

Social Studies Lesson Plans 2015-16

Teacher(s):	Subject:	Grade:	Unit Plan(s) to Reference:	Standard(s) Taught:
Harold Singletary	SS	5	Unit 2	SS5CG-1 a. b. SS5CG-3 a. b. SS5E-2 b. c. d. SS5E-3a
Lesson(s) for the Week: August 17-21				
<u>Differentiation Strategies</u>			<u>Technology Integration</u>	
<ul style="list-style-type: none"> • Small Group Instruction as needed • Visual and Kinesthetic (Frayer Models) • Intervention Groups 			<ul style="list-style-type: none"> • Chrome Books – none planned this week • BYOD – none planned this weekend 	
Monday	Tuesday	Wednesday	Thursday	Friday
<p>Unit 2 Lesson 1 pg. 31-46 How does using a Frayer Model help us to understand new vocabulary words?</p> <p>Using the Vocabulary Word Map strategy students will be introduced to vocabulary associated with effective citizenship by completing a Frayer Model on each term. Due: 8-24-15</p> <p>HW: Frayer Models amendment to citizen</p>	<p>Unit 2 Lesson 2 p. pp. 47-50 How do our responsibilities as citizens influence the decisions we make as a society?</p> <p>The student will explain how the responsibilities of a citizen influence the decisions they make.</p> <p>Carole Marsh Text 5th Grade SS Read pp. 103-109 and complete note taking pages 47-51</p> <p>HW: Frayer Models citizenship to freedom</p>	<p>Unit 2 Lesson 3 pp/ 51-53 How are a citizen's rights protected by the Bill of Rights?</p> <p>The student will explain the freedoms granted and rights protected by the Bill of rights</p> <p>Carole Marsh Text 5th Grade SS Read pp. 110-113 and complete note taking pages 51-53</p> <p>HW: Frayer Models goods to opportunity cost</p>	<p>Unit 2 Lesson 3 Handout How are a citizen's rights protected by the Bill of Rights?</p> <p>The student will explain the freedoms granted and rights protected by the Bill of rights</p> <ol style="list-style-type: none"> 1. Read the Bill of Rights handout (Read With a Pencil) 2. Answer questions 1-10 by giving evidence of where you found the answer in the text 3. Questions 11-15 are answered by writing a five sentence paragraph to answer each question. <p>HW: Frayer Models population to service</p>	<p>Unit 2 Lesson 4 pp. 55-56 How did the 12th Amendment change the American political system? How did the 17th Amendment make the Senate more representative of the American people?</p> <p>The student will explain the purpose of Amendments 12 and 17.</p> <p>Read pp. 55-56 (Read With a Pencil)</p> <p>HW: Frayer Models supply to distributor</p>

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Formative Assessment Activities	Summative Assessment Activities	Close Reading Topics	Vocabulary		Instructional Activities
<ul style="list-style-type: none"> • Ticket Out The Door • Each One Teach One 	<ul style="list-style-type: none"> • Unit Test 	<ul style="list-style-type: none"> • Bill of Rights Part I and Part II • Amendment 12 and Amendment 17 reading from notebook 	amendment Bill of Rights budget charter competition citizen citizenship demand democracy entrepreneur E Pluribus Unum freedom goods incentive income market	economy natural resources opportunity cost population representative democracy direct democracy sacrifice service supply transportation consumer consumption producer distributor	<ul style="list-style-type: none"> • Direct Instruction • Video Lesson • Close Reading • Interactive Game

Link to Framework Unit <https://www.georgiastandards.org/Frameworks/Pages/BrowseFrameworks/socialstudiesK-5.aspx>

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Teacher(s):	Subject:	Grade:	Unit Plan(s) to Reference:	Standard(s) Taught:
Harold Singletary	SS	5	Enduring Understandings Lessons 5-7	This unit is designed to teach the themes used in the course. There are no standards and elements for this introductory unit
Lesson(s) for the Week: August 3rd -9th				
<u>Differentiation Strategies</u>			<u>Technology Integration</u>	
<ul style="list-style-type: none"> • Small Group Instruction as needed • Visual and Kinesthetic (Frayer Modles) • Intervention Groups 			<ul style="list-style-type: none"> • Chrome Books – none planned this week • BYOD – none planned this weekend 	
Monday	Tuesday	Wednesday	Thursday	Friday
Unit 1-Lesson 5 Individuals, Groups and Institutions Students will understand the actions of individuals, groups and or institutions affect society thru intended and unintended consequences. EQ: How do the actions of individuals, groups and institutions affect society? I can explain how the actions of individuals, groups and institutions affect society? HW: Read lesson 6 p. 23-25	Unit 1 Lesson 6 Production, Distribution and Consumption Scarcity Students will understand that the ways people make, get and use goods and services may differ from how other people in other places make, get and use goods and services and since we cannot have everything we must make choices. EQ: How do societies decided what goods and services to produce? I can explain how societies decided what goods and services to produce. HW: Vocabulary quiz Wednesday Study	Vocabulary Quiz Completion of Lesson 6 HW: Read Lesson 7 p.26-27	Unit 1 Lesson 7 Opportunity Cost The student will understand that because people cannot have everything they want that they must make choices. EQ: How does a scarcity of resources force consumers to make choices? I can explain how a shortage of resources forces a consumer to make choices. HW: Complete Enduring Understanding Review p.28	Unit 2 Preview Rights and Responsibilities of U. S. Citizenship Schlessinger Video Series Running Time 23 minutes Hand out Unit 2 notes Discussion of what being a citizen means. HW: None

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Formative Assessment Activities	Summative Assessment Activities	Close Reading Topics	Vocabulary		Instructional Activities
<ul style="list-style-type: none"> • Ticket Out The Door • Each One Teach One 	<ul style="list-style-type: none"> • Unit Test 		beliefs groups production time innovation ideals institutions distribution change immigration conflict location consumption continuity	emigration change movement scarcity rule of law distribution of power individuals migration culture technology government economy environment society	<ul style="list-style-type: none"> • Direct Instruction: Lessons 5-7

Link to Framework Unit <https://www.georgiastandards.org/Frameworks/Pages/BrowseFrameworks/socialstudiesK-5.aspx>

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Teacher(s):	Subject:	Grade:	Unit Plan(s) to Reference:	Standard(s) Taught:
Harold Singletary	SS	5	Enduring Understandings Lessons 1-4	This unit is designed to teach the themes used in the course. There are no standards and elements for this introductory unit
Lesson(s) for the Week: August 3rd -9th				
<u>Differentiation Strategies</u>			<u>Technology Integration</u>	
<ul style="list-style-type: none"> • Small Group Instruction as needed • Visual and Kinesthetic (Frayer Modles) • Intervention Groups 			<ul style="list-style-type: none"> • Chrome Books – none planned this week • BYOD – none planned this weekend 	
Monday	Tuesday	Wednesday	Thursday	Friday
	Unit 1-Lesson 1 Introduction of Vocabulary <ul style="list-style-type: none"> • Frayer Model instruction • Complete Frayer models beliefs to government • EQ: How is a Frayer Model useful when studying vocabulary? I can use a Frayer Model to learn new vocabulary terms. HW: complete Frayer models for terms beliefs to government	Unit 1 Lesson 2 Beliefs and Ideals Students will understand that the beliefs and ideals of a society influence the social, political and economic decisions of people. EQ: How do the beliefs and ideals influence the behavior of people? I can explain how beliefs and ideals influence the behavior of people HW: complete Frayer models for terms groups to economy	Unit 1 Lesson 3 Conflict and Change Students will understand that when there is conflict between groups that change is the result. EQ: How does conflict bring about change? I can explain how conflict brings change. HW: complete Frayer models for terms production to environment	Unit 1 Lesson 4 Location/Movement and Migration Students will understand that where people live matters and that moving to new places changes the people and culture of the new place as well as the place that was left. I can explain that where people live matters. HW: complete Frayer models for terms time to immigration All 30 Frayer Models due Monday 8-10-15.

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Formative Assessment Activities	Summative Assessment Activities	Close Reading Topics	Vocabulary		Instructional Activities
<ul style="list-style-type: none"> • Ticket Out The Door • Each One Teach One 	<ul style="list-style-type: none"> • Unit Test 		beliefs groups production time innovation ideals institutions distribution change immigration conflict location consumption continuity	emigration change movement scarcity rule of law distribution of power individuals migration culture technology government economy environment society	<ul style="list-style-type: none"> • Direct Instruction: Lessons 1-4

Link to Framework Unit <https://www.georgiastandards.org/Frameworks/Pages/BrowseFrameworks/socialstudiesK-5.aspx>