East Wake Middle School Daily Lesson Plan (17-18)

Teacher: Condry

Lesson Date: 6/11/18 - 6/15/18

Subject: Social Studies

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| **Common Core//Essential Skill Standard(s):**  |
| **Learning Target**: (Written in student friendly language)Monday: 7.H.2.1- Analyze the effects of social, economic, military and political conflict among nations, regions, and groups (e.g. war, genocide, imperialism and colonization).7.H.2.3-Explain how increased global interaction accelerates the pace of innovation in modern societies (e.g. advancements in transportation, communication networks and business practices).7.C&G.1.4-Compare the sources of power and governmental authority in various societies (e.g. monarchs, dictators, elected officials, anti-governmental groups and religious, political factions).Tuesday: 7.H.2.1- Analyze the effects of social, economic, military and political conflict among nations, regions, and groups (e.g. war, genocide, imperialism and colonization).7.H.2.3-Explain how increased global interaction accelerates the pace of innovation in modern societies (e.g. advancements in transportation, communication networks and business practices).7.C&G.1.4-Compare the sources of power and governmental authority in various societies (e.g. monarchs, dictators, elected officials, anti-governmental groups and religious, political factions).Wednesday: 7.H.2.1- Analyze the effects of social, economic, military and political conflict among nations, regions, and groups (e.g. war, genocide, imperialism and colonization).7.H.2.3-Explain how increased global interaction accelerates the pace of innovation in modern societies (e.g. advancements in transportation, communication networks and business practices).7.C&G.1.4-Compare the sources of power and governmental authority in various societies (e.g. monarchs, dictators, elected officials, anti-governmental groups and religious, political factions).Thursday: 7.H.2.1- Analyze the effects of social, economic, military and political conflict among nations, regions, and groups (e.g. war, genocide, imperialism and colonization).7.H.2.3-Explain how increased global interaction accelerates the pace of innovation in modern societies (e.g. advancements in transportation, communication networks and business practices).7.C&G.1.4-Compare the sources of power and governmental authority in various societies (e.g. monarchs, dictators, elected officials, anti-governmental groups and religious, political factions).Friday: 7.H.2.1- Analyze the effects of social, economic, military and political conflict among nations, regions, and groups (e.g. war, genocide, imperialism and colonization).7.H.2.3-Explain how increased global interaction accelerates the pace of innovation in modern societies (e.g. advancements in transportation, communication networks and business practices).7.C&G.1.4-Compare the sources of power and governmental authority in various societies (e.g. monarchs, dictators, elected officials, anti-governmental groups and religious, political factions). |

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| **ES****tructure** | **Strategies Included in the City School/ Model of Highly Effective Literacy Instruction – English 9-12** |
| Whole Group | -Anticipatory guides/sets -Book/author talks -Cornell Notes-Close Reading -Questioning the Author (QtA) -Question-Answer-Relationships (QAR)-Text annotation -Think aloud -Think/Pair/Shareperformance task |
| Guided Practice/Small group | -Anticipatory guides/sets -Book/author talks -Cornell Notes-Close Reading -Literature Circles -Questioning the Author (QtA)-Question-Answer-Relationships (QAR) -Reading conferences -Reciprocal teaching-Strategy groups -Text annotation -Think aloud-Problem based activities (real world application)-Think/Pair/Share -Writing Conferences |
| Independent Practice | -Anticipatory guides/sets -Book/author talks -Cornell Notes-Close Reading -Literature Circles -Questioning the Author (QtA)-Question-Answer-Relationships (QAR) -Reading conferences -Reciprocal teaching-Strategy groups -Text annotation -Think aloud-Think/Pair/Share -Writing Conferences -iReady |
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|  |  | Monday | Tuesday | Wednesday | Thursday | Friday |
|  | **Engage****Greet students with a handshake at the door.****“Good Things”** | Share my “good things” than will have 2-3 students share theirs | Share my “good things” than will have 2-3 students share theirs | Share my “good things” than will have 2-3 students share theirs | Share my “good things” than will have 2-3 students share theirs | Share my “good things” than will have 2-3 students share theirs |
|  | **Xplore****Success Starter:** *(What meaningful and relevant activity will students complete as soon as they enter the classroom?)* | Daily Writing Journal | Daily Writing Journal | Daily Writing Journal | Daily Writing Journal | Daily Writing Journal |
|  | **Communicate****Whole Group Instruction:** *(Focused lessons [explicit teaching/modeling, strategy demonstration, graphic supports, activate prior knowledge], shared reading, shared writing, video clips, illustrations, discussion, writing process.)*  | -Human Rights PowerPoint | - Human Rights PowerPoint | -Refugee Game-Immigration, Emigration, Push-Pull Factor Activity | Human Rights Test |  |
|  | **Empower****Group Activity//Small Group Instruction:** (teacher-facilitated group discussion, student learning team activity, re-teaching or intervention) |  |  |  |  | -Child One Child Policy Reading Comprehension |
|  | **Independent Practice**: *(individual practice, discussion,)*  | -Rwanda Genocide Reading Comprehension | Question and Answer | Question and Answer | Question and Answer | Question and Answer |
|  | **Launch****Evaluate Understanding/Assessment:** *(How will I know if students have achieved today’s objective? Exit ticket, performance task, collaborative google doc, rubric, self and peer assessment, grade cam)*  | Summarize the day’s learningQuote of the day | Summarize the day’s learningQuote of the day | Summarize the day’s learningQuote of the day | Summarize the day’s learningQuote of the day | Summarize the day’s learningQuote of the day |

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| **Enrichment/Extension/Re-teaching/Accommodations:** *How will my lesson satisfy the needs of all learners? How will you scaffold for your EC and or ESL learners?*My lessons are designed to help students review content from previous levels but are taught in a way to make sure students whom have no knowledge of the content will grow in ability. All students have access to all notes and materials using the weebly jcondry.weebly.com. If the students are showing they do still not understand the content one on one instruction is available. Times will be provided for tutoring.  |