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| **Standard**:  **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 cultural diversity of the Southern, Mid-Atlantic, and New England colonies.  I can describe European cultural diversity. | You’re the Expert. Do Now | Teacher will explain the expectations and go over how a Flipped Classroom works |  | Students in their groups will start working on the standard they were provided to create a mini-lesson |  | Roles Check and 5-word summary |
| **Tuesday** | *C:\Users\thiyasr\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\FEF22E5.tmp* I am learning about the Middle Passage, the growth of the African population in colonies, and the tools they provided.  I can describe the growth of the African population. | Refining and Rehearsing |  |  | Students continue working on their Mini-lesson. |  | Anticipate the Audience |
| **Wednesday** | *C:\Users\thiyasr\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\FEF22E5.tmp* I am learning about the methods of colonial self-governance and the concept of Salutary Neglect.  I can describe the impact that salutary neglect had on colonial self-governance. | Who are we becoming? | The teacher will explain the classroom norms and rules regarding the mini-lessons |  | Students will go to three other groups, and SSUSH 2 A and SSUSH 2 B will present their mini-lesson |  | Groups create their closing. |
| **Thursday** | I am learning about the Great Awakening and its impact on colonial unity.  I can explain the role of the Great Awakening. | Voices and Power: who is in charge? |  |  | Students will go to three other groups, and SSUSH 2 C and SSUSH 2 D will present their mini-lesson |  | Groups create their closing |
| **Friday** | *SSUSH 1 and 2 Assessment* | *SSUSH 1 and 2 Assessment* |  |  |  | *SSUSH 1 and 2 Assessment* |  |

*\*key literacy strategies*