




















Technology-Connected Lesson Plan

Title:	If I Could Be President
Grade Levels:	🖥️ 4 th - 6 th Grade
Curriculum Areas:	<ul style="list-style-type: none"> 🖥️ Social Studies 🖥️ Language Arts
Measurable Objectives:	<ul style="list-style-type: none"> 🖥️ TLW learn about the powers and duties assigned to the President. 🖥️ TLW learn about the responsibilities of the President as the Commander and Chief. 🖥️ TLW identify the major responsibilities of the President.
LA Comprehensive Curriculum:	<p>Social Studies: Unit 6: Our Government</p> <p>🖥️ Activity 6: Elected and Appointed Officials (GLE: 25)</p>
Grade Level Expectations: (GLEs)	<ul style="list-style-type: none"> 🖥️ SS.4.5.24: Identify key government positions at the national level, their respective powers, and limits on their powers (C-1A-E5) (LA GLEs)
K-12 Educational Technology Standards:	<ul style="list-style-type: none"> 🖥️ <i>Technology Communication Tools (Communication Foundation Skill)</i> Students use a variety of media and formats to communicate and present information and ideas effectively to multiple audiences. 🖥️ <i>Technology Productivity Tools (Resource Access and Utilization Foundation Skill)</i> Students use technology tools to enhance learning, increase productivity, and promote creativity. 🖥️ <i>Technology Research Tools (Linking and Generating Knowledge Foundation Skill)</i> Students use appropriate technology to locate, evaluate, and collect information from a variety of sources.
Technology Connection:	<ul style="list-style-type: none"> 🖥️ Presidents' Day http://www.tangischools.org/dept/tech/SchoolTech/kathy/Presidents%20Day.htm 🖥️ Wikipedia - Military http://en.wikipedia.org/wiki/Military 🖥️ Wikipedia - Government

	<p>http://en.wikipedia.org/wiki/Government</p> <p> Wikipedia - Cabinet</p> <p>http://en.wikipedia.org/wiki/Cabinet_%28government%29</p> <p> World Book Roles of the President</p> <p>http://www.worldbook.com/wc/popup?path=features/presidents&page=html/rolespres.htm&direct=yes</p>
Procedures:	<p> Begin with a discussion of letting the students express their thoughts on what makes a good president.</p> <p> Visit some of the Internet sites listed on my Presidents' Day web page. Focus mainly on the responsibilities and duties of the President of the U.S.</p> <p> Discuss the names "Chief Executive" and "Commander in Chief". Allow the students to give input to its meaning. Commander-in-Chief is the commander of all the military forces within a particular region or of all the military forces. The Chief Justice is the leader of the government or cabinet.</p> <p> Make a list on the board showing the main responsibilities of the President.</p> <p>(1) chief executive, (2) commander in chief, (3) foreign policy director, (4) legislative leader, (5) party head, (6) popular leader, and (7) chief of state. Visit Word Book, Roles of the President, to help with the discussion.</p> <p> Next, the students will follow the steps of the writing to process to complete the writing activity, "If I Could Be President". Encourage them include as many facts as possible about the duties and responsibilities of the President. Also, allow them to write their ideas of what they would do to make things better for the people of the U.S. if they could be President.</p> <p> Finally, students will take their final draft and type their information using the writing template, 'If I Could Be President.'</p> <p> Student should publish their paper by printing them out and displaying them during the week of Presidents' Day (third Monday in February).</p> <p> Finally, allow students to visit the Presidents' Day web page again to enjoy some of the online interactive activities.</p>
Assessment:	<p> Observation & Participation</p> <p> Publish writing activity, "If I Could Be President"</p>
Materials:	<p> Pencil & Paper</p> <p> Template - "If I Could Be President"</p>

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