sponge – Right when you come to class, immediately start on sponge; journal prompts are at least 50 words long / 60 for TAG
* We missed you box – You’re responsibility to ask for make up work.
* Turn in work bins
* Filing Quizzes/Tests/Rubrics Process
* Explain and show website

***Organized! Tabs:***

*Section 1: Important Information – Syllabus*

*Section 2: Vocabulary*

*Section 3: Notes/Handouts*

*Section 4: Study Guides*

**WEEK 2: August 20-24 Teacher: Chambers**

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| **Unit Title: 6th Grade Social Studies Expectations/ Introduction** | | |
| **Unit Big Idea:** Where People Live and Why? European Environmental Issues | | |
| **Standards to Address in Unit:**  **SS6G8:** The student will be able to locate select features in Europe – Political and Physical  **SS6G9:** The students will discuss environmental issues in Europe.  **SS6G10:** The student will explain the impact of location, climate, natural resources, and population distribution on Europe. | | |
| **ASSESSMENTS** | | |
| **Diagnostic:** Quick-Questions | **Formative:** Class discussion & teacher observation, European Map | **Summative:** Europe Map Quiz |
| **Major Unit Vocabulary –**  5 Themes of Geography (Location, Place, Region, Movement, and Human Environmental Interaction), Continent, Country, Island, Border, Boundary, Peninsula, Plain, Chanel | | |

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|  | **MONDAY** | **TUESDAY** | **WEDNESDAY** | **THURSDAY** | **FRIDAY** |
| **STANDARD/EQ** | Where are important features in Europe located? | Where do most people live based on climate, location, and natural resources? | Where do most people live based on climate, location, and natural resources in Europe? | Where do most people live based on climate, location, and natural resources in Europe? | On-Level – Where are important physical and political features located in Europe?  TAG – (above E.Q.) & How have European actions changed the natural environment of Europe? |
| **OPENING** | Review of Maps – Have practice test up for students to quiz themselves in their journal | Continue working on Atlas Activity | On-Level- Where would you want to live in Europe, and why?  TAG - “Water, water everywhere but not a drop to drink.” How does water impact physical and cultural geography? | Answer Practice Maps on the Center Table in your Journal – Do not write on the Practice Maps!!  Review for Map Quiz – Answer questions. | TAG – Study for Map Quiz – Allow 3 minutes after the bell rings – Independent then Partner Study Time for 3 Minutes  Collect Maps for a grade |
| **WORK PERIOD** | Go over Maps  Atlas Activity – Sign up for QuizStar  Extra: Physical Feature Scavenger Hunt (Bonus for Geography Quiz if completed by Wednesday?)  Go Over Atlas Activity – 12 minutes | Go over Atlas Activity  Geographically Speaking (Explaining geographic terms)  TAG – Same as above, plus Physical Feature Scavenger Hunt | 1. Read and highlight with the European Background handout  2. Show a clip from Rango: “You control the water, you control everything” – Discussion on where people live based on location? Why is water important? Where would you live based on these characteristics?  3. Look at maps of location, climate, and natural resources. Break out into Jig Saw. Groups of 4 – United Kingdom and Russia / Germany and Italy | On-Level and TAG-  Continue Jig Saw Activity, complete Venn Diagram, and Answer Essential Question #1 (Discuss how to properly answer essential questions)  Ticket out the door – Where would you want to live in Europe, and why? | On-Level – Map Quiz 1 – Enrichment Maps (Map Quiz next Friday)  TAG – European Map Quiz ; Discuss how humans impact the environment and what we can do to help the environment – Break out Expert Groups – Each group will have their own Environmental Issue from Europe. Students will generate a group poster explaining what it is, causes, effects, and solutions. |
| **CLOSING** | Study for Map Quiz – Maps Due Friday | TAG - Study for Europe Map Quiz 1 | On Level – Study for Europe Map Quiz 1 | On Level – Study for Europe Map Quiz 1 | Have a good weekend!  Venn Diagram due Tuesday |

