

Title: Accelerated Change
Author: Mr. Steve Beermann
Time Frame: 8 weeks (date range)

Stage 1: Identify Desired Results

Established Goals: Unit will cover Ancient civilizations (Early Humans, Mesopotamia, Egypt, Greece and Rome and the Middle ages. The goals that I have will be hitting the

Standards Assessed:

Compare the dominant characteristics, contributions of, and interactions among major civilizations of Asia, Europe, Africa, the Americas and Middle East in ancient and medieval times (T2S1B)

Compare and contrast governmental systems, including monarchy, oligarchy, dynasty, and theocracy. (T2S2A)

Analyze the historic rise of Islam, as well as the expansion of Christianity, Islam, and Buddhism in order to explain their transformations and roles in conflict and cooperation. (T2S5C)

Explain how the Crusades, Scientific Revolution, Black Death, and the resulting exchanges that followed, impacted Europe and led to the Renaissance. (T2S1C)

Standards Addressed:

Analyze the flow of goods and ideas among societies in Europe, Africa, Middle East

Explain how scientific and technological

Create and use tools to analyze a chronology

Analyze physical geography to explain

Enduring Understandings

1. determine the causes/factors of human settlement and civilization.
2. assess the impacts of settling on the elements of civilization.
3. use primary and secondary sources to determine the major cultural and technological contributions of Mesopotamia, Egypt and China.
4. analyze democracy in Greece and the republic in Rome to determine their influence on the American republic.
5. use primary and secondary sources to determine the major cultural and technological contributions of Greece and Rome.
6. analyze the fall of the Roman Empire.
7. use primary and secondary sources to determine the major cultural and technological contributions of Greece and Rome
8. explain how the geography of Europe affected the development of European countries.
9. determine the major cultural contributions and characteristics of the developing European countries of the Middle Ages.
10. determine the impact of the Church on the cultures of European countries.
11. assess the impact of the Magna Carta on the Constitution and Bill of Rights.
12. determine the causes and consequences of the Crusades.
13. determine the impacts of the Black Death on Europe.

Approximately 3-5 questions that drive the whole

What are the major contributions of
(T2S1B, T2S2A)

How do governments develop based
(T2S2A, T2S5C)

How do religions evolve and influence
(T2S5C, T2S1C)

What factors lead to a civilization's
(T2S1B, T2S2A)

How did Feudalism shape European
(T2S2A, T2S1C)

How does Islam influence history th
(T2S5C, T2S1C)

<p>Students will be able to...</p> <ol style="list-style-type: none"> 1. determine the causes/factors of human settlement and civilization. 2. assess the impacts of settling on the elements of civilization. 3. Assess use primary and secondary sources to determine the major cultural and technological contributions of Mesopotamia, Egypt and China. 4. analyze democracy in Greece and the republic in Rome to determine their influence on the American republic. 5. Assess primary and secondary sources to determine the major cultural and technological contributions of Greece and Rome. 6. analyze the fall of the Roman Empire. 7. explain how the geography of Europe affected the development of European countries. 8. determine the major cultural contributions and characteristics of the developing European countries of the Middle Ages. 9. determine the impact of the Church on the cultures of European countries. 10. assess the impact of the Magna Carta on the Constitution and Bill of Rights. 11. determine the causes and consequences of the Crusades. 12. determine the impacts of the Black Death on Europe. 	
<p>List of vocab words: Contributions, Theocracy, Cultural Diffusion, Democracy, Republic, Popular Sovereignty, Empire Christianity, Feudalism, Manorialism, Monarchy</p>	<p>Content Related Vocabulary</p>
<p>Stage 2: Assessment Evidence</p>	
<p style="text-align: center;">Performance Tasks (summative)</p> <ul style="list-style-type: none"> • Quizzes • Unit Exam • Major Projects 	<ul style="list-style-type: none"> • Homework • Quizzes Warm Ups/Exit ti • DBQ • Projects • Assignments

Stage 3: Resources

Evaluating primary sources	https://sheg.stanford.edu/sites/default/files/download-pdf/Evaluating%20Sources%20Lesson%20Plan.pdf
Early human dbq	http://mrbidellcss.weebly.com/uploads/5/8/3/6/58365785/early_man_dbq.pdf
Create an advertisement Paleo or Neo	file:///C:/Users/sbeerman0854/AppData/Local/Temp/Temp1_all-7160859.zip/neolithic%20ad.pdf
Worst mistake in Neolithic rev	https://docs.google.com/viewer?a=v&pid=sites&srcid=ZGVmYXVsdGRvbWFpbmxub21zN3RoZ3JhZGVzb2NpYWxzdHVkaWVzfGd4
Hammurabi code activity	https://sheg.stanford.edu/sites/default/files/downloadpdf/Hammurabis%20Code%20Lesson%20Plan_0.pdf
Egypt pg 24-25	http://courses.educ.ubc.ca/socials/projects/Ancient%20Egypt.pdf
Comparing Mesopotamia to Egypt to usa	https://www.studenthandouts.com/00/200812/civilchart.pdf
Assyrian and persian empire comparison	On flash drive wh unit 1 assyrians vs. persians
Differentiating Types of government	On flash drive wh types of gov unit 1
HW ancient greek workbook	https://www.studenthandouts.com/00/201801/ancientgreecehistoryworkbook.pdf
Athens primary source analysis	https://sheg.stanford.edu/history-lessons/athenian-democracy-sac
300 primary source activity	https://sheg.stanford.edu/history-lessons/battle-thermopylae
Pep war comparison sheet	http://worldhistoryhonors1.weebly.com/uploads/1/3/3/9/13391305/persian_and_peloponnesian_wars.pdf
Pep war dbq	On flash drive wh pelopennsian war dbq unit 1
Greek unit essay sheet	https://www.studenthandouts.com/00/200712/09.03.Writing-Exercises-Ancient-Greece.pdf

Rome packet	https://www.studenthandouts.com/00/201801/romanempireworkbook.pdf
Rome packet 2	https://www.studenthandouts.com/00/201801/establishmentromanrepublicworkbook.pdf
Rome stations	https://www.cabarrus.k12.nc.us/cms/lib/NC01910456/Centricity/Domain/2836/AncientRomeStationswithKeyQuestionsGraphicOrganizer
Patrician and plebian simulation	https://www.bcps.org/bbcswebdav/institution/CURRICULUM/SOCIAL%20STUDIES%20CURRICULUM/Other%20Resources%20for
Rome carthage activity	On flash drive
Comparing usa to rome gov activity	On flash drive
History channel barbarians rising: spartacus	On flash drive wh Spartacus barbarians rising.
Rome persecution of the christians	On flash drive persecution of Christianity primary source teacher pay teacher
Fall of rome	On flash drive Fall of rome group actvity
Trial by ordeal	https://www.pabar.org/public/education/lawday/jury%20system.pdf
Charlemagne hw activity	https://www.sfponline.org/departments/socialstudies/worksheets/ch8wkps.pdf
Medieval life packet 1-4	https://www.livingston.org/cms/lib9/NJ01000562/Centricity/Domain/569/Medieval%20Life%20READINGS%20ACTIVITIES%20and%
Feudalism primary source	file:///C:/Users/sbeerman0854/Downloads/doc_pkt-MedievalFeudalSociety.pdf
Great schism primary source	https://d3jc3ahdjad7x7.cloudfront.net/cPH2PXratFXUVDjJ7ruJ5ZKuShLaZCT9iP95LI0Lqwyh3X8r.pdf
Great schism rap battle	On teacher pay teacher website under my purchases
Crusades packet primary sources	On flash drive uit 1
Pope urban and saladin speech	On an old flash drive from mo state
Black plague primary source	https://sheg.stanford.edu/history-lessons/understanding-black-death

shg	

Stage 4: Learning Plan

Learning activities and anticipated pacing
(Make this section as detailed as you want; edit calendar as nee

