**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.** |

**ACTIVATING LEARNING STRATEGY/STRATEGIC TEACHING STRATEGIES:**

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

**This Week’s Vocabulary:**

democracy monarchry dictationship

consent fairness common good

justice

**PROCEDURAL CONTENT (application)**

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|  | | **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.** | * **Describe the relationship between locations and patterns of population distributions.** * **Recognize functions of the declaration of independence and the Constitution of the United States.** | * **Describe the relationship between locations and patterns of population distributions.** * **Recognize functions of the declaration of independence and the Constitution of the United States.** | * **Describe the relationship between locations and patterns of population distributions.** * **Recognize functions of the declaration of independence and the Constitution of the United States.** | |
| *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 Government  Week 3  Article 1: The United States Government  Article 2: Purpose of Government | Unit: Civics and Government  Week 3  Article 3: Democratic Principles Unite Americans  Article 4: Fairness, Equality, and Justice | Unit: Civics and Government  Week 3  Article 5: Types Of Government  Article 6 Rule of Law  Article 7 The Common Good | Unit: Civics and Government  Review Articles 1-7  Week 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):** Class work Notebook Homework Quizzes Tests Computer Activities Collaborative Work  Project/ Other: | | | | | |

**Assessment (Summative):** QuizzesTestsGroup Activities Project Based Other:

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