

**Glynn County Daily Lesson Plan for MS HS Instruction**

<b>Teacher: DOLAN / CHANCE</b>	
<b>Course/ Subject: SOCIAL STUDIES</b>	
<b>Date of Instruction: EUROPE LESSON 24b Economics / European UNION (day 2)</b>	
<p><b>Opening (I Do)</b> 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. <b>TKES 1, 2, 3, 4, 5, 8, 10</b></p>	<p><b>SS6E8 Analyze the benefits of and barriers to voluntary trade in Europe.</b></p> <ol style="list-style-type: none"> <li>Explain how specialization encourages trade between countries.</li> <li>Compare &amp; contrast different types of trade barriers such as tariffs, quotas, &amp; embargoes.</li> <li>Explain why international trade requires a system for exchanging currencies between nations</li> <li>Describe the purpose of the European Union &amp; the relationship between member nations.</li> </ol>
	<p><b>Learning Target:</b> Today I am analyzing the benefits of and barriers to voluntary trade in Europe.</p>
	<p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>I can explain how specialization encourages trade.</li> <li>I can compare &amp; contrast barriers to trade. (tariffs, quotas, embargoes)</li> <li>I can explain why international trade requires a system for exchanging currencies.</li> <li>I can describe the purpose of the EU.</li> <li>I can describe the relationship between EU member nations.</li> </ul>
	<p><b>Introduction/Connection:</b></p> <p><b>What is the EU?</b> <a href="https://www.cnn.com/videos/world/2016/02/17/what-is-the-eu-brexiteurope-orig.cnn">https://www.cnn.com/videos/world/2016/02/17/what-is-the-eu-brexiteurope-orig.cnn</a></p> <p><b>Map Review:</b> <a href="http://www.sheppardsoftware.com/Europe/Eur_GL_1024_768.html">http://www.sheppardsoftware.com/Europe/Eur_GL_1024_768.html</a></p> <p><b>CNN 10: Current events / Application of the 5 Fields of Social Studies:</b> <a href="https://www.cnn.com/cnn10">https://www.cnn.com/cnn10</a></p> <p><b>Western Europe Song:</b> <a href="https://www.youtube.com/watch?v=H4VzGXloLlo">https://www.youtube.com/watch?v=H4VzGXloLlo</a></p> <p><b>Eastern Europe &amp; Russia Song:</b> <a href="https://www.youtube.com/watch?v=GSChFI6cyck">https://www.youtube.com/watch?v=GSChFI6cyck</a></p>
	<p><b>DIRECT INSTRUCTION:</b></p> <ul style="list-style-type: none"> <li><b>PowerPoint: The European Union</b> (with guided questions &amp; practice)</li> </ul>
<p><b>Work Period (We Do, You Do)</b> Students learning by doing/demonstrating learning expectations. Describe the instructional process that will be used to engage the students in the work period. <b>TKES 1, 2, 3, 4, 5, 7, 8, 10</b></p>	<p>Grade Homework: (focus on Reading Strategies)</p> <ul style="list-style-type: none"> <li>Ed Helper: Europe Switches to the Euro</li> </ul>
	<p><b>INDEPENDENT/COLLABORATIVE PRACTICE/DIFFERENTIATION:</b></p> <ul style="list-style-type: none"> <li>European Union (EU) Questions (with Ppt instruction)</li> <li>European Union (p 38 - yes/no with map to color)</li> </ul>
<p><b>Closing (We Check)</b> Describe the instructional process that will be used to close the lesson and check for student understanding. <b>TKES 1, 2, 3, 4, 5, 6, 7, 8</b></p>	<p><b>SUMMARIZE/CHECK FOR UNDERSTANDING:</b></p> <ul style="list-style-type: none"> <li>Mini Assessment/ Turn and Talk (verbal)</li> <li>Partner Share/ elbow partner (Learning Target &amp; Success Criteria)</li> </ul>
<p><b>Assignment(s)</b></p>	<ul style="list-style-type: none"> <li>European Union Questions</li> <li>European Union (p 38 - yes/no with map to color)</li> </ul>

Extend/Refine: