

Social Studies Lesson Plan (Week 6)

CCC Meeting		CCC Norms	CCC Meeting Guide
Subject:	Social Studies	-Be on time -Be courteous -Come prepared -Stay focused *Figure out how to use CTLS Assessments and sync to iRespond *Map Test Data *Upload STEAM stuff to folder	1. What do we want students to learn? • Lesson Plan 2. How do we know if students learned it? • Create Common Assessments • Review & Assess Data 3. What do we do when students don't learn it? • Discuss Possible Strategies 4. What do we do when students learn it? • Celebrate! & Discuss Ideas
Unit:			
Week of:	September 6-10		
Members:	*Evan Howard **Brittanie Brennan Rachel Shively Robin Wann * Facilitator / **Note-taker		

WHAT DO WE WANT STUDENTS TO LEARN?					
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Learning Targets	Today I am... So that I can... In order to...	Today I am...comparing & contrasting religions of SW Asia and cells in Science class So that I can...see the similarities and differences between the religions In order to... understand how religions influence the way people live in SW Asia	Today I am... Working with DBQ documents So that I can... Begin to understand how the documents relate to the DBQ question In order to... Answer writing prompts to help answer the DBQ question	Today I am... Working with DBQ documents So that I can... Begin to understand how the documents relate to the DBQ question In order to... Answer writing prompts to help answer the DBQ question	Today I am... Working with DBQ documents So that I can... Begin to understand how the documents relate to the DBQ question In order to... Answer writing prompts to help answer the DBQ question
Content Standards		SS7G8c.	SS7G8c.	SS7G8c.	SS7G8c.
Opening		What is one thing all three religions have in common?	Read the Background Essay aloud	What is one thing you learned from the background essay?	What is one thing you learned from the background essay?
Lesson Plan	Labor Day-No school	-Monotheistic Religions PPT. (Islam) -Compare & Contrast religions w/ venn	-Christianity DBQ (Begin Documents B, C, D)	IOWA *Classes: 3, 6, 7	IOWA *Classes: 3, 1, 2

		diagram (tie in with science cells & myths) -HW: Complete study guide (Forms)		-Christianity DBQ (finish documents B, C, D/writing)	-Christianity DBQ (finish documents B, C, D/writing)
Closing		Grade: Study Guide Forms link (HW)	Discuss looking at final documents of DBQ at next session	Discuss looking at final documents of DBQ at next session	Discuss looking at final documents of DBQ at next session

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 checked="" type="checkbox"/> Ask <input checked="" type="checkbox"/> Imagine <input type="checkbox"/> Plan <input type="checkbox"/> Create <input 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	<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 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 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
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 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	<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		S7L2.			
STEAM/Cross-Curricular Vocabulary		nucleus, cytoplasm, cell membrane, cell wall, chloroplasts, lysosome, and mitochondria			
Real-world Connection		All living things are made us of cells and have needs			

<p>Career Connection</p>		<p>Where people live and why (creating a map density chart based on natural water sources).</p>			
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