**Lesson Plan**

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| **Campus /Teacher:** | | Marchese | | | | **Course / Grade:** | 7th Grade Social Studies | **Date:** | Monday  8/17/15 | |
|  | | | **Standard** | | | | | | |
| **Strand/Concept** | | | S1C7-PO11: Describe major factors in Arizona history.  S4C2-PO1: Describe the human and physical characteristics of places and regions. | | | | | | |
| **Performance Objective:** | | | SBWAT describe the origins of the people of Arizona. | | | | | | |
| **Language Objective** | | | Students read information text and highlight, underline and annotate using digital tools. | | | | | | |
| **Vocabulary**  **WICOR Strategies** | | | Archaeologist, continent, climate, settlements, cultures  Writing – reflections  C – Collaboration in pairs  O – Online binder  R - Close reading | | | | | | |
|  |  | | | | **Instructional Delivery for Rigor and Relevance** | | | | | |
| **I Do** | **Anticipatory Set** | | | | The Arizona we live in and know today has changed dramatically over the last few hundred years. In order to understand the state we need to take a step back in time and take a look at how it all began. | | | | | |
| **We Do** | **Performance Task, Direct Instruction, Modeling, Lesson Sequence, Technology, Routines** | | | | 1. Bell Work – Students will watch CNN Student news cast.   Demonstrate where students will find forum questions and how to answer them and then respond to their peers’ comments. They will answer the forum question assigned to their class.   1. Finish interactive map assignment from Thursday. Students will log on to 2010 Scholastic Census U.S. map puzzle and complete map. 2. Readings: Close Reading – 1st read Students will read silently. 2nd Teacher will read aloud.   “*Arizona’s Ancient People*”   1. Working in pairs, students will digitally mark text, highlighting, annotating and underlining. 2. Students will save to online binder and upload of a copy of marked text to the assignment box. | | | | | |
| **You Do** | **Guided Practice/**  **Independent Practice** | | | | GP – model forum questions, where and how to answer the daily bell work question.  Close reading – read text aloud, model electronic marking of text.  IP – Students will complete forum question, read text silently, then use electronic tools to mark text, highlight, annotate and underline. | | | | | |
|  | **Closure/**  **Check for Understanding** | | | | **What stuck with you?** What is the most important thing that you remember from today’s lesson? | | | | | |
|  | **Assessment ( Formative / Summative)** | | | | Completed forum question, annotated text. | | | | | |
| Differentiation  Homework | | | | 1. Additional time to complete assignment 2. Written directions & completed examples.   None | | | | | | |

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| **Campus /Teacher:** | | Marchese | | | | **Course / Grade:** | 7th Grade Social Studies | **Date:** | Tuesday  8/18/15 | |
|  | | | **Standard** | | | | | | |
| **Strand/Concept:** | | | S1C7-PO11: Describe major factors in Arizona history.  S4C2-PO1: Describe the human and physical characteristics of places and regions. | | | | | | |
| **Performance Objective:** | | | SWBAT understand the transition of area known as Arizona to Spanish territory. | | | | | | |
| **Language Objective** | | | Students read informational text, highlight and annotate. Students will write level 1 questions of text. | | | | | | |
| **Vocabulary**  **WICOR Strategies** | | | Defeat, empire, sacrificed, agriculture, irrigation, shallow  W – Reflection of news story  I – Develop questions  C – Group collaboration  O – Online Binders  R – Close Reading | | | | | | |
|  |  | | | | **Instructional Delivery for Rigor and Relevance** | | | | | |
| **I Do** | **Anticipatory Set** | | | | Once Europeans reach North America and eventually the area that is today known as Mexico, Arizona is directly affected and influenced by the Spanish. Evidence of those Spanish influences are still visible today. | | | | | |
| **We Do** | **Performance Task, Direct Instruction, Modeling, Lesson Sequence, Technology, Routines** | | | | 1. Bell work: CNN Students News & forum question. 2. Readings: Close Reading – 1st read Students will read silently. 2nd Teacher will read aloud.   “*Spanish in Arizona*”   1. Working in pairs, students will digitally mark text, highlighting, annotating and underlining. 2. Students will save and upload of a copy of marked text to the assignment box. 3. Students are introduced to Levels of Questions LOQ’s. 4. Working in pairs – students will write 1 level 1 question on a sticky note and place on the white board. | | | | | |
| **You Do** | **Guided Practice/**  **Independent Practice** | | | | GP – Reading text aloud, model levels of questioning.  IP – Reading text, annotating, develop level 1 question | | | | | |
|  | **Closure/**  **Check for Understanding** | | | | Tweet All about it – Write a tweet about today’s lesson. Keep it short and to the point, but include enough information to prove you understood the concept. # | | | | | |
|  | **Assessment ( Formative / Summative)** | | | | 1. Completed annotated text. 2. Level 1 question. | | | | | |
| Differentiation  Homework | | | | 1. Additional time to complete assignment 2. Written directions & completed examples   None | | | | | | |

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| **Campus /Teacher:** | | Marchese | | | | **Course / Grade:** | 7th Grade Social Studies | **Date:** | Wednesday  8/19/15 | |
|  | | | **Standard** | | | | | | |
| **Strand/Concept:** | | | S1C7-PO11: Describe major factors in Arizona history.  S4C2-PO1: Describe the human and physical characteristics of places and regions. | | | | | | |
| **Performance Objective:** | | | SWBAT understand the transition of area known as Arizona to Spanish territory. | | | | | | |
| **Language Objective** | | | Students will read text and write level 1 questions based on the text. | | | | | | |
| **Vocabulary**  **WICOR Strategies** | | | Gross, export, harvesting, threshing, minerals, deposits, irrigation,  W – Write a reflection (BW)  I – Developing level 1 & 2 questions  C – Group collaboration  R – Reading informational text | | | | | | |
|  |  | | | | **Instructional Delivery for Rigor and Relevance** | | | | | |
| **I Do** | **Anticipatory Set** | | | | Questioning is an important part of the learning process. First we read closely for understand the text and now will probe it further by developing questions about it. These questions will serve as a valuable tool for reviewing and recalling information in the future. | | | | | |
| **We Do** | **Performance Task, Direct Instruction, Modeling, Lesson Sequence, Technology, Routines** | | | | 1. Bell work: CNN Students News & forum question. 2. Reading: *“Arizona’s Ancient People” & “Spanish in Arizona”*   Working in pairs, students will develop 15 level 1 questions (5 from the first reading and 10 from the second reading) and 2 level 2 questions (1 from each reading).  Students will share the google doc with their partner, then download as a PDF and upload to LEARN. | | | | | |
| **You Do** | **Guided Practice/**  **Independent Practice** | | | | GP – Model levels of questions 1 & 2  IP – Develop questions. | | | | | |
|  | **Closure/**  **Check for Understanding** | | | | Share with another pair group one question from each category. | | | | | |
|  | **Assessment ( Formative / Summative)** | | | | Completion LOQ’s. | | | | | |
| Differentiation  Homework | | | | 1. Additional time to complete assignment 2. Written directions & completed examples   NONE | | | | | | |

