

Lesson Plan 4: What is A Good Citizen?

Grade: 1 and 2

Subject: Social Studies (Government)

Lesson Title: What is Government?

I Learning Goals: Each student will be able to define what a good citizen is and to give an example of how to be a good citizen.

Content Standards: Social Studies: Build the foundation for understanding principles of government and their roles as citizens.

8. Individuals have responsibility to take action toward the achievement of common goals in homes, schools and communities and are accountable for those actions.

9. Collaboration requires group members to respect the rights and opinions of others.

Interdisciplinary Connections: W.2.8 Recall information from experiences or gather information from provided sources to answer a question.

SL.1.1 Participate in collaborative conversations about grade 1 topics and texts with diverse partners in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. c. Ask questions to clear up any confusion about the topics and texts under discussion.

Necessary Prior Knowledge and Skills:

Recall patriotic music

Have heard the star spangled banner.

Anticipated Errors and Misunderstandings:

Difficulty relating to the past and the Revolutionary War.

Accommodations for Diverse Experiences (Cultural & Linguistic): Adjusting to geographical boundaries for immigrant students. ESL support for non-English speakers.

Grade: 5

Subject: Health, Science, Social Studies

Lesson Title: Food Literacy

Lesson Objectives: Students will be able to identify the components of a healthy diet and understand the importance of food literacy.

Standards: National Health Education Standards, National Science Education Standards, National Social Studies Standards

Materials: Textbook, Handouts, Food samples, Video, Internet access

Activities: Reading, Writing, Listening, Speaking, Thinking, Problem Solving

Introduction: Discuss the importance of food literacy and how it relates to health and well-being.

1.1.1. Purpose: Identify the components of a healthy diet and understand the importance of food literacy. This lesson plan is designed to help students understand the importance of food literacy and how it relates to health and well-being. The lesson plan includes a variety of activities that will help students learn about the components of a healthy diet and the importance of food literacy. The lesson plan is designed to be used in a classroom setting and can be adapted to fit the needs of individual students.

Activities: Reading, Writing, Listening, Speaking, Thinking, Problem Solving

Assessment: Quiz, Project, Presentation

Resources: Textbook, Handouts, Food samples, Video, Internet access

Notes: This lesson plan is designed to be used in a classroom setting and can be adapted to fit the needs of individual students.

Conclusion: Summarize the key points of the lesson and encourage students to continue to learn about food literacy.

Reflection: Reflect on the lesson and consider ways to improve it for future lessons. This lesson plan is designed to be used in a classroom setting and can be adapted to fit the needs of individual students.

III. Instructional Procedures

Content Summary :

Strategies for Multiple Means of Engagement, Representation, Action:

Large group, small group, individual seat work. Discussion, singing, pledging, drawing.

Content Vocabulary: Patriotic, fort, Britian, Citizens, Words of *The Star-Spangled Banner*

IV. Classroom Environment

Materials: Book:

Bush, Z. and Friedman, L. (2020). *The Little Book of Government*. The Little Book of Series. Publishing Power, Middletown DE.

Handouts in notebook. Kristen Sullins Teaching: <https://Kristensullinsteaching.com>

Cameron. S. (2020) *Interactive Notebook: United States Government*. Mark Twain Media, Inc. www.carsondellosa.com

Student Needs: Pencils, crayons, scissors

V. Instructional Activities

Opening : Remind students of what patriotic music is and have them march to *Yankie Doodle Dandy*

- During:**
1. Re- Read *The Little Book of Government on the history of forming the US*
 2. Define Citizen- Show <https://www.youtube.com/watch?v=qe8NOm-HIgQ>
 3. Show [The Purpose of Government for Kids \(youtube.com\)](https://www.youtube.com/watch?v=qe8NOm-HIgQ) laws and helpers
 4. Brain storm ways to be a good citizen
 5. Complete the worksheet on being a good citizen. .
 6. American Revolution Animated Kids Lesson No More Kings Schoolhouse Rock <https://www.youtube.com/watch?v=JGQrZQ2WpqM>

OR

Statistics for Health Sciences with Applications, Edition 1

Large sample normal distribution, Central Limit Theorem, sampling distribution

Confidence intervals, hypothesis testing, p-value, significance level

17. Classification

Statistical Inference

Point and Interval Estimation, Estimation of Population Parameters, Hypothesis Testing

