

Lakewood High School

Teacher: Sweat Day: Week 2
 Course: USH Lesson Title: Unit 1

STUDENT PREPARATION - Monday		Time (min)
Do Now/ Bellwork	Complete bellwork form in Schoology	10
Standard/ Indicator	USHC.1.CO: Analyze the development of the American identity through the founding principles and social and economic development of the Northern and Southern colonies from 1607 to 1763 using a comparative analysis.	
Learning Intention (Objective)	Summarize and compare the characteristics of the three colonial regions.	
Essential Question	What were the major differences between the three colonial regions?	
CONTENT PRESENTATION		Time (min)
Concept/Skill Development – “I Do” (MODEL)	Teacher will: present content through powerpoint/questioning and discussion and will model answering MC questions Students will: listen attentively, notate important/helpful information in their notes, and participate in questioning and discussion.	25-30
Guided Practice – “We Do”	T-P-S, discussion, and questions incorporated into presentation. Teacher will then model selecting information for the charts and brochure and we will begin it together.	10
Collaborative - “You Do Together”	Students will complete the colonial regions maps, completing each region and then summarizing the key components of each region in the chart.	20
ASSESSMENT	FORMATIVE/SUMMATIVE	MASTERY CHECK (Formative)
(Oral check, Quizizz, Edpuzzle, Kahoot, Mastery Connect, Mastery Check, Journal Entry, Portfolio, Hands on Practice, Projects, Teacher Made Quiz/Test, ect.)		Questioning and observation during notes and classroom discussion, mastery check ensuring 80% mastery.
		5
INDEPENDENT PRACTICE		Time (min)
<u>Independent Practice – “You Do Alone”</u>	Students will complete colonial regions brochure	20-25
STUDENTS’ USE OF TECHNOLOGY		21 st CENTURY LEARNING
		Critical Thinking: In questions and discussion Collaboration: In group discussions Creativity: Communication: throughout

Lakewood High School

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WRITING/READING TO LEARN	ESSENTIAL VOCABULARY
<p>Incorporated throughout lesson</p>	<p>John Winthrop/City on a Hill Dissenters Colonial region characteristics William Penn/Quakers Anglican Church/Church of England Act of Toleration/Lord Baltimore First Great Awakening Magna Carta English Bill of Rights Glorious Revolution Salutary Neglect Colonial Assemblies New England Social Characteristics Egalitarian Town Hall Meetings Mid Atlantic Social Characteristics Southern Social Characteristics Hierarchical</p>
<p>DIFFERENTIATION/ MODIFICATION/ PERSONALIZATION (Notes provided, repeated instruction, small group instruction, reteaching, IEP/504 Accommodations, teacher station, early finishers, multiple intelligence activity, etc.)</p>	<p>Fill in notes provided, slides provided in Schoology, repeated instruction/reteaching as needed, questioning, IEP/504 accommodations.</p>

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STUDENT PREPARATION - Tuesday		Time (min)
Do Now/ Bellwork	Complete bellwork form in Schoology	10
Standard/ Indicator	USHC.1.CO: Analyze the development of the American identity through the founding principles and social and economic development of the Northern and Southern colonies from 1607 to 1763 using a comparative analysis. USHC.1.CE: Assess the major developments of the American Revolution through significant turning points in the debates over independence and self-government from 1763 to 1791.	
Learning Intention (Objective)	Summarize how British political tradition influenced the development of American representative government.	
Essential Question	How did English political traditions influence early colonial government structures?	
CONTENT PRESENTATION		Time (min)
Concept/Skill Development – “I Do” (MODEL)	Teacher will: present content through powerpoint/questioning and discussion and will model answering MC questions Students will: listen attentively, notate important/helpful information in their notes, and participate in questioning and discussion.	25-30
Guided Practice – “We Do”	T-P-S, discussion, and questions incorporated into presentation Review blue review sheet for tomorrow’s quiz	10
Collaborative - “You Do Together”	Students will review their blue review sheets together and complete portions as needed	10-15
ASSESSMENT	FORMATIVE/SUMMATIVE	MASTERY CHECK (Formative)
(Oral check, Quizizz, Edpuzzle, Kahoot, Mastery Connect, Mastery Check, Journal Entry, Portfolio, Hands on Practice, Projects, Teacher Made Quiz/Test, ect.)	Questioning and observation during notes and classroom discussion, mastery check ensuring 80% mastery.	
		5
INDEPENDENT PRACTICE		Time (min)
Independent Practice – “You Do Alone”	Complete Big Ideas of Government foldable Honors--primary source analysis and comparison-Locke and Rousseau Early finishers process notes/work on blue review	25-30

