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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
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| **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*