**WEEK 3 : August 27 – August 31 Teacher: Chambers**

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| **Unit Title: 6th Grade Social Studies Expectations/ Introduction** | | |
| **Unit Big Idea:** European Environmental Issues and European Culture | | |
| **Standards to Address in Unit:**  **SS6G8:** The student will be able to locate select features in Europe – Political and Physical  **SS6G9:** The students will discuss environmental issues in Europe.  **SS6G10:** The student will explain the impact of location, climate, natural resources, and population distribution on Europe. **SS6G11:** The student will discuss cultural characteristics of Europe | | |
| **ASSESSMENTS** | | |
| **Diagnostic:** Quick-Questions | **Formative:** Class discussion & teacher observation, European Map | **Summative:** Map Quiz 2; TAG – Socratic Seminar |
| **Major Unit Vocabulary –**  5 Themes of Geography (Location, Place, Region, Movement, and Human Environmental Interaction), Continent, Country, Island, Border, Boundary, Peninsula, Plain, Chanel | | |

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|  | **MONDAY** | **TUESDAY** | **WEDNESDAY** | **THURSDAY** | **FRIDAY** |
| **STANDARD/EQ** | How have European actions changed the natural environment of Europe? | How have European actions changed the natural environment of Europe? | How have European actions changed the natural environment of Europe? | Compare and contrast Europe’s three main religions, Judaism, Islam, and Christianity. | How does the diversity of languages in Europe (German, English, Russian, French, and Italian) reflect its unique cultural characteristics? |
| **OPENING** | On-Level – How do humans impact the environment?  TAG -If you woke up one day and it was completely “black” outside from air pollution, what would you do? | On-Level – If you woke up one day and it was completely “black” outside from air pollution, what would you do?  TAG – Vocabulary Review | On-Level – Review for Map Quiz 2  TAG –Prepare for Socratic Seminar | On-Level and TAG – Practice Map for Map Quiz #2 | On-Level – Study for Map Quiz 2  TAG – Brainstorm ways to say hello using different languages. |
| **WORK PERIOD** | On-Level –  Acid Rain Prezi; Environmental Issues Foldable – What is it, Causes, Effects, Prevention Methods for Acid Rain, Air Pollution, and Chernobyl  TAG – Continue research on environmental issue – group poster due at the end of class tomorrow. | On-Level – Air Pollution in United Kingdom – Continue working on foldable  TAG- Work on Posters, Share posters, Chernobyl and Atomic Bomb reading for Socratic Seminar | On-Level – Break out groups on Chernobyl – What was it? Causes? And Effects? – Finish Foldable  TAG – Socratic Seminar on Chernobyl vs. Atomic Bomb; Answer Essential Question #2 | On-Level – Answer Essential Question, Religions Chart w/ Questions, Work on Study Guide  TAG – Chalk/Talk - Compare and contrast Judaism, Christianity, and Islam – Expert and JigSaw Activity? –QR CODES to fill in Chart? | On-Level – Map Quiz #2 then work on Languages Handout  TAG – Discussion on German, English, Russian, French, and Italian languages |
| **CLOSING** | On-Level – Study for Map Quiz 2  QuizStar for Map Quiz 2 due by Friday! | On-Level – Study for Map Quiz 2; QuizStar for Map Quiz 2 due by Friday! | On-Level – Study for Map Quiz 2; QuizStar for Map Quiz 2 due by Friday! | On-Level – Study for Map Quiz 2; European Geography Quiz on Wednesday – Work on Study Guide | Have a Good Weekend! – No School Monday! – Study for Geography Quiz on Wednesday – Work on Study Guide |

**WEEK 4 : September 4 – September 7 Teacher: Chambers**

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| **Unit Title: 6th Grade Social Studies Expectations/ Introduction** | | |
| **Unit Big Idea:** European Geography and European History – Where it all started | | |
| **Standards to Address in Unit:**  All European Geography Standards  SS6H6: The student will analyze the impact of European Exploration and colonization on various world regions.   1. Identify the causes of European exploration and colonization; include religion, natural resources, a market of goods, and the contributions of Prince Henry the Navigator | | |
| **ASSESSMENTS** | | |
| **Diagnostic:** Observations, | **Formative:** Class Discussions, Sponge, Closing Questions; European Geography Study Guide | **Summative:** Geography Quiz |
| **Major Unit Vocabulary –**  5 Themes of Geography (Location, Place, Region, Movement, and Human Environmental Interaction), Continent, Country, Island, Border, Boundary, Peninsula, Plain, Chanel | | |

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|  | **MONDAY** | **TUESDAY** | **WEDNESDAY** | **THURSDAY** | **FRIDAY - Library** |
| **STANDARD/EQ** | NO SCHOOL – LABOR DAY HOLIDAY! | What is the relationship between literacy rate and standard of living?  All Geography Standards and Essential Questions | All Geography Standards and Essential Questions  What motivated Europeans to take great risks to explore unknown territory? | All European Standards | What motivated Europeans to take great risks to explore unknown territory? |
| **OPENING** | Literacy Rate and Standard of Living Handout – Discuss | Study for your European Geography Quiz | Explain European Country Project to students | Turn in Geography Essential Questions Handout – Continue Research |
| **WORK PERIOD** | Go over Study Guide using PowerPoint  Review game for Quiz - If time allows. | European Geography Quiz  Clean out Notebooks – Recycle  European History Vocabulary | Students will work on European Country Project - Students can create a Poster, Prezi, or PowerPoint  While students are working –mini conference about grades and European Geography Quiz | Students will research for European Country Project / European Travel Project (TAG)  European Country Project due September 21. |
| **CLOSING** | Study for your Quiz tomorrow! Turn in Essential Questions on Friday! | No Homework | Essential Questions due tomorrow  European Country Project due September 21 | Have a good weekend! |

**WEEK 5 : September 10- September 14 Teacher: Chambers**

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| **Unit Title: 6th Grade Social Studies Expectations/ Introduction** | | |
| **Unit Big Idea:** European History | | |
| **Standards to Address in Unit:**  SS6H6: The student will analyze the impact of European Exploration and colonization on various world regions.  a. Identify the causes of European exploration and colonization; include religion, natural resources, a market of goods, and the contributions of Prince Henry the Navigator  b. Trace the empires of Portugal, Spain, England, and France in Asia, Africa, and the Americas.  c. Trace the colonization of Australia by the United Kingdom.  d. Explain the impact of European empire building in Africa and Asia on the outbreak of WWI. | | |
| **ASSESSMENTS** | | |
| **Diagnostic:** Quick-Questions | **Formative:** Class discussion & teacher observation, | **Summative:** |
| **Major Unit Vocabulary –**  Renaissance, Exploration, Conquistador, Crusades, Imperialism, Colony, Industrial Revolution, | | |

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|  | **MONDAY** | **TUESDAY** | **WEDNESDAY** | **THURSDAY** | **FRIDAY** |
| **STANDARD/EQ** | What was the impact of European exploration and colonization in Europe? | What were the reasons for European exploration? | What were the reasons for European exploration? | What was the impact of European colonization in Europe? | What was the impact of European colonization in Europe? |
| **OPENING** | In your journal, please evaluate yourself on our last unit (European Geography). Did you do your best on all assignments, like Essential Questions? What goals do you have for our European History Unit (at least 3) | Turn in Essential Questions to your class period bin. | Continue working on Atlas Activity  TAG- What was the Renaissance and why did it occur? | Why do you think people take such a huge risk to explore unknown territory? | If you were an emperor or empress of a vast land, what would you do to protect the interest of your empire from foreign invaders? |
| **WORK PERIOD** | Students will recomplete European Geography Essential Questions | What was the European Renaissance – Atlas Activity and Discuss Reformation  Renaissance – History Video | European Exploration Play – Students will fill in key information based on the play | Renaissance - Exploration Video  Review vocabulary and discuss new vocabulary | Imperialism Notes |
| **CLOSING** | E.Q.s if not completed in class are due tomorrow!  Work on European Country/ Travel Project at home | European Country Project due September 21 | European Country Project due September 21 | European Country Project due September 21 | European Country Project due September 21 |

**WEEK 6 : September 17- September 21 Teacher: Chambers**

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| **Unit Title: 6th Grade Social Studies Expectations/ Introduction** | | |
| **Unit Big Idea:** European History | | |
| **Standards to Address in Unit:**  SS6H6: The student will analyze the impact of European Exploration and colonization on various world regions.  b. Trace the empires of Portugal, Spain, England, and France in Asia, Africa, and the Americas.  c. Trace the colonization of Australia by the United Kingdom.  d. Explain the impact of European empire building in Africa and Asia on the outbreak of WWI. | | |
| **ASSESSMENTS** | | |
| **Diagnostic:** Quick-Questions | **Formative:** Class discussion & teacher observation, | **Summative:** |
| **Major Unit Vocabulary –**  Renaissance, Exploration, Conquistador, Crusades, Imperialism, Colony, Industrial Revolution, Scramble for Africa | | |

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|  | **MONDAY** | **TUESDAY** | **WEDNESDAY** | **THURSDAY** | **FRIDAY** |
| **STANDARD/ E.Q.** | What was the impact of European colonization in Europe? | What was the impact of European colonization in Europe? | What was the impact of European colonization in Europe? | What were the causes of WWI? | What were the causes of WWI? |
| **OPENING** | In your journal, reflect on your European country/travel project so far. How much of the project have you completed? Do you have any questions or concerns about the project? | Answer Essential Question #1 | What was the Industrial Revolution, and how did it impact Europe?  TAG – Political Cartoon on the Scramble for Africa | Colonization of Australia | On-Level – Country Project Reflection  TAG – Travel Project Reflection |
| **WORK PERIOD** | Imperialism Map  Check Up – Closing Activity | Go Over Check Up Activity  Atlas Activity on European Exploration and Industrial Revolution | Industrial Revolution Stimulation  Simulation Reflection | On-Level – Scramble for Africa Political Cartoon; Scramble for Africa Handout  TAG – Scramble for Africa Handout | Student Presentations on European Country Project  TAG – Share Projects – Scramble for Africa Simulation |
| **CLOSING** | Read Ch. 11 in your textbook  European Country Project due Friday | European History Essential Questions # 1 Due Thursday, Sept. 27.  European Country Project due Friday | European Country Project due Friday  European History Quiz #1 on Wednesday, September 26. | European Country Project due Friday  European History Quiz #1 on Wednesday, September 26. | Have a good weekend! – European History Quiz #1 on Wednesday, September 26. |

<http://www.brainpop.com/socialstudies/ushistory/industrialrevolution/>

**WEEK 7 : September 24- September 28 Teacher: Chambers**

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| **Unit Title: 6th Grade Social Studies Expectations/ Introduction** | | |
| **Unit Big Idea:** European History | | |
| **Standards to Address in Unit:**  SS6H6: The student will analyze the impact of European Exploration and colonization on various world regions.  a. Identify the causes of European exploration and colonization; include religion, natural resources, a market of goods, and the contributions of Prince Henry the Navigator  b. Trace the empires of Portugal, Spain, England, and France in Asia, Africa, and the Americas.  c. Trace the colonization of Australia by the United Kingdom.  d. Explain the impact of European empire building in Africa and Asia on the outbreak of WWI. | | |
| **ASSESSMENTS** | | |
| **Diagnostic:** Quick-Questions | **Formative:** Class discussion & teacher observation, | **Summative:** |
| **Major Unit Vocabulary –**  All Exploration – WWI Vocabulary; Armistice, Trench Warfare, Reparations | | |