August 2018

Mon/Tues	Wed/Th	Friday
<p>Day 1 A- Day Do Now: How do you interact with others? Is there a goal you want to achieve when you interact with someone? We Do: Early Humans and the Paleolithic age Ppt. Early human dbq completed as a class. They do TPT: Find the fiction Finish PPT Lunch room activity.</p>	<p>Day 2 A-Day Do Now: Distinguish between the roles of Paleolithic men and women in finding food. why was finding food the main job of Paleolithic peoples? Explain How were women treated during this Paleolithic Era? We do: Neolithic Revolution, Bronze Age, culture and characteristics of civilization PPT.</p>	<p>Day 3: B-Day Do Now: Distinguish between the roles of Paleolithic men and women in finding food. why was finding food the main job of Paleolithic peoples? Explain How were women treated during this Paleolithic Era? We do: Neolithic Revolution, Bronze Age, culture and characteristics of civilization PPT.</p>

<p>HW quizzz. Exit Slip: In two -three sentences summarize the Paleolithic period. B-Day Unit 1 Pre-test, Car activity with ch 1 vocab list.</p>	<p>They do TPT: You do: Neolithic and Paleolithic comparison advertisement activity and class discussion. Exit Slip:Describe the change of roles for men and woman from the paleolithic age to the Neolithic age.</p> <p>B-Day Do Now: How do you interact with others? Is there a goal you want to achieve when you interact with someone? We Do: Early Humans and the Paleolithic age PPT. Early human dbq completed as a class. They do TPT: Find the fiction Finish PPT Lunch room activity. HW quizzz. Exit Slip: In two -three sentences summarize the Paleolithic period.</p>	<p>They do TPT: You do: Neolithic and Paleolithic comparison advertisement activity and class discussion. Exit Slip: Describe the change of roles for men and woman from the paleolithic age to the Neolithic age.</p>
<p>Day 4 Do Now: Here are the Six characteristics of a civilization: cities, government, religion, social structure, writing, and art. In your opinion which one is most important. Explain your answer. We Do: Modeling DBQ instructions and expectations. They Do: Paleo/Neolithic advertisement activity. You Do: Complete DBQ Hw: Finish DBQ Exit Slip: What concept or vocab word that we have learned over early humans are you still having trouble</p>	<p>Day 5 Do Now: Answer this do now using your prior knowledge. Why do civilizations start to form around river valleys? Give me at least two reasons for this occurrence. We Do: Egypt ppt and class discussion. They Do: TPT strategy. You Do: Hammurabi Code activity. Hw: Exit Slip: Do you think Hammurabi's code would have any effect on crimes rates in USA today?</p>	<p>Day 6 Do Now: Empire- A large political state, usually under a single leader, that controls many peoples and territories. If you sit facing the blackboard by the door answer this do now " Name and describe 2 positive aspects of an empire." If you sit facing the blackboard under the clock answer this do now " Name and describe 2 negative aspects of an empire" We Do: Egypt ppt part 2 and class discussion. They Do: TPT vizier white board</p>

<p>with? You must pick one vocab word or concept to discuss.</p>		<p>activity. You Do: Egypt/ Mesopotamia graphic organizer activity. Hw: Exit Slip: Why do you think Egyptians hated Akhenaton so much? Give me two reasons and explain.</p>
<p>Day 7 Objective: Students will differentiate between Mesopotamia and Egypt by completing the dbq activity. Students will assess the cultural characteristics of Egypt by playing the game Assassins creed origins and answering the questions. Do Now: What was the average mans opinion of Queen Hapsepht? If she was around tday what do you think people would think of her? Explain. We do: Modeling the expectations and procedures of the meso/Egyptian dbq. They do TPT: Play assassins creed and answer questions. You do: DBQ Exit Slip: Would you rather live in Mesopotamia or Egypt explain your answer.</p>	<p>Day 8 Objective: Do Now: It is better to be feared than loved. What does this quote mean to you? Do you agree with this quote give me your opinion. We do: Rise of the new empires ppt and class discussion. They do TPT: Government strategy debate team carousel. You do: Assyrian and persion article and questions and debate. Exit Slip: Would you rather be apart of the Assyrian empire or Persian empire? Explain your answer. Use vocab words from todays notes.</p>	<p>Day 9 B-day Objective: Do Now: Make 2-3 observation's over the Geography of Greece. Greece is in the white shading. We do: First greek civilizations ppt and class discussion. They do TPT: You do: Types of government activity. Hw: greek workbook. Exit Slip: In your own words what is colonization? Name and explain one advantage of colonization. Name and explain on disadvantage/consequence of colonization.</p>

Mon/Tues	Wed/Th	Friday
<p>Day 10 Objective:Analyze the government of Athens and sparta Do Now: WHY WAS THE DARK</p>	<p>Day 11 Objective: Analyze the characteristics of Sparta and Athens.</p>	<p>Day 12 Objective: Scaffold DOK 1-4 Daily Instuctional strategy</p>

<p>AGE OF GREECE CONSIDERED “DARK”? IDENTIFY THE CHANGES THAT OCCURRED IN GREECE DURING THE DARK AGE. READ IN YOUR TEXTBOOK ON PAGES 112-113 UNDER THE SECTION TITLED “THE GREEKS IN A DARK AGE” We do: Greece part 2 ppt. They do TPT: You do: Athens dbq Exit Slip: Which city-state would you rather be apart of Sparta or Athens? Explain your answers with at least two reasons.</p>	<p>Do Now: What do you know about the 300 Spartans? We do: Ancient Greece ppt and class discussion. They do TPT: You do: finish Athens DBQ Exit Slip: What would the world be like if the Persian defeated the Greeks?</p>	<p>Do Now: : Describe the system of direct democracy in athens. Why can’t the united states have a direct democracy? PPT: Pelopennsian war/greek mythology/ Hellenistic age ppt and class discussion. Video: top ten greek mythology Pelopennsian war DBQ Vocab strategy: Comparing vocab words to current events, popular culture and relating these new vocab words to students. Literacy: Students will read and analyze the peloppensian war dbq Differentiation Cultural context: Connecting content to school examples to explain the pelopennsian war. Formative assessment:DBQ Homework: Finish packet hw Exit Slip: Why did Sparta and Athens feel like they had to go to war with each other? Was that good for Greece? Why do you think the Macedonians choose to invade Greece right when the war was over?</p>
<p>Day 13 Objective: Prepare students for the Unit 1 part 1 Test and for student to get ready by completing their studyguide Scaffold DOK 1-4 understand unit 1 part 1 vocab. Describe main topics and concepts covered in unit 1 part 1.</p>	<p>Day 14 Objective: Complete unit 1 part 1 summative test assessment. Scaffold DOK 1-4 4 understand unit 1 part 1 vocab. Describe main topics and concepts covered in unit 1 part 1. Analyze the role of government and its effect on various civilizations</p>	<p>Day 15 Objective: Students will assess greek culture by watching the film troy. Scaffold DOK 1-4 Understand the culture of create city states, Describe the differences between city-states and why they were rivals.</p>