Lakewood High School

Teacher: Sweat Day: Week 2

Course: USH Lesson Title: Unit 1

STUDENTS' USE OF TECHNOLOGY	21 st CENTURY LEARNING
	Critical Thinking: In questions and discussion Collaboration: In group discussions Creativity: Communication: throughout
WRITING/READING TO LEARN	ESSENTIAL VOCABULARY
Incorporated throughout lesson	Magna Carta English Bill of Rights Enlightenment Rule of Law John Locke Natural Rights/Life, Liberty, Property Montesquieu
DIFFERENTIATION/ MODIFICATION/ PERSONALIZATION (Notes provided, repeated instruction, small group instruction, reteaching, IEP/504 Accommodations, teacher station, early finishers, multiple intelligence activity, etc.)	Fill in notes provided, slides provided in Schoology, repeated instruction/reteaching as needed, questioning, IEP/504 accommodations.

STUDENT PREPARATION - Wednesday	Time (min)
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Lakewood High School

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Course: USH Lesson Title: Unit 1

Do Now/ Bellwork	Complete bellwork form in Schoology	10
Standard/ Indicator	USHC.1.CE: Assess the major developments of the American Revolution through significant turning points in the debates over independence and self-government from 1763 to 1791.	
Learning Intention (Objective)	Analyze how conflict between colonial legislatures & the British Parliament led to the American Revolutionary War.	
Essential Question	How did the end of salutary neglect lead to the American Revolution?	
CONTENT PRESENTATION		Time (min)
Concept/Skill Development – “I Do” (MODEL)	Teacher will: present content through powerpoint/questioning and discussion and will model answering MC questions Students will: listen attentively, notate important/helpful information in their notes, and participate in questioning and discussion.	25-30
Guided Practice – “We Do”	Together we will practice deconstructing two MC questions in preparation for today’s quiz. Teacher will also conduct Q&A as needed.	10-15
Collaborative - “You Do Together”	Students will complete T-P-S activities during discussion/questioning.	
ASSESSMENT FORMATIVE/SUMMATIVE MASTERY CHECK (Formative)		
(Oral check, Quizizz, Edpuzzle, Kahoot, Mastery Connect, Mastery Check, Journal Entry, Portfolio, Hands on Practice, Projects, Teacher Made Quiz/Test, ect.)	Questioning and observation during notes and classroom discussion, mastery check ensuring 80% mastery.	5
INDEPENDENT PRACTICE		Time (min)
Independent Practice – “You Do Alone”	Quiz. Students will write RAFT letter as colonist to King.	30-35
STUDENTS’ USE OF TECHNOLOGY		21st CENTURY LEARNING
		Critical Thinking: In questions and discussion Collaboration: In group discussions Creativity: Communication: throughout
WRITING/READING TO LEARN		ESSENTIAL VOCABULARY
Incorporated throughout lesson		French & Indian War

Lakewood High School

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	Proclamation Line Albany Plan of Union Acts leading to Revolution Olive Branch Petition
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STUDENT PREPARATION - Thursday	Time (min)
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Lakewood High School

