**District Social Studies Lesson Plan**

Teacher: Yolanda Randolph Date: September 09-13, 2024 Subject: Social Studies Period: Sixth

|  |
| --- |
| **Alabama CCRS/COS Standards:**  H-CG-10 Recognize functions of the Declaration of Independence and the Constitution of the United States. |

|  |
| --- |
| **Outcome(s)/Objective(s)/I can statement:**   * Describe the process by which a bill becomes a law. * Explain the relationship between the federal government and state government. * Define government systems including democracy, monarchy, and dictatorship. |

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

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |  |  |  |  | |  |  |
|  | 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 |  | |  |
|  |  |  |  |  |  |  |  |  |  | |  |  |
| **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:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | | | | | | | |
| **Vocabulary Words:** | | | | | | | | | | | | |

**PROCEDURAL CONTENT (application)**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** | |
| ***Essential Question*** | | Why are formal documents important to our nation, state, and community?How do important documents help protect our rights?What important rights do I have as a citizen? | Why are formal documents important to our nation, state, and community?How do important documents help protect our rights?What important rights do I have as a citizen? | Why are formal documents important to our nation, state, and community?How do important documents help protect our rights?What important rights do I have as a citizen? | Why are formal documents important to our nation, state, and community?How do important documents help protect our rights?What important rights do I have as a citizen? | Why are formal documents important to our nation, state, and community?How do important documents help protect our rights?What important rights do I have as a citizen? | |
| ***Daily Objective(s)***  ***I Can Statement*** | | **Outcome(s)/Objective(s)/I can statement:**   * Describe the process by which a bill becomes a law. * Explain the relationship between the federal government and state government. * Define government systems including democracy, monarchy, and dictatorship. | **Outcome(s)/Objective(s)/I can statement:**   * Describe the process by which a bill becomes a law. * Explain the relationship between the federal government and state government. * Define government systems including democracy, monarchy, and dictatorship. | **Outcome(s)/Objective(s)/I can statement:**   * Describe the process by which a bill becomes a law. * Explain the relationship between the federal government and state government. * Define government systems including democracy, monarchy, and dictatorship. | **Outcome(s)/Objective(s)/I can statement:**   * Describe the process by which a bill becomes a law. * Explain the relationship between the federal government and state government. * Define government systems including democracy, monarchy, and dictatorship. | **Outcome(s)/Objective(s)/I can statement:**   * Describe the process by which a bill becomes a law. * Explain the relationship between the federal government and state government. * Define government systems including democracy, monarchy, and dictatorship. | |
| *Preview*  *(Before)*  *Warm-up- Hook* | | Picture Walk | Review with Post Its | 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 4 Important Documents  Article 1: Important Documents  Article 2: Declaration of Independence. | Unit: Civics and Government  Week 4 Important Documents  Article 3: The Constitution  Article 4: The Bill of Rights | Unit: Civics and Government  Week 4 Important Documents  Article 5: The Amendment  Article 6: Freedom of Religion  Article 7: Freedom of Speech | Unit: Civics and Government  Week 4 Important Documents  Article 8: Freedom of the press  Article 9: Right to Assemble  Article 10 Right to Petition the Government | Unit: Civics and Government  Week 4 Important Documents Test | |
| Small Groups | | Graphic Organizer:  Important Documents | Graphic Organizer:  How Do We Examine Sources and Our Classroom Constitution Graphic Organizers | Graphic Organizer:  Kid Friendly First Amendment Graphic Organizer | Review of Articles 1-10   * Well-Being Questions * Let’s Write Assignment |  | |
| *After/Homework* | | Read Week 4 Paper | Read Week 4 Paper | Read Week 4 Paper | Read Week 4 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: