**CMS Lesson Plans** Week: 5/08/17 – 5/12/17 Subject: Social Studies Teacher: Condry Room: 612

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|  | **Essential Question(s) & Standards** | **Instructional Strategies/Procedures**  **(including the agenda for the day)** | **Assessment ( a variety of formative assessments should be used thorough out the lessons)** | **What will I do to assess learning? If my students have learned the concept, what will I do next?** | **What will I do if my students do not learn the concepts?** |
| **M**  **O**  **N D**  **A**  **Y** | **Essential Question(s):**  H.2.1- How did the ideals of neutrality and isolationism prevent the United States from entering WWI for the first three years?  **Standards:**   * C&G.1.1- Summarize democratic ideals expressed in local, state, and national government. * E.1.1- Explain how conflict, cooperation, and competition influenced periods of economic growth and decline   **Objective (s):**  **Students will understand that….**  E.1.1- Even though the United States was not physically involved in WW1, the war industry and sale of supplies to both sides caused the economy to strengthen and grow. | **Agenda:**   * Daily Writing Journal * World War 2 PowerPoint   **Procedure:**   * Students will arrive in class and begin with warm-up * Students will continue to take notes on World War 2 PowerPoint | **Assessment:**  Question and Answer | **Evaluation:**  Students will be asked questions and knowledge of learned skills will be assessed by answers given.  If students have learned the materials then we will move to the next objective. | **Reteach:**  using working lunch |
| **T**  **U**  **E**  **S**  **D A**  **Y** | **Essential Question(s):**  H.2.1- How did the ideals of neutrality and isolationism prevent the United States from entering WWI for the first three years?  **Standards:**   * C&G.1.1- Summarize democratic ideals expressed in local, state, and national government. * E.1.1- Explain how conflict, cooperation, and competition influenced periods of economic growth and decline   **Objective (s):**  **Students will understand that….**  E.1.1- Even though the United States was not physically involved in WW1, the war industry and sale of supplies to both sides caused the economy to strengthen and grow. | **Agenda:**   * Daily Writing Journal * World War 2 Test     **Procedure:**   * Students will arrive in class and begin with warm-up * Students will be assessed on their knowledge of World War 2 | **Assessment:**  World War 2 Test | **Evaluation:**  Students will be asked questions and knowledge of learned skills will be assessed by answers given.  If students have learned the materials then we will move to the next objective. | **Reteach:**  using working lunch |
| **W**  **E**  **D**  **N**  **E S D A Y** | **Essential Question(s):**  H.2.1- How did the ideals of neutrality and isolationism prevent the United States from entering WWI for the first three years?  **Standards:**   * C&G.1.1- Summarize democratic ideals expressed in local, state, and national government. * E.1.1- Explain how conflict, cooperation, and competition influenced periods of economic growth and decline   **Objective (s):**  **Students will understand that….**  E.1.1- Even though the United States was not physically involved in WW1, the war industry and sale of supplies to both sides caused the economy to strengthen and grow. | **Agenda:**   * Daily Writing Journal * World War 2 Reading Comprehension Packets   **Procedure:**   * Students will arrive in class and begin with warm-up * Students will read and answer questions on World War 2 Reading Comprehension Packets | **Assessment:**  World War 2 Reading Comprehension Packets | **Evaluation:**  Students will be asked questions and knowledge of learned skills will be assessed by answers given.  If students have learned the materials then we will move to the next objective. | **Reteach:**  using working lunch |
| **T H U R S D**  **A Y** | **Essential Question(s):**  H.2.1- How did the ideals of neutrality and isolationism prevent the United States from entering WWI for the first three years?  **Standards:**   * C&G.1.1- Summarize democratic ideals expressed in local, state, and national government. * E.1.1- Explain how conflict, cooperation, and competition influenced periods of economic growth and decline   **Objective (s):**  **Students will understand that….**  E.1.1- Even though the United States was not physically involved in WW1, the war industry and sale of supplies to both sides caused the economy to strengthen and grow. | **Agenda:**   * Daily Writing Journal * U.S. Presidents PowerPoint   **Procedure:**   * Students will arrive in class and begin with warm-up * Students will take notes the U.S. Presidents during the Cold War | **Assessment:**  Question and Answers | **Evaluation:**  Students will be asked questions and knowledge of learned skills will be assessed by answers given.  If students have learned the materials then we will move to the next objective. | **Reteach:**  using working lunch |
| **F R I D A Y** | Teacher World Day |  |  |  |  |