|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Standard**: CED 2.8C Explain how systemic issues relate to the quantitative and qualitative uses of intelligence assessments.  CED 2.8D Explain how academic achievement is measured and experienced as compared to intelligence.  CED 2.3 Explain how the types, structures, and processes of memory work.  CED 2.4 Explain how different encoding processes work to get information into memory.  CED 2.5 Explain how memory storage processes retain information in memory.    X  **Assessment: ☐ Quiz ☐ Unit Test ☐ Project ☐ Lab ☐ None** | | | | | | | |
|  | **Pre-Teaching**  *C:\Users\thiyasr\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\FEF22E5.tmp*  **Learning Target**    **Success Criteria 1**    **Success Criteria 2** | **Activation of Learning**  *(5 min)* | **Focused Instruction**  *(10 min)*  ***\*I DO*** | **Guided Instruction**  *(10 min)*  ***\*WE DO*** | **Collaborative**  **Learning**  *(10 min)*  ***\*Y’ALL DO*** | **Independent Learning**  *(10 min)*  ***\*YOU DO*** | **Closing**  *(5 min)* |
| * Do Now * Quick Write\* * Think/Pair/Share * Polls * Notice/Wonder * Number Talks * Engaging Video * Open-Ended Question | * Think Aloud * Visuals * Demonstration * Analogies\* * Worked Examples * Nearpod Activity * Mnemonic Devices\* | * Socratic Seminar \* * Call/Response * Probing Questions * Graphic Organizer * Nearpod Activity * Digital Whiteboard | * Jigsaw\* * Discussions\* * Expert Groups * Labs * Stations * Think/Pair/Share * Create Visuals * Gallery Walk | * Written Response\* * Digital Portfolio * Presentation * Canvas Assignment * Choice Board * Independent Project * Portfolio | * Group Discussion * Exit Ticket * 3-2-1 * Parking Lot * Journaling\* * Nearpod |
| **Monday** | *C:\Users\thiyasr\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\FEF22E5.tmp* **I am learning about intelligence testing.**  **I can compare academic achievement and intelligence tests.** | Do Now: In your own words – achievement, intelligence | Lesson – Intelligence, Achievement, and Bias | How to read a journal article  “Cultural Perspectives of Intelligence” | Continue reading “Cultural Perspectives of Intelligence” (provided in class) |  | Exit Ticket: What stuck with you? |
| **Tuesday** | *C:\Users\thiyasr\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\FEF22E5.tmp* **I am learning intelligence testing.**  **I can explain issues surrounding intelligence testing.** | Do Now: What would you include on an intelligence test? |  | Review reading strategies | Continue reading “Cultural Perspectives of Intelligence” (provided in class) | Written response – Should culture be considered when measuring intelligence? | Exit Ticket: Your thoughts on culture and intelligence |
| **Wednesday** | *C:\Users\thiyasr\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\FEF22E5.tmp* **I am learning about memory.**  **I can explain different types, structures, and processes of memory.** | Do Now: How do you remember things? | Lesson – Introduction to memory | Demonstrations | Discussion | Unit 2 Project | Exit Ticket: |
| **Thursday** | *C:\Users\thiyasr\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\FEF22E5.tmp* **I am learning about memory.**  **I can explain how memories are encoded.** | Do Now: What do you do if you can’t remember something? | Lesson – Encoding Memories | Demonstrations | Discussion | Unit 2 Project | Exit Ticket: Which was the hardest memory test? |
| **Friday** | *C:\Users\thiyasr\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\FEF22E5.tmp* **I am learning about memory.**  **I can explain memory storage processes.** | Do Now: Memory word cloud | Lesson – Storing Memories | Demonstrations | Discussion | Unit 2 Project | Exit Ticket: Have you learned anything that will help you with school/ studying? |

*\*key literacy strategies*

**All resources available in Canvas unless otherwise noted.**