

**Example: SOCIAL STUDIES LESSON FOR A WEEK**

Focus of the Week: American Laws

CCSS Anchor Reading Standard 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CCSS Anchor Writing Standard 3. Write **narratives** to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Content: Understand and explain basic principles of the United States government. (ILS14A)

Big Question: What does a law show about how democracy works in the US?

Vocabulary: government, democracy, legislative, congress, decision

Reading: Textbook chapter or books about US legislation.

Assessment: formative—make time line and use it to answer the BIG question

summative: Write to explain the journey of a bill from idea to action and explain how it shows how democracy works.

Monday	Tuesday	Wednesday	Thursday	Friday
<p>T: Preview BIG question</p> <p>We do: Students list facts they know about: laws</p> <p>You do: Read and list important words. Start glossary.</p> <p>Advanced: Look for examples of how laws are important to US.</p> <p>Homework: Ask family what are the most important laws.</p>	<p>T: Explain legislative branch, show its relationship to federal and judicial—refer to the text if appropriate</p> <p>S: Read to locate and collect Important facts about legislative branch.</p> <p>Advanced: Write letters to representatives recommending new law.</p> <p>Homework: Ask family what a good new law would be.</p>	<p>T: Make a flowchart showing how an idea can become a law—including the possibility of a veto.</p> <p>We do: Choose a law they think is helpful to many people. Infer why legislators would have wanted it.</p> <p>You Do: Write a letter to the President telling him why he should or should not veto a law.</p> <p>Homework: Make list of abilities and traits a legislator should have.</p>	<p>S: ASSESSMENT make time line and use it to support your answer the BIG question</p> <p>T: Clarify any misunderstandings.</p> <p>Advanced: List ways a dictatorship would work differently than a democracy—how the laws in a dictatorship would be made.</p> <p>Homework: List laws that affect you.</p>	<p>Meet/Exceed students: Write a narrative about how a bill becomes a law. Include drawings and explanations. Include a glossary.</p> <p>Students needing support: Outline the narrative including main idea and details.</p> <p>Synthesis Summarize what they learned about how every law is part of US democratic system.</p>