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| **Standard**: **SSUSH1 - Compare and contrast the development of English settlement and colonization during the 17th Century.** **SSUSH2- Describe the early English colonial society and investigate the development of its governance.** **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
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| **Monday** | *C:\Users\thiyasr\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\FEF22E5.tmp* I am learning about the Colonial Period. I can explain the impact of self-governance. | Bell Ringer | Teacher will explain how to make their Colonial Poster | Students will work on their colonial posters. | Students will work on their colonial posters. | Students will work on their colonial posters. | Posters turned in if finished. |
| **Tuesday** | *C:\Users\thiyasr\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\FEF22E5.tmp* I am learning about the Colonial Period. I can explain the impact of self-governance.  | Bell Ringer | Teacher will answer questions about colonial poster/ Brochure | Students will work on their poster/brochure. | Students will work on poster/ brochure | Students will work on poster/brochure.  | Turn in colonial poster/brochure project. |
| **Wednesday** | *C:\Users\thiyasr\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\FEF22E5.tmp* I am learning about the Colonial Period. I can explain the impact of the Colonial Period on the US. | Bell Ringer | Teacher will review the Colonial Posters. | Students will review for test. | Students will continue reviewing for test. | Students will continue reviewing for test. | Students will discuss if they have any questions on the vocabulary words. |
| **Thursday** |  I am learning about the Colonial Period. I can explain the impact of the Colonial Period on the US. | Students will use their textbooks to start their review check lists | Teacher will go over check lists/study guide. | Class will work together on quizlet. | Students will continue reviewing for test. | Students will continue reviewing for test. | Students will be reminded about their test tomorrow and to make sure their Blog is submitted on Canvas. |
| **Friday** | *C:\Users\thiyasr\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\FEF22E5.tmp* I am learning about the Colonial Period. I can explain the impact of the Colonial Period on the US.    | Students turn in Bell Ringer Journal | UNIT 2 TEST | UNIT 2 TEST | UNIT 2 TEST | UNIT 2 TEST | UNIT 2 TEST |

*\*key literacy strategies*