**Lesson Plan~The Academy for Technology & the Classics~Cultivating Fearless Learners**

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| **Instructor’s name: Martinez/Casias** | **Course/Grade: US History, Grade 8** |
| **Week of: 2/27 LP 22** | **Unit Name: Timeline to Civil War** |

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| ***(1A)\**Essential Question(s): How did the movement of people and resources impact the history of America? Specifically, what were the causes and effects of the American Revolution?** | ***(1A/1B)* Connections (prior/future learning: As we study US History, we will continue to reflect on what came before and what came after, and the implications of these events.** |
| ***(1A)* Common Core/State Standards:**  **Lit W.8.2d – Use precise language and domain specific vocab to inform about or explain the topic**  **Lit W.8.4 – Produce clear writing appropriate to task, audience, and purpose**  **Lit SL.8.1 – Engage effectively in a range of collaborative discussions, with diverse partners, on grade 8 topics, texts, and issues** | **Lit L.8.6 – Acquire and use accurately grade appropriate general academic and domain specific words and phrases**  **Lit W.8.1 – Write arguments to support claims with clear reasons and relevant evidence**  **Lit RI.8.1 – Cite the textual evidence that most strongly supports an analysis of what the text says explicitly and implicitly** |
| ***(1E)* Other considerations (modifications, accommodations, acceleration, ELL, etc**  **Small group and pair work, modified reading/writing requirements, implementation of IEP mods/accoms, opportunity to redo work, rubrics, word walls, explicit vocabulary instruction, intentional and flexible groups** | ***(1D)* Resources/Materials:**  **Teacher: Plans, websites (Pearson Assessment Resources), Class Textbook**  **Students: notebooks, pens/pencils, others as required** |
| ***(1F)* Assessment (How will you monitor progress and know students have successfully met outcomes? What happens when students understand and when they don’t understand?**  **Daily: Exit activities, student reporting, pair share, discussions and questions AND daily progress on timeline**  **This Week: Friday Assessment and Timeline completion** | |

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| MONDAY  ***(1C)* Learning Target:** I can create an outline for a timeline that depicts American History from 1770 - 1870  ***(1C)* Do Now:** Mindfulness Practice. Prepare textbook, notebook, pens/pencils. | **The students will create a timeline this week. It will be DUE on Thursday, March 9th. The students may use other sources, but the main source for their timeline should be the class textbook.**  **REQUIREMENTS**   1. **Each student will create a timeline that depicts American History from 1770 through 1870.** 2. **Each student will use the class text book as their primary source. Using chapters 6 through 18, they will depict 5 events that happened during each of the decades between 1770 and 1870.** 3. **Each depiction must have an illustration and minimum 3 sentence description.** 4. **A minimum of 10 vocabulary words from each chapter must be used for each decade. Students must designate these words through underlining them, highlighting them, etc.**   (***1F)*Embedded Formative Assessment: Discussion, questions and progress**  ***(1B)*Closing Activity: Summarize lesson and collect answers to the short answer questions.** |
| TUESDAY  Students will go on a fieldtrip to El Museo to see ATC students perform in Shakespeare’s The Tempest. | Students will go on a fieldtrip to El Museo to see ATC students perform in Shakespeare’s The Tempest. |
| WEDNESDAY through FRIDAY  ***(1C)* Learning Target:** I can complete the research for my timeline and present it to the teacher so that I can begin creating my timeline.  ***(1C)* Do Now:** Mindfulness and material preparation. | **Students research in class (and at home). They can and will be asked, but not required, to create the timeline from the perspective of the character they created to write their diary. They may also create a factual, but biased timeline if they choose to do so.**  **The teacher must approve the outline, content, before the student begins actual work on the final product.** |
| MONDAY  ***(1C)* Learning Target:** I can finalize and clarify any artistic or content related issues.  ***(1C)* Do Now:** Write two new things you’ve learned this week | Students will have the opportunity to compare and contrast their work with their colleagues and finalize any artistic or content related issues  (***1F)*Embedded Formative Assessment: Completion and/or progress – this is a set up for completion and success.**  ***(1B)*Closing Activity: Summarize expectations for tomorrow’s gallery walk.** |
| TUESDAY  ***(1C)* Learning Target:** I will contribute to today’s gallery walk by submitting my timeline and submitting feedback to my peers’ timelines.  ***(1C)* Do Now:** Prepare your timeline for display. | Gallery Walk: Students will display their timelines and colleagues will offer written feedback via a PQI Form. Positive. Question. Improvement. (***1F)*Embedded Formative Assessment: Submission of PQI Forms**  ***(1B)*Closing Activity: Self-assessment of timeline based on peer feedback.** |

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| \*Refers to NMTEACH Rubric:  1A-Demonstrating knowledge of content  1B-Designing coherent instruction  1C-Setting Instructional outcomes  1D-Demonstrating knowledge of resources  1E-Demonstrating knowledge of students  1F-Designing student assessment | Formative Assessment includes, but is not limited to:  Exit tickets, white board response, consensagrams, red/green cards, formal or informal student conferences, sticky note assessment. |