|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **WEEK #**  24 2/9 to 2/13 | | **MONDAY 9** | | **TUESDAY 10** | **WEDNESDAY 11** | | **THURSDAY 12** | **FRIDAY 13** |
| **Europe – History LEARNING TARGET** | | **32** | | **33 and 34** | | |  | |
| **ACTIVATING STRATEGY:** Draw a picture or diagram Word Splash Song Ticket to ride Other Brainstorm and Categorize Hot Seat KWL Activating Acrostic Act OutDear Teacher Think Pair Share 3-2-1 Walking Tour 5 words – 3 words Problem of the Day  Treasure Hunt Postcard Go Over Homework | | Guest Speaker: James Newberry from Holocaust Museum  8:15-9:15 – Group A  9:15 - 10:15 – Group B  workshop introducing the Holocaust in alignment with 6th grade standards. | | Share 3 – 2 – 1 from yesterday... | **BOTH:** Share some FIND SOMEONE WHO questions and answers....  **REG:** Also check homework | | **NO SCHOOL** | |
| **KEY VOCAB TO PREVIEW:** | | Cold War Reunification | | |
| **TEACHING STRATEGIES**  Vocab development  Note Taking  Video Collaborative Pairs  Game  Discussion  Cooperative Groups  Numbered Pairs  Graphic Organizer  PPT  Lecture | **PROTOCOLS**  Admit & Exit Tickets Chalk Talk Jigsaw  Back-to-Back & Face-to-Face Tea Party Building Background Knowledge Final Word  Carousel Brainstorm Concentric Circles  Discussion Appointments World Cafe Fishbowl Gallery Walk Infer the Topic Science Talks Rank-Talk-Write  Take a Stand Meet Me At Ink-Pair-Share  Give One, Get One, Move On (GoGoMo)  Give One, Get One, Move On (GoGoMo- Written Version) Write-Pair-Share Popcorn Read Infer the Topic Praise, Question, Suggest  Written Conversation Quiz-Quiz-Trade  Say Something World Partner  Interactive Word Wall Mystery Quotes  Peer Critique Socratic Seminar | **ADV:** Using Holocaust WebQuest from last Friday, students regroup and form EXPERT GROUPS (5 groups) sharing each part of the Holocaust.  **BOTH:** Begin PPT -***The Cold War PPT*** - (slides 1 – 62) while students complete foldable – vocabulary chart and timeline. | | |
| **SUMMARIZING EXIT TICKET:** Ticket out the Door  Tell a partner 3-2-1 Journal Other Today I learned Reflection | | The Cold War was... | The purpose of the Berlin Lift was... | |
| **ASSIGNMENT AND/OR ASSESSMENT** Correct Assignment  Assignment checked (not graded) Other Test/Quiz  Conference with student Graded assignment Homework  Oral Response TO Project/Presentation | | Find Someone Who...place a small check by the ones you now know – tell a friend... | | |
| **HOMEWORK** | | **ADV:** 3-2-1 homework  3 facts you learned; 2 questions you still have; 1 opinion I have | | **REG**: Holocaust Reading/Questions |  | |
| **MAP READING SCORES – LOW, LoAVG, AVG, HiAVG, HIGH – GROUP B (25)**   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | **LOW < 21%**  Chris 8%  Mackenzie 8%  Tayden 9%  Jake 18%  Kymora 18%  Michaela T 18%  Sam 20% | **LoAVG 21 – 40%**  Isaiah 26%  Matthew 26%  Cole 28%  Chloe 31%  Amani 33%  Nadia 33%  Christina 36% | **Average 41 – 60%**  Cailin 41%  Jon 44%  Hailey 46%  Emily 46%  Esther 46%  Jola 46%  Andrea 52% | Avery 52%  Clay 57%  Madison 57%  Lauren 60%  Erica 60%  Tyler 60% | **HiAVG – 61% - 80%**  Dylan 63% Geo 75%  Julian 65% Nate 75%  Lucas 65%  Evan 69%  Amoni 73%  Dallas 73%  Christine 75% | **High > 80%**  Jadon 81%  Travis 81% Caitlin 83%  Gillian 85%  Ashley 86%  Maggie 86%  Bella 88%  Michaela D. 90% | Kimora 92%  Kendall 94%  Hayden 96%  Corben 96%  Josh 97%  Carson 97%  Xan 98%  Alyssa 99% |   **Gifted Students: (16) (GROUP A)**  Caitlin Ansel Evan Aybar Kendall Baker Lucas Belisle Hayden Bogner Christine Chabbouh Esther Lin Bella Migade Joshua Murray Xan Newsome Maggie Riggs Dylan Shupe Alyssa Stephens Ashley Thaler Carson Thaler Corben Wallace  **NON-GIFTED: (8) (GROUP A)**  Gillian Chiles Michaela Delgado Kimora Hudson Geo Marcia Travis Vielot Andrea Wadsworth Amoni White Hailey Wilson | | | **DIFFERENTIATION STRATEGIES – HIGH-PREP**  1. Tiered activities or products 2. Stations  3. Varying Organizers 4. Independent study/projects  5. Choice boards 6. Learning contracts  7. Alternative assessments 8. Multiple Texts  9. Multiple-intelligence options  **DIFFERENTIATION STRATEGIES – LOW-PREP**  10. Whole-to-part explanations 11. Varying scaffolding  12. Homework options 13. Multiple levels of questions  14. Work alone/together 15. Flexible seating 16. Open-ended Act.  17. Think-pair-share by: readiness interest learning profile 18. Varied supplemental materials 19. Choice of books | | | **MAP READING- LOW**  Accommodations FOR LOW & SPED  **GROUP B-**Chris Mackenzie Tayden Jake Kymora Sam Michaela T.  1. Preferential Seating 2. Peer Tutoring  3. Word Bank 4. Reread Directions  5. One-on-One 6. Extended Time  7. Small Group 8. Study Guide  9. Provide Notes 10. Assignment Length 11. Segmented Assignments  12. Highlight Text | | |

