

8th AC Social Studies 2021-2022 Mabry CCC Lesson Plan

CCC Meeting		CCC Norms	CCC Meeting Guide
Subject:	Social Studies	<ul style="list-style-type: none"> • Be on time • Be respectful • Be on task 	<ol style="list-style-type: none"> 1. What do we want students to learn? <ul style="list-style-type: none"> • Lesson Plan 2. How do we know if students learned it? <ul style="list-style-type: none"> • Create Common Assessments • Review & Assess Data 3. What do we do when students don't learn it? <ul style="list-style-type: none"> • Discuss Possible Strategies 4. What do we do when students learn it? <ul style="list-style-type: none"> • Celebrate! & Discuss Ideas
Unit:	Unit 5 – Civil War		
Week of:	October 18, 2021		
Members:	Michelle Bailey-Time Keeper Diane Libman-Facilitator Jane Rosser-Note-taker * Facilitator / **Note-taker		

WHAT DO WE WANT STUDENTS TO LEARN?			
	MONDAY	TUESDAY WEDNESDAY - BLOCK	THURSDAY FRIDAY = BLOCK
Learning Targets	Today I am... Reviewing for test So that I can... Show my knowledge of Unit 3 In order to... have a greater understanding of Early GA	Today I am... Analyzing numbers of Civil War So that I can... anticipate the impact of the Civil War In order to... Better understand Antebellum GA	Today I am... Taking Unit 3 test So that I can... Show my knowledge of the American Revolution and Early Statehood In order to... better understand Early GA
Content Standards	SS9H3 & SS9H4	SS8H5	SS9H3 & SS9H4
Opening	Take up and check "Land Policies #1" (from Friday) Reading #7	Opener: Reading #8 As an anticipation guide, students graphing the statistics of the Civil War. By looking at statistics students determine the "readiness" of the CSA and the USA to fight the war. "Do the statistics support the USA winning the Civil War?"	Unit 3 test on CTLS
Lesson Plan	Review Bingo for test	Students work in partners to graph different elements of Civil War.	To computer labs to complete test
Closing	Study for test!	Study for test!	No homework

HOW DO WE KNOW IF STUDENTS LEARNED IT?

Assessment (Current or Future)	<input type="checkbox"/> Formative <input type="checkbox"/> Summative	<input type="checkbox"/> Formative <input type="checkbox"/> Summative	<input type="checkbox"/> Formative <input type="checkbox"/> Summative	<input type="checkbox"/> Formative <input type="checkbox"/> Summative	Unit 3 Test <input type="checkbox"/> Formative X Summative
	<i>Teacher Initials</i>	<i>Teacher Initials</i>	<i>Teacher Initials</i>	<i>Teacher Initials</i>	<i>Teacher Initials</i>
Data	# of Students Assessed	# of Students Assessed	# of Students Assessed	# of Students Assessed	# of Students Assessed
	% Exemplary Learners	% Exemplary Learners	% Exemplary Learners	% Exemplary Learners	% Exemplary Learners
	% Proficient Learners	% Proficient Learners	% Proficient Learners	% Proficient Learners	% Proficient Learners
	% Emerging Learners	% Emerging Learners	% Emerging Learners	% Emerging Learners	% Emerging Learners
	% Beginning Learners	% Beginning Learners	% Beginning Learners	% Beginning Learners	% Beginning Learners

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

Differentiation and Specialized instruction & Strategies		Math Standard: MGSE7.SP.1, MGSE7.SP.2 Science Standard: S7L4.c	Common Assessments USA Test Prep
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WHAT DO WE DO WHEN STUDENTS DO LEARN IT?

Differentiation and Specialized instruction & Strategies			Go on to Unit 4
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STEAM ELEMENTS					
Engineering Design Process Stage	<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 type="checkbox"/> Ask <input checked="" type="checkbox"/> Imagine <input type="checkbox"/> Plan <input type="checkbox"/> Create <input type="checkbox"/> Improve <input 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	<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 type="checkbox"/> Ask <input type="checkbox"/> Imagine <input type="checkbox"/> Plan <input type="checkbox"/> Create <input type="checkbox"/> Improve <input type="checkbox"/> Share
STEAM Connections (2 or More)	<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 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	<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 type="checkbox"/> Art <input checked="" type="checkbox"/> Math
Cross-Curricular Connections	<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"/>	<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 type="checkbox"/> Math <input type="checkbox"/> Science <input type="checkbox"/> Social Studies <input type="checkbox"/> Foreign Language
STEAM/Cross-Curricular Standards		<p>Science</p> <p>S7L4. Obtain, evaluate, and communicate information to examine the interdependence of organisms with one another and their environments.</p> <p>c. Analyze and interpret data to provide evidence for how resource availability, disease, climate, and human activity affect individual organisms, populations, communities, and ecosystems.</p> <p>MGSE7.SP.1 Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population.</p> <p>MGSE7.SP.2 Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or</p>			

		simulated samples) of the same size to gauge the variation in estimates or predictions.		
STEAM/Cross-Curricular Vocabulary		Disease Population Statistics Predictions Estimates		
Real-world Connection				
Career Connection		Statistician Doctors Analysts Historians		