<p>Analyze the role of government and its effect on various civilizations Assess how civilizations formed. Daily Instructional strategy Agenda: Students will complete their studyguide and complete the kahoot review. Vocab strategy: using their notes and knowledge gained to fill in the studyguide which is primarily vocab. Literacy: Students will read through their notes and book to fill out the studyguide Differentiation: I will differentiate instruction by letting students use a variety of sources to complete the studyguide. Cultural context: Using examples from students personal lives and popular culture to make connections to the material. Formative assessment: Complete studyguide and to have students complete the kahoot which will give me insight on if their ready for their test. Homework</p>	<p>Assess how civilizations formed. Daily Instructional strategy Agenda: Students will complete the unit 1 part 1 test assessment. Vocab strategy: kahoot review before they take the test. Literacy: Students will read and complete the test using their notes for 10-15 minutes. Differentiation: Depending on students IEP needs I will abbreviate the test to meet IEP. Cultural context: The test uses multiple choice questions, dbq questions as well as short answer to assess student knowledge. Formative assessment: Summative test assessment. Homework</p>	<p>Assess the layout of Ancient Greece and why there wasn't a united country of Greece. Daily Instructional strategy: Students will watch the film Troy which will test their knowledge over Ancient Greece. Vocab strategy: Various vocab words will be present both in the movie questions and the film itself. Literacy: Students will read the questions on the movie question sheet. Differentiation Cultural context: Using the film to visually illustrate the concepts we have learned so far and to see these vocab words in film. Formative assessment: Film discussion questions. Homework</p>
<p>Day 16 Objective: Students will assess Greek culture by watching the film Troy. Scaffold DOK 1-4 Understand the culture of city states, Describe the differences between city-states and why they were rivals. Assess the layout of Ancient Greece and why there wasn't a united country of Greece.</p>	<p>Day 17 Objective: Students will assess the beginning and characteristics of Rome by participating in the ppt/class discussion and completing the stations of Rome activity. Scaffold DOK 1-4 Understand the basic characteristics of Rome Identify the key vocab associated with</p>	<p>Day 18 Objective: Students will analyze the shift from republic to empire that occurred in ancient Rome by participating in the ppt/class discussion and dbq activity. Scaffold DOK 1-4: Describe a republic. Understand the shift from republic to empire. Analyze the characteristics of republic and</p>

<p>Daily Instuctional strategy: Students will watch the film troy which will test their knowledge over Ancient Greece.</p> <p>Vocab strategy: Various vocab words will be present both in the movie questions and the film itself.</p> <p>Literacy: Students will read the questions on the movie question sheet.</p> <p>Differentiation</p> <p>Cultural context: Using the film to visually illustrate the concepts we have learned so far and to see these vocab words in film.</p> <p>Formative assessment: Film discussion questions.</p> <p>Homework</p>	<p>Rome.</p> <p>Assess the importance of structure to the romans.</p> <p>Analyze the culture and government of Rome.</p> <p>Daily Instuctional strategy Agenda: Do now and class discussion, ppt/ class discussion, video and stations of Rome.</p> <p>Literacy: Read worksheets during the station activity.</p> <p>Differentiation: Accommodate notes with IEP's. Students who need it work will be scaffold.</p> <p>Cultural context: Connecting the content with personal experiences and popular culture references.</p> <p>Formative assessment: Stations activity.</p> <p>Homework: First part of rome packet.</p>	<p>empire.</p> <p>Daily Instructional strategy</p> <p>Agenda: Who are the Patricians? Describe them. Who are the Plebeians? Describe them. Ppt section 2 from republic to empire. Videos. Comparing usa to rome dbq and exit slip.</p> <p>Vocab strategy: Will use examples from students personal lives as well as popular culture references to break down vocab.</p> <p>Literacy: Students will read the dbq and answer critical thinking questions and answer short answer.</p> <p>Differentiation: Will abbreviate dbq assignment based on IEP and skill level.</p> <p>Cultural context: Will continue to breakdown vocab and difficult concepts by using examples and cultural references.</p> <p>Formative assessment: DBQ and class discussion.</p>
<p>Day 19</p> <p>Objective: Students will analyze the role that slavery played in ancient Rome as well as the rebellions caused as a result.</p> <p>Scaffold DOK 1-4: Identify why rome wanted to use slaves in ancient rome. Understand why rebellions are a result of slavery. analyze the role that slavery played in ancient Rome as well as the</p>	<p>Day 20</p> <p>Objective: Students will assess the role of Christianity in Rome as well as the persecution of Christianity by the romans</p> <p>Scaffold DOK 1-4: Understand how Christianity became persecuted in ancient rome. Identify the role of Christianity in rome. Analyze the factors that led</p>	<p>Day 21</p> <p>Objective: Students will assess Europe post rome and its main characteristics by participating in the ppt/class discussion, quiz and trial by ordeal worksheet.</p> <p>Scaffold DOK 1-4 Understand Germanic culture. Identify Charlemagne the great. assess Europe post rome and its main characteristics</p>

rebellions caused as a result.

Daily Instructional strategy

Agenda:

Do Now: Who became roman slaves?

Why would Romans need Slaves?

Documentary: Spartacus (rome slaves and rebellions and questions).

Class Activity: Critical thinking questions about roman slavery and rebellions and the effect on government.

Vocab strategy: Connecting key terms to popular culture and present day events. Posing critical thinking questions about the vocab.

Literacy: Students will read Rome article packet. Reading the critical thinking questions about roman slavery and rebellions.

Differentiation: Varying critical thinking questions based on skill.

Cultural context: Comparing ancient rome slavery to South civil war and comparing vocab to popular culture and personal experiences.

Formative assessment: Critical thinking questions for students to do over Spartacus documentary.

Homework: Rome packet. Articles over rome and questions.

Christianity to becoming widely accepted in ancient rome. Analyze what factors led to the fall of rome.

Daily Instructional strategy Agenda:

Do Now: Why do you think Rome wanted to end the Spartacus slave rebellion quickly? Ppt/class discussion over persecution and acceptance of Christianity in Rom and what led to the fall of rome. Fall of rome DBQ and short answer.

Vocab strategy: Connecting key terms to popular culture and present day events. Posing critical thinking questions about the vocab.

Literacy: Students will read Rome article packet. And fall of rome dbq readings and answer critical thinking questions.

Differentiation: Varying critical thinking questions and length of short answer response based on skill.

Cultural context: comparing vocab to popular culture and personal experiences.

Formative assessment: Fall of rome dbq.

Homework: Rome packet. Articles over rome and questions.

Daily Instuctional strategy

Agenda: Do Now: After what we learned last class about Rome what shape is Rome in? What problems do they have? Explain. Class Activity: Middle ages part 1 ppt/class discussion. Class Activity: Quiz. Class Activity Trial by ordeal worksheet.

Vocab strategy: connecting key vocab and main concepts to popular culture and past experiences.

Literacy: Students will read the various ppt slides and will also read the trial by ordeal worksheet.

Differentiation Will adjust the reading and critical thinking skill level based on student skill.

Cultural context: Comparing concepts to popular culture and aking real world connections to the material.

Formative assessment: Quiz and trial by ordeal worksheet.