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| **Campus /Teacher:** | | Marchese | | | | **Course / Grade:** | 7th Grade Social Studies | **Date:** | Thursday  8/20/15 | |
|  | | | **Standard** | | | | | | |
| **Strand/Concept:** | | | S1C7-PO11: Describe major factors in Arizona history.  S4C2-PO1: Describe the human and physical characteristics of places and regions. | | | | | | |
| **Performance Objective:** | | | Students will examine how different Native Americans groups adapted to their environments. | | | | | | |
| **Language Objective** | | | Students will watch video clips, write Cornell notes, | | | | | | |
| **Vocabulary**  **WICOR Strategies** | | | Recruit, capital, blockade, ransom, attain, conquer, coast, captive, hoax, missionary, presidio  W – Write a reflection (BW)  O – Focused note taking  R – Cornell note taking | | | | | | |
|  |  | | | | **Instructional Delivery for Rigor and Relevance** | | | | | |
| **I Do** | **Anticipatory Set** | | | | Before there was a US census, or even a United States, there were people in North America. Where and how they lived is connected to where we live today. | | | | | |
| **We Do** | **Performance Task, Direct Instruction, Modeling, Lesson Sequence, Technology, Routines** | | | | 1. Bell work: CNN Students News & forum question. 2. Video Clips:   Discovery Ed: The Anasazi: Builders of America’s First Cities  Discovery Ed: Spanish Explorers of North America   1. Cornell Notes – Students will take CN notes based on the video clips. 2. Vocabulary – develop a glossary of terms based on the readings *“Arizona’s Ancient People”* and “*Spanish in Arizona”* | | | | | |
| **You Do** | **Guided Practice/**  **Independent Practice** | | | | IP – Cornell Notes, Vocabulary glossary activity | | | | | |
|  | **Closure/**  **Check for Understanding** | | | | Pair/Share – Identify two reasons the Spanish explorers wanted to explore lands that are now part of the United States. | | | | | |
|  | **Assessment ( Formative / Summative)** | | | | Completion Cornell Notes | | | | | |
| Differentiation  Homework | | | | 1. Additional time to complete assignment 2. Written directions & completed examples   Complete 5 questions and summary of Cornell Notes. | | | | | | |

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| **Campus /Teacher:** | | Marchese | | | | **Course / Grade:** | 7th Grade Social Studies | **Date:** | Friday  8/21/15 | |
|  | | | **Standard** | | | | | | |
| **Strand/Concept:** | | | S1C7-PO11: Describe major factors in Arizona history.  S4C2-PO1: Describe the human and physical characteristics of places and regions.  S1 &2 PO3: Construct timelines. | | | | | | |
| **Performance Objective:** | | | Students will examine how Arizona was transformed into part of Spanish territory. | | | | | | |
| **Language Objective** | | | Students will read information text, write entries in a timeline and draw pictures related to those entries. | | | | | | |
| **Vocabulary**  **WICOR Strategies** | | | Recruit, capital, blockade, ransom, attain, conquer, coast, captive, hoax, missionary, presidio  W – Write a reflection (BW)  C – Group collaboration  O – Timelines  R – Reading | | | | | | |
|  |  | | | | **Instructional Delivery for Rigor and Relevance** | | | | | |
| **I Do** | **Anticipatory Set** | | | | Before there was a US census, or even a United States, there were people in North America. Where and how they lived is connected to where we live today. | | | | | |
| **We Do** | **Performance Task, Direct Instruction, Modeling, Lesson Sequence, Technology, Routines** | | | | 1. Bell work: CNN Students News & forum question. 2. Complete glossary activity from Thursday. 3. Using the readings: *Arizona’s Ancient People”* and “*Spanish in Arizona”* students (in pairs) will create an illustrated timeline of Arizona’s transformation from Native American land to Spanish territory. 4. Students will then create a personal history timeline for their own lives. | | | | | |
| **You Do** | **Guided Practice/**  **Independent Practice** | | | | GP – Timeline activity  IP – Personal Timeline activity | | | | | |
|  | **Closure/**  **Check for Understanding** | | | | Pair/Share – Three W’s (What did you learn today? So What? (relevancy) Now what? (How does this fit into what we are learning. | | | | | |
|  | **Assessment ( Formative / Summative)** | | | | Completion of Arizona peoples Timeline. | | | | | |
| Differentiation  Homework | | | | 1. Additional time to complete assignment 2. Written directions & completed examples   None | | | | | | |