**District Social Studies Lesson Plan**

Teacher: Yolanda Randolph Date: October 07-11, 2024 Subject: Social Studies (Reteach) Period: Sixth

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| Alabama CCRS/COS Standards: H-CG-10 Recognize functions of the Declaration of Independence and the Constitution of the United States. • Describing the process by which a bill becomes law • Explaining the relationship between the federal government and state governments, including the three branches of government • Defining governmental systems, including democracy, monarchy, and dictatorship. |

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| Outcome(s)/Objective(s)/I can statement:   * I can describe the process by which a bill becomes a law. * I can explain the relationship between the federal government and state government including the three branches of government. |

**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:**

Federal judicial House of Representatives Bill Veto Governor Tax Executive Congress Legislative Senate

**PROCEDURAL CONTENT (application)**

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|  | | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** | |
| ***Essential Question*** | | What are the basic levels of government in the United States? How do the branches of government work together? How are laws made in the United States? How are taxes and government services related? | What are the basic levels of government in the United States? How do the branches of government work together? How are laws made in the United States? How are taxes and government services related? | What are the basic levels of government in the United States? How do the branches of government work together? How are laws made in the United States? How are taxes and government services related? | What are the basic levels of government in the United States? How do the branches of government work together? How are laws made in the United States? How are taxes and government services related? | What are the basic levels of government in the United States? How do the branches of government work together? How are laws made in the United States? How are taxes and government services related? | |
| ***Daily Objective(s)***  ***I Can Statement*** | | * I can describe the process by which a bill becomes a law. * I can explain the relationship between the federal government and state government including the three branches of government. | * I can describe the process by which a bill becomes a law. * I can explain the relationship between the federal government and state government including the three branches of government. | * I can describe the process by which a bill becomes a law. * I can explain the relationship between the federal government and state government including the three branches of government. | * I can describe the process by which a bill becomes a law. * I can explain the relationship between the federal government and state government including the three branches of government. | * I can describe the process by which a bill becomes a law. * I can explain the relationship between the federal government and state government including the three branches of government. | |
| *Preview*  *(Before)*  *Warm-up- Hook* | | Picture Walk | 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 5  Article 1: Structure of Government  Article 2: Three Branches of Government | Unit: Civics and Government  Week 5  Article 3: How a Bill Becomes a Law | Unit: Civics and Government  Week 5  Article 4: Voting and Elections  Article 5: State Government | Unit: Civics and Government  Week 5  Article 6: Local Government  Article 7: Government Services | Unit: Civics and Government  Review Articles 1-7 | |
| Small Groups | | The Three Branches of Government Graphic Organizer | Graphic Organizer:  How a Bill Becomes a Law Graphic Organizer | Graphic Organizer:  Voting Scenarios Activity | Graphic Organizer:  Design a Bumper Sticker Activity |  | |
| *After/Homework* | | Read Week 5 Paper | Read Week 5 Paper | Read Week 5 Paper | Read Week 5 Paper | Do Week 5 Assessment | |
| **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: