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| **Standard**: **SSUSH1 - Compare and contrast the development of English settlement and colonization during the 17th Century.****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 development of English settlement. I can explain the impact of mercantilism on the colonies. | Push and Pull to the Colonies | The teacher will discuss the importance of mercantilism and Navigation Acts. |  | Group Discussion over the Triangular Trade Routes | Colonial America Map | Exit Ticket |
| **Tuesday** | *C:\Users\thiyasr\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\FEF22E5.tmp* I am learning about the development of the Southern Colonies. I can explain the development of the Southern Colonies. | Primary Sources to write a journal entry as a Southern Colonist |  | As a class, we will review the primary documents provided and discuss any questions students may have, then answer the first question of their activity out loud. | Students will continue to work on their collaborative map and analysis of the Southern colonies. |  | Exit Ticket |
| **Wednesday** | *C:\Users\thiyasr\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\FEF22E5.tmp* I am learning about the development of the New England colonies. I can explain the development of the New England Colonies. | Primary Sources to write a journal entry as a New England Colonist | The teacher will review the expectations and the activity, as it is like Tuesday's, but in a different area of colonies. |  | Students will continue to work on their collaborative map and analysis of the New England colonies. |  | Group Discussion |
| **Thursday** |  I am learning about the development of the Mid-Atlantic colonies. I can explain the development of the Mid-Atlantic Colonies. | Primary Sources to write a journal entry as a Mid-Atlantic Colonist |  |  | Students will continue to work on their collaborative map and analysis of the Mid-Atlantic colonies. |  | Silent Reflection |
| **Friday** | SSUSH 1 Assessment | SSUSH 1 Assessment | SSUSH 1 Assessment | SSUSH 1 Assessment | SSUSH 1 Assessment | SSUSH 1 Assessment | SSUSH 1 Assessment |

*\*key literacy strategies*