Estimation of Population Parameters, Estimation of Population Mean

Estimation of Population Mean, Estimation of Population Variance

Statistical Inference

18. Regression

Regression Analysis, Correlation, Simple Linear Regression

Regression Analysis, Correlation, Simple Linear Regression

Regression Analysis, Correlation, Simple Linear Regression

Regression Analysis, Correlation, Simple Linear Regression

Regression Analysis, Correlation, Simple Linear Regression

Regression Analysis, Correlation, Simple Linear Regression

Regression Analysis, Correlation, Simple Linear Regression

4th Of July For Kids - Independence Day | Story with Interesting Facts for Children
| Kids Academy <https://www.youtube.com/watch?v=XoNIsoqT5s0>

7. Showing patriotism. Read aloud and discuss sheet on the flag.
8. Read aloud Francis Scott Key
9. <https://www.youtube.com/watch?v=PWMY7Rpk5Bo> Star Spangled Banner
10. teach the words to the Star Spangled Banner and show children to rise and remove hats and practice singing it.

Closing: Have students color and cut their citizenship badge and attach Velcro to wear.

VI. Assessment/Evaluation: Students will successfully complete the worksheets and participate in the activities.

VII. Adaptations (e.g., IEP, 504 plans, WEP)

Modifications: If lesson objective and/or significant content learning goals need to be changed to alter the expectations for a student (e.g., reduced number of problems, or lower-level Bloom's or for gifted student(s) extensions to advance progress). **Accommodations:** If other components such as method, activity or materials of lesson are changed to help students meet the learning goal (e.g., extended time, scribe, reader, spell checker, electronic device, or guided notes).

General suggestions for modification or accommodations:

Being able to provide ample opportunities for success to all students requires a clear understanding of the needs of each individual student. Every student has a unique learning style, and some students require more help than others.

Tiered Assignments In a differentiated classroom, a teacher uses varied levels of tasks to ensure that students explore ideas and use skills at a level that builds on what they already know and encourages growth. While students work at varied degrees of difficulty on their tasks, they all explore the same essential ideas and work at different levels of thought. Groups eventually come together to share and learn from each other. Tiered assignments should be: -Different work, not simply more or less work -Equally active -Equally interesting and engaging -Fair in terms of work expectations and time needed -Requiring the use of key concepts, skills, or ideas. The teacher can use the materials in this unit as he or she wishes to tier assignments to the advantage of their students. The unit has included lessons and variations of lessons and

1. The first step is to identify the problem and the objectives of the study.

2. The second step is to design the study and collect the data.

3. The third step is to analyze the data and draw conclusions.

4. The fourth step is to report the findings and discuss the implications.

5. The fifth step is to evaluate the study and its results.

6. The sixth step is to disseminate the findings and share the knowledge.

7. The seventh step is to reflect on the process and learn from the experience.

8. The eighth step is to plan for the future and continue the research.

9. The ninth step is to communicate the findings and engage the community.

10. The tenth step is to ensure the integrity and ethical standards of the research.

materials to support students who are developmentally behind grade level and those that are talented in both social studies and language arts content.

Specific Student Student's Adaptations: Often times a student requires both modifications and accommodations to support learning. Modifications and/or accommodations are most often made in scheduling, setting, materials, instruction, and student response. Please feel free to use a students IEP or 504 to include specific modifications for a specific student.

Student:

What needs are you addressing for this student in this lesson?

Strategy

-OR-

Identified Learning Goal

Teaching

Materials

Language

Student Activities

Student Needs/Assistive Technologies

Technology

Assistive accommodations for physical needs

Paraeducator

Co-teacher

Support

Students in this course will be required to complete the following assignments:

1. Read and analyze the assigned texts.
2. Write a research paper on a topic related to the course.
3. Participate in class discussions and presentations.

1. Read

2. Write

3. Participate

4. Present

5. Analyze

6. Discuss

7. Evaluate

8. Synthesize

9. Apply

10. Create

11. Reflect

12. Communicate

13. Collaborate

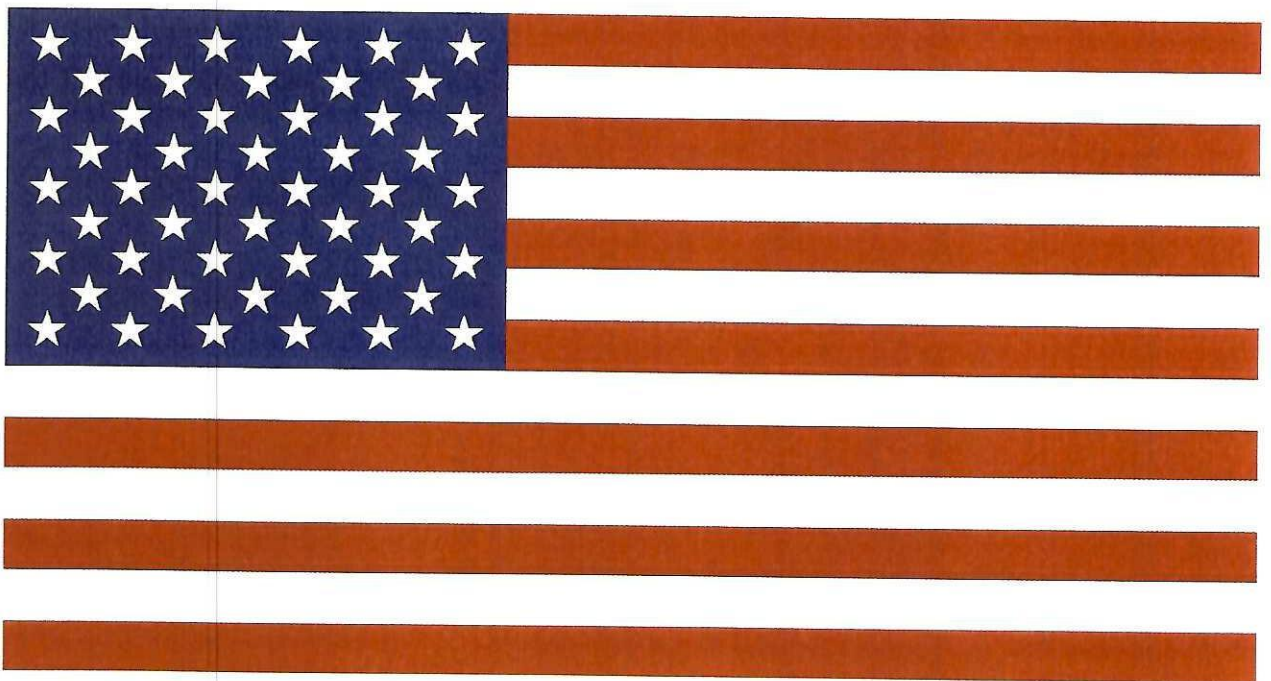
14. Lead

15. Support



Patriotism means love and devotion for one's country. It can be shown in a variety of ways, including thoughts, words, and actions.

One way to show patriotism and being a good citizen is to sing our National Anthem: *The Star-Spangled Banner*. The Star Spangled Banner is our flag>



There are 13 stripes to represent the original 13 colonies. There are 50 stars for our 50 states. Each time we add a new state, we add a new star. The colors of the flag also have meaning.

Red is valor, white is freedom, and blue is justice.

Why People sing to the flag: Singing together about our history and flag makes people feel the love for their country and pride in democracy. The National Anthem is sung at many sporting events, the Olympics, and historic get togethers on special days.



Francis Scott Key Writes "The Star Spangled Banner"



Teacher reads aloud as students follow:

Francis Scott Key stood on the deck of an American ship on September 14, 1814 and watched the raising of Fort McHenry's large American flag over the ramparts or the wall around the fort. He had gone through Britain's twenty-five-hour attack on the Fort, and for him, the raising of the American flag was a triumphant of bravery and strength. The American Flag inspired Key to write about what he had seen in a poem. The words spread like wildfire throughout the young nation. It became "The Star Spangled Banner" and was soon a popular patriotic song. In 1931, Key's song was adopted as the national anthem of the United States.



The Star-Spangled Banner

O say can you see, by the dawn's early light,
What so proudly we hail'd at the twilight's last gleaming,
Whose broad stripes and bright stars through the perilous fight
O'er the ramparts we watch'd were so gallantly streaming?
And the rocket's red glare, the bombs bursting in air,
Gave proof through the night that our flag was still there,
O say does that star-spangled banner yet wave
O'er the land of the free and the home of the brave?





• Color Your Badge and Cut It Out.
Have Your Teacher Attach The Fasteners To It,
So You Can Wear It.



CONGRATULATIONS!

You've earned your
GOVERNMENT BADGE.

Now you know so much about how the
• **UNITED STATES GOVERNMENT** works.

Color Your Badge and Cut It Out

Have Your Teacher Attach The Fasteners To It

So You Can Wear It



CONGRATULATIONS!

You've earned your

GOVERNMENT BADGE

Now you know as much about how the

UNITED STATES GOVERNMENT works