Mon/Tues	Wed/Th	Friday
<p>Day 22</p> <p>Objective: Students will analyze the effect of feudalism in Europe by participating in the ppt/class discussion, and the feudalism worksheet.</p> <p>Scaffold DOK 1-4 Understand the need for feudalism. Identify what feudalism means. analyze the effect of feudalism in Europe</p> <p>Daily Instructional strategy Agenda: Do Now: Do You think trial by ordeal could work today in the USA?Class Activity: Feudalism ppt/class discussion and videos over Vikings. Class Activity: Feudalism worksheet.</p> <p>Vocab strategy connecting key vocab and main concepts to popular culture and past experiences.</p> <p>Literacy Students will read the various ppt slides and will read the feudalism worksheet.</p> <p>Differentiation Will adjust the reading and critical thinking skill level based on student skill.</p> <p>Cultural context Comparing concepts to popular culture and making real world connections to the material.</p> <p>Formative assessment: Feudalism worksheet</p> <p>Homework</p>	<p>Day 23</p> <p>Objective: Students will analyze the split between the eastern and western churches as well as the main characteristics of the crusades by participating in the ppt/class discussion and crusades dbq.</p> <p>Scaffold DOK 1-4: Understand why the great schism occurred. Identify the causes of the crusades. analyze the split between the eastern and western churches as well as the main characteristics of the crusades</p> <p>Daily Instructional strategy Agenda: Do Now: Who do you think Feudalism benefited the most the lord or the knight? Explain your answer. Class Activity: Great schism ppt/class discussion. Class Activity: Crusades ppt/class discussion. Class Activity: Quiz. Class Activity crusades activity.</p> <p>Vocab strategy connecting key vocab and main concepts to popular culture and past experiences.</p> <p>Literacy Students will read the various ppt slides and will read the crusades dbq.</p> <p>Differentiation Will adjust the reading and critical thinking skill level based on student skill.</p> <p>Cultural context Comparing concepts to popular culture and making real world connections to the material.</p> <p>Formative assessment: Quiz and crusades dbq</p> <p>Homework</p>	<p>Day 24</p> <p>Objective: Students will analyze the effects and the origin of the black plague by participating in the ppt/class discussion and primary source document.</p> <p>Scaffold DOK 1-4 Identify the origin of the black plague. Understand how the black plague affected Europe. Analyze the role that the black plague played in shaping Europe.</p> <p>Daily Instructional strategy Agenda Do Now: What do you think this nursery rhyme means? Ring around the Rosie a pocket full of posies, ashes ashes we all fall down. Class Activity: Black plague ppt/class discussion. Class Activity: video and then finish ppt. Class Activity: Primary source worksheet. Exit Slip: How did the plague make its way to Europe? What type conditions in cities and towns allowed the plague to spread easily?</p> <p>Vocab strategy: connecting key vocab and main concepts to popular culture and past experiences.</p> <p>Literacy: students will use their reading skills to read the black plague primary source document.</p> <p>Differentiation: Will adjust the reading and critical thinking skill level based on student skill.</p>

		<p>Cultural context: Comparing concepts to popular culture and making real world connections to the material.</p> <p>Formative assessment: Primary source document and possible quiz.</p> <p>Homework:</p>
<p>Day 25 11/9 11/13</p> <p>Objective: Students will assess their knowledge over unit 1 part 2 by participating in the powerpoint studyguide and the kahoot review.</p> <p>Scaffold DOK 1-4</p> <p>Daily Instructional strategy</p> <p>Agenda: Do Now: If your test was today what grade would you earn? Explain your answer. Class Activity: Studyguide ppt/class discussion. Class Activity: Kahoot review game.</p> <p>Vocab strategy: connecting key vocab and main concepts to popular culture and past experiences.</p> <p>Literacy: students will read and interact with the unit 1 part 2 studyguide presentation.</p> <p>Differentiation: Will adjust the reading and critical thinking skill level based on student skill.</p> <p>Cultural context: Comparing concepts to popular culture and making real world connections to the material.</p> <p>Formative assessment</p> <p>Homework</p>	<p>Day 26 11/14 11/15</p> <p>Objective: Students will assess their knowledge over unit 1 part 2 by completing the summative test.</p> <p>Scaffold DOK 1-4</p> <p>Daily Instructional strategy Agenda:</p> <p>Do Now: Log onto kahoot. Class Discussion: Class Activity: Unit 1 part 2 test.</p> <p>Vocab strategy: connecting key vocab and main concepts to popular culture and past experiences.</p> <p>Literacy: students will read the unit 1 part 2 test.</p> <p>Differentiation: Will adjust the reading and critical thinking skill level based on student skill.</p> <p>Cultural context: Comparing concepts to popular culture and making real world connections to the material.</p> <p>Formative assessment:</p> <p>Homework:</p>	
		19

--	--	--

Stage 5: Reflections

Professional reflection on how the unit went and improvements for next time