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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*