

Glynn County Daily Lesson Plan for MS HS Instruction

Teacher: DOLAN / CHANCE	
Course/ Subject: SOCIAL STUDIES	
Date of Instruction: EUROPE LESSON 22 Economics	
<p>Opening (I Do) An engaging process for lesson introduction that is specifically planned to encourage equitable and purposeful student participation. Describe the instructional process that will be used to introduce the lesson. TKES 1, 2, 3, 4, 5, 8, 10</p>	<p>SS6E8 Analyze the benefits of and barriers to voluntary trade in Europe.</p> <ol style="list-style-type: none"> Explain how specialization encourages trade between countries. Compare & contrast different types of trade barriers such as tariffs, quotas, & embargoes. Explain why international trade requires a system for exchanging currencies between nations Describe the purpose of the European Union & the relationship between member nations.
	<p>Learning Target: Today I am analyzing the benefits of and barriers to voluntary trade in Europe.</p>
	<p>Success Criteria: I can explain how specialization encourages trade. I can compare & contrast barriers to trade.</p> <ul style="list-style-type: none"> • Tariffs • Quotas • Embargoes
	<p>Introduction/Connection: Map Review: http://www.sheppardsoftware.com/Europe/Eur_GL_1024_768.html CNN 10: Current events / Application of the 5 Fields of Social Studies: https://www.cnn.com/cnn10 Western Europe Song: https://www.youtube.com/watch?v=H4VzGXl0Llo Eastern Europe & Russia Song: https://www.youtube.com/watch?v=GSChFI6cyck</p>
	<p>DIRECT INSTRUCTION:</p> <ul style="list-style-type: none"> • PowerPoint: Economic Systems (<i>with guided questions</i>) • BrainPop: Supply & Demand
<p>Work Period (We Do, You Do) Students learning by doing/demonstrating learning expectations. Describe the instructional process that will be used to engage the students in the work period. TKES 1, 2, 3, 4, 5, 7, 8, 10</p>	<p>Read & discuss workbook lesson: (<i>focus on Reading Strategies</i>)</p> <ul style="list-style-type: none"> • How Specialization Encourages Trade Between Countries (p. 130) • Trade Barriers: Tariffs, Quotas, & Embargos (p. 130-131)
	<p>INDEPENDENT/COLLABORATIVE PRACTICE/DIFFERENTIATION:</p> <ul style="list-style-type: none"> • Workbook comprehension questions • CLOZE Notes
<p>Closing (We Check) Describe the instructional process that will be used to close the lesson and check for student understanding. TKES 1, 2, 3, 4, 5, 6, 7, 8</p>	<p>SUMMARIZE/CHECK FOR UNDERSTANDING:</p> <ul style="list-style-type: none"> • Mini Assessment (verbal) • Partner Share Learning Target
<p>Assignment(s)</p>	<ul style="list-style-type: none"> • Workbook p. 130-131 with Comprehension questions #319-322 • CLOZE Notes

Extend/Refine: