**District Social Studies Lesson Plan**

Teacher: Yolanda Randolph Date: September 02-06, 2024 Subject: Social Studies Period: Sixth

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| **Alabama CCRS/COS Standards:** * E-G-7 Describe the relationship between locations of resources and pattern of population distribution.
* H-CG-10 Recognize functions of the declaration of independence and the Constitution of the United States.
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| **Outcome(s)/Objective(s)/I can statement:*** **Describe the relationship between locations and patterns of population distributions.**
* **Recognize functions of the declaration of independence and the Constitution of the United States.**
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**ACTIVATING LEARNING STRATEGY/STRATEGIC TEACHING STRATEGIES:**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|   |   |   |   |   |   |   |   |   |   |   |   |
|  [ ]  | KWL |  |  [ ]  Word Splash |   | [ ]  Anticipation Guide |  | [ ]  Lecture |  | [x]  Graphic Organizer/VLT |   | [ ]  Poem, Rhymes, etc. |
|  [ ]  | Survey |   |  [ ]  Possible Sentence |   | [ ]  Think-Pair-Share |  | [x]  Reading |   | [ ]  Pictograph |   | [ ]  Acronyms/Word |
|  [ ]  | First Word |   |  [ ]  Concept Map |  | [x]  Vocabulary Overview |   | [ ]  Model |   | [ ]  Diagram |   | [ ]  Other: \_\_\_\_\_\_\_\_\_\_\_\_ |
|  [ ]  |  Word Map |   |  [ ]  Frayer Model |  | [ ]  Daily Language Practice (DLP)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |   | [ ]  Hands-on |   | [ ]  Mind Map/Visual Guide |  |  |
|   |   |   |   |   |   |   |   |   |   |   |   |
| **Engagement Strategies:**[ ]  - Collaborative Group Work [ ]  - Writing to Learn [ ]  - Literacy Groups [ ]  Other:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ [ ]  - Questioning Techniques [ ]  - Scaffolding Text [x]  -Classroom Talk [ ]  - T.W.I.R.L. |
| **Technology Integration:** [x]  Smart board [ ]  Document Camera [ ]  IPADS [ ]  Mac Books [x]  Computers [ ]  Kindles [ ]  Interactive Tablets [ ]  Digital/ Video Camera [ ]  Clickers [ ]  ACCESS [x]  Computer Program: www.studiesweekly.com\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ [ ]  Other:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  |

**This Week’s Vocabulary:**

democracy monarchry dictationship

consent fairness common good

justice

**PROCEDURAL CONTENT (application)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| ***Essential Question*** |  |  |  |  |  |
| ***Daily Objective(s)******I Can Statement***  | Labor Day | * **Describe the relationship between locations and patterns of population distributions.**
* **Recognize functions of the declaration of independence and the Constitution of the United States.**
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| *Preview* *(Before)**Warm-up- Hook* |  | Picture Walk  | Review with Post Its | Review with Post Its | Review with Post Its |
| *Instruction* *(During)*I Do-We Do-Y’all Do-You Do- |  | Unit: Civics and GovernmentWeek 3 Article 1: The United States GovernmentArticle 2: Purpose of Government  | Unit: Civics and GovernmentWeek 3 Article 3: Democratic Principles Unite AmericansArticle 4: Fairness, Equality, and Justice | Unit: Civics and GovernmentWeek 3Article 5: Types Of GovernmentArticle 6 Rule of LawArticle 7 The Common Good | Unit: Civics and GovernmentReview Articles 1-7Week 3 Government Test |
|  Small Groups |  | Graphic Organizer:Local, State, and National Government | Graphic Organizer:Your Place in Government | Graphic Organizer:Fundamental American Values Scenarios  |  |
| *After/Homework* |  | Read Week 3 Paper | Read Week 3 Paper | Read Week 3 Paper |  |
| **Assessment (Formative):** [x] Class work [ ] Notebook [ ] Homework [ ] Quizzes [ ] Tests [ ] Computer Activities [ ] Collaborative Work [ ]  Project/ Other: |

**Assessment (Summative):** [ ] Quizzes[x] Tests[ ] Group Activities **[ ]** Project Based **[ ]** Other:

**Summarizing****:** [ ]  3-2-1 [ ]  Ticket out the Door [ ]  The Important Thing [ ]  Cue Cards [x]  Teacher Questions [ ]  Student Summary [ ]  Other: