

## 2021-2022 Mabry CCC Lesson Plan

CCC Meeting		CCC Norms	CCC Meeting Guide
Subject:	Social Studies	<ul style="list-style-type: none"> <li>• Arrive on time.</li> <li>• Participate well.</li> <li>• Leave prepared.</li> </ul>	<ol style="list-style-type: none"> <li>1. What do we want students to learn?                             <ul style="list-style-type: none"> <li>• Lesson Plan</li> </ul> </li> <li>2. How do we know if students learned it?                             <ul style="list-style-type: none"> <li>• Create Common Assessments</li> <li>• Review &amp; Assess Data</li> </ul> </li> <li>3. What do we do when students don't learn it?                             <ul style="list-style-type: none"> <li>• Discuss Possible Strategies</li> </ul> </li> <li>4. What do we do when students learn it?                             <ul style="list-style-type: none"> <li>• Celebrate! &amp; Discuss Ideas</li> </ul> </li> </ol>
Unit:	History of Europe		
Week of:	November 15-19		
Members:	Amy Brandon* Jordan Griffin ** Greg Spain  * Facilitator / **Note-taker		

WHAT DO WE WANT STUDENTS TO LEARN?					
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Learning Targets	<p><b>Today I am...</b> learning about how different countries organize their governments and economies.</p> <p><b>So that I can...</b> See how those decisions affect the daily lives of people who live there.</p> <p><b>In order to...</b> Analyze how those systems impact international trade relationships</p>	<p><b>Today I am...</b> learning about how different countries organize their governments and economies.</p> <p><b>So that I can...</b> See how those decisions affect the daily lives of people who live there.</p> <p><b>In order to...</b> Analyze how those systems impact international trade relationships</p>	<p><b>Today I am...</b> learning about how different countries organize their governments and economies.</p> <p><b>So that I can...</b> See how those decisions affect the daily lives of people who live there.</p> <p><b>In order to...</b> Analyze how those systems impact international trade relationships</p>	<p><b>Today I am...</b> learning about how different countries organize their governments and economies.</p> <p><b>So that I can...</b> See how those decisions affect the daily lives of people who live there.</p> <p><b>In order to...</b> Analyze how those systems impact international trade relationships</p>	<p><b>Today I am...</b> learning about how different countries organize their governments and economies.</p> <p><b>So that I can...</b> See how those decisions affect the daily lives of people who live there.</p> <p><b>In order to...</b> Analyze how those systems impact international trade relationships</p>
Content Standards	SS6CG3 Compare and contrast various forms of government. A. Compare various forms of government. b. Compare and contrast various forms of government	SS6CG3 Compare and contrast various forms of government. A. Compare various forms of government. b. Compare and contrast various forms of government	SS6CG3 Compare and contrast various forms of government. A. Compare various forms of government. b. Compare and contrast various forms of government	SS6CG3 Compare and contrast various forms of government. b. Compare and contrast various forms of government. b. Compare and contrast various forms of government	SS6CG3 Compare and contrast various forms of government. A. Compare various forms of government. b. Compare and contrast various forms of government
Opening	Warm Up 15.1	Warm Up 15.2	Warm Up 15.3	Warm Up 15.4	Warm Up 15.5

<b>Lesson Plan</b>	Amy and Jordan- Social Studies ELT Day Greg- Vocabulary Quiz and Gummy Bear Project	Colony Project	Colony Project	Colony Project	Government reinforcement activities- Chapter 2, Sections 3 and 4
<b>Closing</b>	What was your gummy bear example?	What are you including in your colony?	What did you hear someone else include on their project that you also want to include?	Which type of democracy do you like best? Why?	What are the two most confusing government terms?

**HOW DO WE KNOW IF STUDENTS LEARNED IT?**

<b>Assessment (Current or Future)</b>	<input type="checkbox"/> Formative <input type="checkbox"/> Summative	History of Europe Test <input type="checkbox"/> Formative <input checked="" type="checkbox"/> Summative	Government Vocabulary Quiz <input checked="" type="checkbox"/> Formative <input type="checkbox"/> Summative	<input type="checkbox"/> Formative <input type="checkbox"/> Summative	<input type="checkbox"/> Formative <input type="checkbox"/> Summative
	<b>Teacher Initials</b>	<b>Teacher Initials</b>	<b>Teacher Initials</b>	<b>Teacher Initials</b>	<b>Teacher Initials</b>
<b>Data</b>		AB   JG   GS	AB   JG   GS		
	<b># of Students Assessed</b>	<b># of Students Assessed</b>	<b># of Students Assessed</b>	<b># of Students Assessed</b>	<b># of Students Assessed</b>
		126   128	122   125		
	<b>% Exemplary Learners</b>	<b>% Exemplary Learners</b>	<b>% Exemplary Learners</b>	<b>% Exemplary Learners</b>	<b>% Exemplary Learners</b>
		66   64	26   40		
	<b>% Proficient Learners</b>	<b>% Proficient Learners</b>	<b>% Proficient Learners</b>	<b>% Proficient Learners</b>	<b>% Proficient Learners</b>
		13   20	20   20		
	<b>% Emerging Learners</b>	<b>% Emerging Learners</b>	<b>% Emerging Learners</b>	<b>% Emerging Learners</b>	<b>% Emerging Learners</b>
		2   7	0   0		
<b>% Beginning Learners</b>	<b>% Beginning Learners</b>	<b>% Beginning Learners</b>	<b>% Beginning Learners</b>	<b>% Beginning Learners</b>	
	16   9	52   40			

**WHAT DO WE DO WHEN STUDENTS DON'T LEARN IT?**

<p>Differentiation and Specialized instruction &amp; Strategies</p>		<p>If they haven't learned it, we can work with individual students during ELT to bridge the gaps.</p> <p>Instructional practices that we need to consider are: having more time for DBQs, and giving the study guide early. That seemed to have really helped students for this unit test.</p> <p>Our plan for accelerated intervention is for struggling students to retake the test, and make sure they understand the differences between Democracy and Communism. This is also repeated throughout our Government and Economics Units, so the goal is for them to have mastered the material by then.</p>	<p>We will be reteaching and furthering students' knowledge on governments. Students will continue working with this vocabulary after Thanksgiving Break through hands on activities and notes.</p>		
---	--	--	---	--	--

WHAT DO WE DO WHEN STUDENTS DO LEARN IT?					
<p>Differentiation and Specialized instruction &amp; Strategies</p>		<p>Primary sources and videos to engage and enhance student knowledge.</p>	<p>Students will further their knowledge of government by STEAM activities which allows for them to design and create their own government.</p>		

**STEAM ELEMENTS**

<b>Engineering Design Process Stage</b>	<input type="checkbox"/> Ask <input type="checkbox"/> Imagine <input type="checkbox"/> Plan <input type="checkbox"/> Create <input type="checkbox"/> Improve <input type="checkbox"/> Share	<input checked="" type="checkbox"/> Ask <input checked="" type="checkbox"/> Imagine <input checked="" type="checkbox"/> Plan <input type="checkbox"/> Create <input type="checkbox"/> Improve <input type="checkbox"/> Share	<input type="checkbox"/> Ask <input type="checkbox"/> Imagine <input checked="" type="checkbox"/> Plan <input checked="" type="checkbox"/> Create <input type="checkbox"/> Improve <input type="checkbox"/> Share	<input type="checkbox"/> Ask <input type="checkbox"/> Imagine <input type="checkbox"/> Plan <input checked="" type="checkbox"/> Create <input checked="" type="checkbox"/> Improve <input checked="" type="checkbox"/> Share	<input type="checkbox"/> Ask <input type="checkbox"/> Imagine <input type="checkbox"/> Plan <input type="checkbox"/> Create <input type="checkbox"/> Improve <input type="checkbox"/> Share
<b>STEAM Connections (2 or More)</b>	<input type="checkbox"/> Science <input type="checkbox"/> Technology <input type="checkbox"/> Engineering <input type="checkbox"/> Art <input type="checkbox"/> Math	<input checked="" type="checkbox"/> Science <input type="checkbox"/> Technology <input type="checkbox"/> Engineering <input checked="" type="checkbox"/> Art <input checked="" type="checkbox"/> Math	<input checked="" type="checkbox"/> Science <input type="checkbox"/> Technology <input type="checkbox"/> Engineering <input checked="" type="checkbox"/> Art <input checked="" type="checkbox"/> Math	<input checked="" type="checkbox"/> Science <input type="checkbox"/> Technology <input type="checkbox"/> Engineering <input checked="" type="checkbox"/> Art <input checked="" type="checkbox"/> Math	<input type="checkbox"/> Science <input type="checkbox"/> Technology <input type="checkbox"/> Engineering <input type="checkbox"/> Art <input type="checkbox"/> Math
<b>Cross-Curricular Connections</b>	<input type="checkbox"/> ELA <input type="checkbox"/> Math <input type="checkbox"/> Science <input type="checkbox"/> Social Studies <input type="checkbox"/> Foreign Language	<input type="checkbox"/> ELA <input checked="" type="checkbox"/> Math <input checked="" type="checkbox"/> Science <input type="checkbox"/> Social Studies <input type="checkbox"/> Foreign Language	<input type="checkbox"/> ELA <input checked="" type="checkbox"/> Math <input checked="" type="checkbox"/> Science <input type="checkbox"/> Social Studies <input type="checkbox"/> Foreign Language	<input type="checkbox"/> ELA <input checked="" type="checkbox"/> Math <input checked="" type="checkbox"/> Science <input type="checkbox"/> Social Studies <input type="checkbox"/> Foreign Language	<input type="checkbox"/> ELA <input type="checkbox"/> Math <input type="checkbox"/> Science <input type="checkbox"/> Social Studies <input type="checkbox"/> Foreign Language
<b>STEAM/Cross-Curricular Standards</b>		<p>S6E3. Obtain, evaluate, and communicate information recognized</p> <p>a. Ask questions to determine where water is located on Earth’s surface (oceans, rivers, lakes, swamps, groundwater, aquifers, and ice) and communicate the relative proportion of water at each location.</p> <p>MSGM.CR.2 Compose and arrange music within specific guidelines.</p> <p>VA.CR.1 Visualize and generate ideas for creating works of art.</p>	<p>S6E3. Obtain, evaluate, and communicate information recognized</p> <p>b. Ask questions to determine where water is located on Earth’s surface (oceans, rivers, lakes, swamps, groundwater, aquifers, and ice) and communicate the relative proportion of water at each location.</p> <p>MSGM.CR.2 Compose and arrange music within specific guidelines.</p> <p>VA.CR.1 Visualize and generate ideas for creating works of art.</p>	<p>S6E3. Obtain, evaluate, and communicate information recognized</p> <p>c. Ask questions to determine where water is located on Earth’s surface (oceans, rivers, lakes, swamps, groundwater, aquifers, and ice) and communicate the relative proportion of water at each location.</p> <p>MSGM.CR.2 Compose and arrange music within specific guidelines.</p> <p>VA.CR.1 Visualize and generate ideas for creating works of art.</p>	

