**Standard: Connecting Themes-Map/Globe skills, Literacy, and Comprehension**

**Assessment**:

* Group Discussion
* Exit Ticket
* 3-2-1
* Parking Lot
* Journaling\*
* Nearpod

| Pre-Teaching  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 minutes)** |
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| • 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 |  | Summer Break | Summer Break | Summer Break | Summer Break | Summer Break | Summer Break |
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| Tuesday | I will learn about the rituals and expectations in Ms. Woodard’s class | Students will create their Name triangle and begin working on the information sheet | Teacher will present classroom rules and procedures and elaborate (5 min) | Students will introduce themselves to teacher (10 Min) | Scenario Carousel – “What Would a Scholar Do?”  6 scenarios posted and students will have to complete silent graffiti and we will discuss briefly  (20 min) |  | \*Students will complete an **exit ticke**t on a post it note: “What’s one rule or routine from today that you see helping you succeed? What’s one you need to work on?”  5 min |
| I can handle issues like a scholar in Miss Woodard’s class |
| I can describe the behaviors and rituals that are acceptable in Miss Woodard’s class |
| Wednesday | I will learn the about the thinking skills and reasoning processes for AP World | Students will watch a short video on a scenario that will cause them to use historical thinking skills and answer questions | Teacher and student will have a discussion and teacher will tie in the elements of Historical thinking skills: |  | Students will complete a gallery walk of the EVIDENCE of the incident, contextualize and draw conclusions in their group on a graphic organizer.  We will begin our discussion questions | Students will fill out an incident report.. | Double Journal Entry question:  How can understanding the bigger picture—what happened before, the environment, and the systems at play—change how we explain and interpret the event? Why does context matter when analyzing historical or current events? |
| I can analyze sourcing and situation of  primary and secondary sources. I can Analyze the context of historical events |
| I can analyze events, developments, or processes. Using (comparison, causation, continuity  and change), analyze patterns and connections between and among historical events |
| Thursday | I will learn the about the thinking skills and reasoning processes for AP World | Activator on understanding context | Teacher will give short guided notes on Historical Reasoning Skills | Teacher will put students in groups and students will be assigned a question to present and cover the rubric with the students | Students will divide work up and start researching the presentation |  | Students will answer a AP style MC question on Historical Reasoning skills |
| I can use historical reasoning skills (comparison, causation, continuity and change) to answer questions. |
|  |
| Friday | I will learn the about the thinking skills and reasoning processes for AP World | Activator on understanding causation | Teacher will model the correct way to present and give tips for public speaking to peers |  |  | Students will present their Presentations (5 mins per presentation) | Students will complete Group work evaluation |
| I can use historical reasoning skills (comparison, causation, continuity and change) to answer questions. |
| I can present information about Historical Reasoning processes. |