**Europe Learning Targets (Bolded ones have been taught)**

**SS6G8a. 1. I can compare and contrast a political map and a physical map.**

**2. I can locate the Danube River, Rhine River, English Channel, Mediterranean Sea, European Plain, the Alps, Pyrenees, Ural Mountains, Iberian Peninsula, and Scandinavian Peninsula.**

**SS6G8b. 3. I can locate the countries of Belgium, France, Germany, Italy, Poland, Russia, Spain, Ukraine, and United Kingdom.**

**SS6G9a. 4. I can explain the causes of acid rain.**

**5. I can explain the damaging results of acid rain in Germany.**

**6. I can explain how sulfur deposits from Germany are causing acid rain in neighboring countries.**

**7. I can explain the causes of air pollution in the United Kingdom.**

**8. I can explain how air pollution causes damage to vegetation, the atmosphere, and people in the United Kingdom.**

**9. I can summarize the connection between air pollution and acid rain in the United Kingdom.**

**10. I can discuss how air pollution from the United Kingdom is carried to nearby countries.**

**11. I can reconstruct the events of the Chernobyl nuclear accident.**

**12. I can summarize the consequences of the Chernobyl nuclear accident on the land, the economy, and the people.**

**13. I can analyze the present-day effects of the Chernobyl nuclear accident on the land, the economy, and the people.**

SS6G10a. 14. I can integrate the information from a population density map, a climate map, a natural resource map, and a physical map.

15. I can draw conclusions about a country’s population density based on location, climate, and natural resources.

16. I can compare and contrast how the location, climate, and natural resources of Russia and the United Kingdom affect where people live and how they trade.

SS6G10b. 17. I can compare and contrast how the location, climate, and natural resources of Germany and Italy affect where people live and how they trade.

SS6G11a. 18. I can compare and contrast the European languages of German, English, Russian, French, and Italian.

SS6G11b. 19. I can compare and contrast the religions of Judaism, Christianity, and Islam.

SS6G11c. 20. I can correlate a country’s literacy rate to its standard of living.

**European History**

**SS6H6a. 21. I can explain how a desire for natural resources and riches, such as gold and spices, led to European exploration and colonization.**

**22. I can explain how the desire to spread Christianity by missionaries led to European exploration and colonization.**

**23. I can explain how a desire for trade and controlling markets led to European exploration and colonization.**

**24. I can discuss the contributions of Prince Henry the Navigator.**

**SS6H6b. 25. I can trace the empires of Portugal, Spain, England, and France in Asia, Africa, and the Americas.**

SS6H6c. 26. I can trace the colonization of Australia by the United Kingdom.

SS6H6d**. 27. I can explain the impact of European empire building in Africa and Asia on the outbreak of WWI.**

SS6H7a. **28. I can explain how many centuries of rule by powerful and wealthy czars in Russia opened the door for a revolution.**

**29. I can justify how communism might have seemed like a viable option for starving and powerless people.**

**30. I can describe the basic components of the Treaty of Versailles which led to resentment in Germany.**

**31. I can describe the factors that led to an economic depression in Germany and a worldwide economic depression.**

SS6H7b**. 32. I can explain the impact of the Holocaust.**

**33. I can explain the origins of the Cold War.**

**34. I can explain how the United States and the Soviet Union rose to become Superpowers after WWII.**

SS6H7c. 35. I can explain the factors that led to the collapse of the Soviet Union.

36. I can explain how the collapse of the Soviet Union led to the end of the Cold War.

37. I can explain how the collapse of the Soviet Union led to German reunification.

**SS6G4 - Cultural characteristics of people who live in Latin America and the Caribbean**

1. I can describe the results of blending of ethnic groups in Latin America and the Caribbean.

2. I can explain why Latin America is a region based on the languages of Portuguese and Spanish.

3. I can evaluate how the literacy rate affects the standard of living.

**SS6CG1 - Compare and contrast various forms of government**

1. I can describe the ways government systems distribute power: unitary, confederation, and federal.

2. I can explain how governments determine citizen participation: autocratic, oligarchic, and democratic.

3. I can describe the two predominant forms of democratic governments: parliamentary and presidential.