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| **Standard**:  **SSUSH 1-SSUSH 14**  **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**  **EXAM DAY**  **1st, 2ND, and 3rd Period** | US History Mid-Term | US History Mid-Term | US History Mid-Term | US History Mid-Term | US History Mid-Term | US History Mid-Term | US History Mid-Term |
| **Tuesday**  **EXAM DAY**  **4th, 5th, and 6th Period** | US History Mid-Term | US History Mid-Term | US History Mid-Term | US History Mid-Term | US History Mid-Term | US History Mid-Term | US History Mid-Term |
| **Wednesday**  **EXAM DAY**  **7th period** | US History Mid-Term | US History Mid-Term | US History Mid-Term | US History Mid-Term | US History Mid-Term | US History Mid-Term | US History Mid-Term |
| **Thursday** | *C:\Users\thiyasr\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\FEF22E5.tmp* I am learning how to analyze the evolution of holiday traditions in American history and connect them to broader cultural, social, and economic changes.  I can identify and explain key historical events or trends that shaped holiday traditions in the US. | Christmas Trivia Knowledge | Teacher will discuss Christmas through American History |  | Students will work in small groups or individually to create a new holiday tradition that is inspired by any historical era |  | Snowball Wishes: Students write one positive wish or encouraging message for their classmates and then crumble the paper and toss it into the center of the room. Every student grabs a snowball and reads it aloud. |
| **Friday** | *C:\Users\thiyasr\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\FEF22E5.tmp* I am learning how to demonstrate their understanding of a historical period by writing a creative, historically accurate letter or journal entry from the perspective of a historical figure.  I can write a letter or journal entry that reflects the historical context, challenges, and cultural norms of a specific time period. | Teacher will share a two excerpts one real and one fictional holiday letter and the students guess who wrote it and what time period. | Teacher will explain what the students will be expected to do. |  |  | Students will write a holiday letter or journal entry imagining what Christmas was like as a historical person from the US between 1680s-1890s. | What did this activity teach you about how people in history might have experienced holidays? How does this connect to what we’ve studied about their lives? |

\*\*\*All work can be found located on Canvas under modules for the current module we are in. Dates and reminders can be found on our band app: https://band.us/n/a6a9A64ft78c5

*\*key literacy strategies*