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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 |
| **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*