		<p>SS6CG3 Compare and contrast various forms of government.</p> <p>MGSE6.RP.1 Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities.</p> <p>MGSE6.RP.3b Solve unit rate problems including those involving unit pricing and constant speed.</p>	<p>SS6CG3 Compare and contrast various forms of government.</p> <p>MGSE6.RP.1 Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities.</p> <p>MGSE6.RP.3b Solve unit rate problems including those involving unit pricing and constant speed.</p>	<p>SS6CG3 Compare and contrast various forms of government.</p> <p>MGSE6.RP.1 Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities.</p> <p>MGSE6.RP.3b Solve unit rate problems including those involving unit pricing and constant speed.</p>	
<b>STEAM/Cross-Curricular Vocabulary</b>		<p>Water</p> <p>Oceans</p> <p>Rivers</p> <p>Lakes</p> <p>Swamps</p> <p>Aquifers</p> <p>Ice</p> <p>Population</p> <p>Per</p> <p>Proportion</p> <p>Ratio</p> <p>Square Units</p> <p>Unit Rate</p> <p>Rhythms</p> <p>Compose</p>	<p>Water</p> <p>Oceans</p> <p>Rivers</p> <p>Lakes</p> <p>Swamps</p> <p>Aquifers</p> <p>Ice</p> <p>Population</p> <p>Per</p> <p>Proportion</p> <p>Ratio</p> <p>Square Units</p> <p>Unit Rate</p> <p>Rhythms</p> <p>Compose</p>	<p>Water</p> <p>Oceans</p> <p>Rivers</p> <p>Lakes</p> <p>Swamps</p> <p>Aquifers</p> <p>Ice</p> <p>Population</p> <p>Per</p> <p>Proportion</p> <p>Ratio</p> <p>Square Units</p> <p>Unit Rate</p> <p>Rhythms</p> <p>Compose</p>	
<b>Real-world Connection</b>		<p>Drinkable water</p> <p>Where to live according to habitable land</p> <p>What kind of work do they do? What are their beliefs? Do they have any interesting ways of doing things? What kinds of food</p>	<p>Drinkable water</p> <p>Where to live according to habitable land</p> <p>What kind of work do they do? What are their beliefs? Do they have any interesting ways of doing things? What kinds of food</p>	<p>Drinkable water</p> <p>Where to live according to habitable land</p> <p>What kind of work do they do? What are their beliefs? Do they have any interesting ways of doing things? What kinds of food</p>	

		<p>do they eat? What is the language of your country? Do they have multiple languages? Are there any challenges to your country's culture or cultures? What kind of political system does your country have?</p>	<p>do they eat? What is the language of your country? Do they have multiple languages? Are there any challenges to your country's culture or cultures? What kind of political system does your country have?</p>	<p>do they eat? What is the language of your country? Do they have multiple languages? Are there any challenges to your country's culture or cultures? What kind of political system does your country have?</p>	
<b>Career Connection</b>					