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|  | **MONDAY** | **TUESDAY** | **WEDNESDAY** | **THURSDAY** | **FRIDAY** |
| **STANDARD/EQ** | What were the causes of WWI? | What were the reasons European empires explored new territories?  What was the outcome of European exploration/colonization in Europe?  What were the causes of WWI? | What were the reasons European empires explored new territories?  What was the outcome of European exploration/colonization in Europe?  What were the causes of WWI? | Explain how Europe was affected after WWI. | Explain how Europe was affected after WWI. |
| **OPENING** | Answer Essential Question #2 | Answer Essential Question #3 | On-Level – Study for quietly for quiz  TAG – Turn in Glogster activity to the correct class period bin and study quietly for your quiz. | Turn in History Essential Questions #1 to the correct class period bin. | On-Level: Write down 3 things that you learned from yesterday.  TAG- Why is WWI called the Great War? |
| **WORK PERIOD** | Causes of WWI Handout  Review Handout | Go Over Study Guide; Play Review Game  If majority of the class did not finish the study guide, allow time to work on study guide. Those that finished can study together. | SS6H6 – Exploration – Causes of WWI Quiz  Share how Explorers died… | Go Over Quiz from Yesterday - File  WWI BrainPop Video  WWI Events Rotation   * Inventions – Describe the inventions that were invented * Trench Warfare – Write a letter about life in the trenches * Loses during WWI – Graph * Important Dates – Create a timeline | WWI Events Rotation   * Inventions – Describe the inventions that were invented * Trench Warfare – Write a letter about life in the trenches * Loses during WWI – Graph * Important Dates – Create a timeline     Go over Rotation |
| **CLOSING** | Study for Quiz – Wednesday Essential Questions due Thursday | 3 different ways that I am going to study for my quiz tomorrow are:  Study for Quiz – Tomorrow Essential Questions due Thursday | Essential Questions due Tomorrow | No Homework | 3 things I want to share w/ my parents  No Homework |

**WEEK 8 : October 1 – October 5 Teacher: Chambers**

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| **Unit Title: 6th Grade Social Studies Expectations/ Introduction** | | |
| **Unit Big Idea:** European History | | |
| **Standards to Address in Unit:**  **SS6H7: Students will explain the conflict and change in Europe to the 21st Century**  A. Describe major developments following WWI: Russian Revolution, Treaty of Versailles, World-Wide Depression, and the Rise of Nazism | | |
| **ASSESSMENTS** | | |
| **Diagnostic:** Quick-Questions | **Formative:** Class discussion & teacher observation, | **Summative:** |
| **Major Unit Vocabulary –**  Armistice, Trench Warfare, Reparations, Appeasement, League of Nations, Russian Revolution, Civil War, Treaty of Versailles, Nazism, World-Wide Depression, Propaganda, Holocaust, Genocide, Dictator, Totalitarianism, United Nations | | |

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|  | **MONDAY** | **TUESDAY** | **WEDNESDAY** | **THURSDAY** | **FRIDAY** |
| **STANDARD/EQ** | Explain how Europe was affected after WWI. | Explain how Europe was affected after WWI. | How did the Treaty of Versailles contribute to the outbreak of WWII?  Explain how Europe was affected after WWI. | Explain how Europe was affected after WWI. | What were the causes of the holocaust, and how did it impact Europe? |
| **OPENING** | On-Level/TAG – Graphic Organizer on impact of European Imperialism | On-Level – Pg. 163 # 418 – 421 – Write in complete sentences  TAG - Have you ever seen a protest? Why do you think people protest? Do you think protests can change things? | On-Level – How do you resolve conflicts in your life? Explain a time in your life where you had to resolve a conflict and how you handled that situation.  TAG – Political Cartoon on Treaty of Versailles | On-Level – Turn in Comic Strip on the Russian Revolution; Continue to Work on Berlin Times Article  TAG – Work on Vocabulary Handout | What are 5 important qualities every leader should have? Explain why for each one. |
| **WORK PERIOD** | On-Level – Vocabulary, WWI Video, and Atlas Activity  TAG – WWI Video and start Russian Revolution Jig Saw Activity | On-Level – Russian Revolution article and comic strip – due on Thursday.  TAG – Finish Russian Revolution JigSaw Activity | Small Group Pre-discussion Questions  Discuss the Political Cartoon & Treaty of Versailles Skit  Berlin Times Article w/ Questions | League Nations - <http://www.brainpop.com/socialstudies/worldhistory/leagueofnations/>  Germany Inflation Activity  World Wide Depression European Effects Prezi and Graphic Organizer Notes | Rise of Nazism Handout  *The Boy Who Dared* Anticipation Guide |
| **CLOSING** | No Homework | On-Level – Russian Revolution Comic Strip due on Thursday | How did Germany react to the Treaty of Versailles? What do you think will be the effect?  On-Level – Russian Revolution Comic Strip due Tomorrow | How did the Treaty of Versailles and the World-Wide Depression impact Europe in the years between WWI and WWII?  No Homework | No Homework |

**WEEK 9 : October 8 – October 12 Teacher: Chambers**

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| **Unit Title: 6th Grade Social Studies Expectations/ Introduction** | | |
| **Unit Big Idea:** European History | | |
| **Standards to Address in Unit:**  **SS6H7: Students will explain the conflict and change in Europe to the 21st Century**  B. Explain the impact of WWII in the terms of the Holocaust, the origins of the Cold War, and the rise of Super Powers. | | |
| **ASSESSMENTS** | | |
| **Diagnostic:** Quick-Questions | **Formative:** Class discussion & teacher observation, | **Summative:** |
| **Major Unit Vocabulary –**  Armistice, Trench Warfare, Reparations, Appeasement, League of Nations, Russian Revolution, Civil War, Treaty of Versailles, Nazism, World-Wide Depression, Propaganda, Holocaust, Genocide, Dictator, Totalitarianism, United Nations | | |

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|  | **MONDAY** | **TUESDAY** | **WEDNESDAY** | **THURSDAY** | **FRIDAY – Media Center** |
| **STANDARD/EQ** | What were the causes of the holocaust, and how did it impact Europe? | What were the causes of the holocaust, and how did it impact Europe? | What were the causes of the holocaust, and how did it impact Europe? | What were the causes of the holocaust, and how did it impact Europe? | What were the causes of the holocaust, and how did it impact Europe? |
| **OPENING** | On-Level – Read over the Socratic Seminar 🡪 Ask questions regarding responsibilities during Socratic Seminar | On-Level – Write down any questions that you have about tomorrow’s Socratic Seminar.  TAG - Continue to work on reading the articles for tomorrow’s Socratic Seminar | Prepare for the Socratic Seminar on *Boy in the Stripped Pajamas* and the *Boy who Dared* | On-Level/TAG – Today we are going to read about *The Sneetches,* what do you think it is going to be about? Write down 3 predictions that you have. | Explain Trading Card Project with Students – Review Rubric and Write due date in Agenda. |
| **WORK PERIOD** | Students will start to read the excerpt from *The Boy who Dared* | Continue preparing for Socratic Seminar tomorrow on *Boy in the Stripped Pajamas* and *The Boy who Dared* | Socratic Seminar on *The Boy who Dared* | *The Sneetches* Lesson; Holocaust Identification Cards; Dachau PowerPoint | Start Trading Card Project – Due on Friday, October 26. |
| **CLOSING** | No Homework | Review *The Boy who Dared* for Socratic Seminar tomorrow | Reflection of Socratic Seminar – Questions/Thoughts/ Comments you still have regarding the two stories. | Check-Up Quiz on WWI and WWII – Use data to invite students to help sessions for upcoming Quiz. | Trading Card Project Due on Friday, October 26. |

**WEEK 10 : October 16 – October 19 Teacher: Chambers**

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| **Unit Title: 6th Grade Social Studies Expectations/ Introduction** | | |
| **Unit Big Idea:** European History | | |
| **Standards to Address in Unit:**  **SS6H7: Students will explain the conflict and change in Europe to the 21st Century**  B. Explain the impact of WWII in the terms of the Holocaust, the origins of the Cold War, and the rise of Super Powers. | | |
| **ASSESSMENTS** | | |
| **Diagnostic:** Quick-Questions | **Formative:** Class discussion & teacher observation, | **Summative:** |
| **Major Unit Vocabulary –**  Armistice, Trench Warfare, Reparations, Appeasement, League of Nations, Russian Revolution, Civil War, Treaty of Versailles, Nazism, World-Wide Depression, Propaganda, Holocaust, Genocide, Dictator, Totalitarianism, United Nations | | |

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|  | **MONDAY** | **TUESDAY** | **WEDNESDAY** | **THURSDAY** | **FRIDAY** |
| **STANDARD/EQ** | Conference Day/ Teacher Work Day – No School | What were the causes of the holocaust, and how did it impact Europe? | Why did WWII lead to the Cold War? | Why did WWII lead to the Cold War? | Why did WWII lead to the Cold War? |
| **OPENING** | On-Level – Causes of WWII Graphic Organizer |  |  |  |
| **WORK PERIOD** | On-Level - Students will be divided into groups to become experts on causes of WWII, Important People, Holocaust, Alliances, and Events – Research  TAG – Tab Book on WWII – Important People, Alliances, Holocaust, Outcomes  Brain Pop: Causes of WWII  <http://www.brainpop.com/socialstudies/worldhistory/worldwariicauses/> | On-Level – Gallery Walk on WWII Posters – Take Notes  TAG – Finish Tab Book on WWII  Atlas Activity on WWII? | Explain activity and hand out iPads (App is called Red Laser)  QR Codes for Review of Unit - iPads |  |
| **CLOSING** | Trading Card Project Due on Friday, October 26. | Trading Card Project Due on Friday, October 26. | Trading Card Project Due on Friday, October 26. | Trading Card Project Due on Friday, October 26. |

**WEEK 9 : October 8 – October 12 Teacher: Chambers**

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| **Unit Title: 6th Grade Social Studies Expectations/ Introduction** | | |
| **Unit Big Idea:** European History | | |
| **Standards to Address in Unit:**  **SS6H7: Students will explain the conflict and change in Europe to the 21st Century**  B. Explain the impact of WWII in the terms of the Holocaust, the origins of the Cold War, and the rise of Super Powers. | | |
| **ASSESSMENTS** | | |
| **Diagnostic:** Quick-Questions | **Formative:** Class discussion & teacher observation, | **Summative:** |
| **Major Unit Vocabulary –**  Armistice, Trench Warfare, Reparations, Appeasement, League of Nations, Russian Revolution, Civil War, Treaty of Versailles, Nazism, World-Wide Depression, Propaganda, Holocaust, Genocide, Dictator, Totalitarianism, United Nations, Cold War, Democracy, Communism | | |

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|  | **MONDAY** | **TUESDAY** | **WEDNESDAY** | **THURSDAY** | **FRIDAY – Media Center** |
| **STANDARD/EQ** |  |  |  |  |  |
| **OPENING** |  |  |  |  |  |
| **WORK PERIOD** | Compare and Contrast the United States and the Soviet Union during the Cold War |  |  |  |  |
| **CLOSING** |  |  |  |  |  |