

	using Canvas in their small groups.	using Canvas in their small groups.	using Canvas in their small groups.		
<b>Lesson Closure/Review: (5 min)</b> (Close the lesson with an exit ticket or some type of whole group review)	Students will do a ball toss sharing 3 new things they learned today or 2 thing they already knew if nothing new is introduced.	Ball toss-Share and ask a 2 level question based on the learning today.	Students will do a ball toss sharing 3 new things they learned today or 2 thing they already knew if nothing new is introduced.	see above	Start looking over new vocab.
<b>Homework:</b> (Designed to reinforce the day's lesson something students can do independently)	Study Vocab and for the upcoming test.	Study new vocab and enjoy your break!			
<b>Small Group/Station Learning:</b> (Will you have a small group that is teacher led? Will a group rotate to a technology station? If review, will different groups work on a different TEKS?)	Small group intervention-students will go through their vocabulary with their peers and define which words they still don't know. Students will also ask clarifying questions for ongoing assignment.	Small group intervention-students will go through their vocabulary with their peers and define which words they still don't know. Students will also ask clarifying questions for ongoing assignment.	Small group intervention-students will go through their vocabulary with their peers and define which words they still don't know. Students will also ask clarifying questions for ongoing assignment.	Small group intervention-students will go through their vocabulary with their peers and define which words they still don't know. Students will also ask clarifying questions for ongoing assignment.	Small group intervention-students will go through their vocabulary with their peers and define which words they still don't know. Students will also ask clarifying questions for ongoing assignment.

**Week of: Nov. 28 - Dec. 2, 2022**

<b>Course Title: US History</b>	<b>Unit Title WW2</b>
<b>TEKS/Standards</b> (As Written by the State): (R= Readiness, S= Supporting, P= Process) <b>7A-D</b>	
<b>Essential Vocabulary</b> (Academic and Content Specific): <a href="#">WWII Vocabulary</a>	
<b>Essential Skills/Connections</b> (Pre-requisite skills, basic understanding students must have about the concept): <b>Previous four units vocab; ACES and how its used.</b>	

**Instructional Strategies Bank** (These are strategies to select from as you plan the components of your lesson cycle):  
**Identifying Similarities and Differences**, Summarizing and Guided Note Taking, Journal/Learning log, Learning stations, Compare and Contrast, Cooperative Learning, Thinking Maps, Cooperative Learning, **Conferring Feedback**, Drill and Practice, **Cues and Questions**, Essay, Experiment, **Explicit Teaching**, Literature Circles, reading logs, **Pair-Share**, Think Aloud, Read Aloud with Text Talk, and Silent Reading

**Resources Used to Plan Lesson/Unit:**  
 Web Quest  
 Review  
 Kahoot  
 Reteach assignment

<b>Accommodations:</b> Follow 504 plan-specifically for this week it will be going through and scaffolding for the web quest and PC do-nows.	<b>ESL/LEP:</b> <b>QSSSR</b> <b>Sentence Stems</b>	<b>Sped:</b> Follow SPED plan	<b>Targeted Instruction:</b> Sentence stems/meetings with groups to promote dialogue
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	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>	<b>Extra Day (Dec 12)</b>	<b>Extra Day (Dec. 13)</b>
<b>Focus Question/Big Idea</b> (What is the big connection students must know by the end of this lesson or unit?)	What were the changes to American history going into and through World War II?	What were the changes to American history going into and through World War II?	What were the changes to American history going into and through World War II?	What were the changes to American history going into and through World War II?	What were the changes to American history going into and through World War II?
<b>Do Now/Warm-Up (5 min)</b> (It must review low standards from previous teaching or connect directly with current lesson)	STAAR Question	Political Cartoon	STAAR 2.0 Question	STAAR Question	Political Cartoon
<b>Instruction Whole Group/ Mini Lesson: (I Do) (10 min)</b> This tapers by the end of the week. (Include your questions to check for understanding at this point in the lesson cycle)			<a href="#">Presentation Paper (modify to fit classes)</a>	<a href="#">Rise of Dictators</a>	<a href="#">Story of US Video and Notes</a>

<p><b>Guided Practice: (We Do) (10 min)</b> How will you model for students? (Include your questions to check for understanding at this point in the lesson cycle)</p>	<p><a href="#">Crash Course WWII #1</a></p> <p><a href="#">WWII Vocab</a></p> <p>Lead the students to understand the webquest and its importance of the questions both for notes, discussion, and the Socratic portion as well.</p>	<p><a href="#">Death Camp Survivor Video AUS.</a></p> <p><a href="#">Holocaust denying</a></p> <p><b><a href="#">Holocaust Webquest</a></b></p> <p>Lead the students to understand the webquest and its importance of the questions both for notes, discussion, and the Socratic portion as well.</p>	<p>Lead the students to understand the webquest and its importance of the questions both for notes, discussion, and the Socratic portion as well.</p>	<p>Lead the students to understand the video/webquest (embedded) and its importance of the questions both for notes, discussion, and the Socratic portion as well.</p>	<p>Lead the students to understand the video and its importance of the questions both for notes, discussion, and the Socratic portion as well.</p>
<p><b>Independent Practice: (You Do) (20 min)</b> What is the student expected to do? (Include your questions to check for understanding at this point in the lesson cycle)</p>	<p>Students will read through the articles and then answer questions based on the articles using Canvas in their small groups.</p>	<p>Students will read through the articles and then answer questions based on the articles using Canvas in their small groups.</p>	<p>Students will read through the articles and then answer questions based on the articles using Canvas in their small groups.</p>	<p>Students will read through the articles and then answer questions based on the articles using Canvas in their small groups.</p>	<p>Students will read through the articles and then answer questions based on the articles using Canvas in their small groups.</p>
<p><b>Lesson Closure/Review: (5 min)</b> (Close the lesson with an exit ticket or some type of whole group review)</p>	<p>Students will do a 3-2-1 on the differences between the changes of the 1920s compared to the Progressive Era.</p>	<p>Students will do a ball toss sharing 3 new things they learned today or 2 thing they already knew if nothing new is introduced.</p>	<p>Students will discuss in their groups completing a 5 words challenge for the words they found difficult.</p>	<p>Ball toss-Share and ask a 2 level question based on the learning today.</p>	<p>Students will do a ball toss sharing 3 new things they learned today or 2 thing they already knew if nothing new is introduced.</p>