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Do Now/ Bellwork	Complete bellwork form in Schoology	10
Standard/ Indicator	USHC.1.CE: Assess the major developments of the American Revolution through significant turning points in the debates over independence and self-government from 1763 to 1791.	
Learning Intention (Objective)	Analyze the impact of the Declaration of Independence and the American Revolution on establishing the ideals of a democratic republic.	
Essential Question	How did the DoI & American Revolution impact the ideals of a democratic republic?	
CONTENT PRESENTATION		Time (min)
Concept/Skill Development – “I Do” (MODEL)	Teacher will: present content through powerpoint/questioning and discussion and will model answering MC questions Students will: listen attentively, notate important/helpful information in their notes, and participate in questioning and discussion.	25-30
Guided Practice – “We Do”	Together we will begin completing the American Revolution timeline activity.	5-10
Collaborative - “You Do Together”	Students will construct the American Revolution timeline activity, putting key events in order and writing a brief summary.	15-20
ASSESSMENT FORMATIVE/SUMMATIVE MASTERY CHECK (Formative)		
(Oral check, Quizizz, Edpuzzle, Kahoot, Mastery Connect, Mastery Check, Journal Entry, Portfolio, Hands on Practice, Projects, Teacher Made Quiz/Test, ect.)	Questioning and observation during notes and classroom discussion, mastery check ensuring 80% mastery.	5
INDEPENDENT PRACTICE		Time (min)
Independent Practice – “You Do Alone”	Students will complete the timeline by adding an analysis of how each event led to independence.	20-25
STUDENTS’ USE OF TECHNOLOGY	21st CENTURY LEARNING	
	Critical Thinking: In questions and discussion Collaboration: In group discussions Creativity: Communication: throughout	
WRITING/READING TO LEARN	ESSENTIAL VOCABULARY	

Lakewood High School

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Incorporated throughout lesson	Thomas Paine/Common Sense Declaration of Independence Grievances Loyalists Thomas Jefferson Right of Revolution Key battles Treaty of Paris Legacy of Declaration of Independence
DIFFERENTIATION/ MODIFICATION/ PERSONALIZATION (Notes provided, repeated instruction, small group instruction, reteaching, IEP/504 Accommodations, teacher station, early finishers, multiple intelligence activity, etc.)	Fill in notes provided, slides provided in Schoology, repeated instruction/reteaching as needed, questioning, IEP/504 accommodations.

STUDENT PREPARATION - Friday	Time (min)
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Lakewood High School

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Do Now/ Bellwork	Complete bellwork form in Schoology	10
Standard/ Indicator	USHC.1.CE: Assess the major developments of the American Revolution through significant turning points in the debates over independence and self-government from 1763 to 1791. USCH.1.E: Utilize primary and secondary sources to investigate the impact of the Atlantic influence in the regional and national development of Republicanism and Federalism.	
Learning Intention (Objective)	Analyze the structure and ideals of Declaration of Independence	
Essential Question	How are the ideals of the DOI expressed?	
CONTENT PRESENTATION		Time (min)
Concept/Skill Development – “I Do” (MODEL)	Teacher will: present content through powerpoint/questioning and discussion and will model answering MC questions Students will: listen attentively, notate important/helpful information in their notes, and participate in questioning and discussion.	10-15
Guided Practice – “We Do”	Together we will read through excerpts of the Declaration of Independence and break down the component parts of the D of I.	15-20
Collaborative - “You Do Together”	Student pairs will read the assigned excerpts from the D of I and will analyze it to answer the accompanying questions.	20
ASSESSMENT		
	FORMATIVE/SUMMATIVE	MASTERY CHECK (Formative)
(Oral check, Quizizz, Edpuzzle, Kahoot, Mastery Connect, Mastery Check, Journal Entry, Portfolio, Hands on Practice, Projects, Teacher Made Quiz/Test, ect.)	Questioning and observation during notes and classroom discussion, mastery check ensuring 80% mastery.	5
INDEPENDENT PRACTICE		Time (min)
Independent Practice – “You Do Alone”	Students will answer questions about the DoI and it’s structure and meaning.. Honors will then write assigned paragraphs in modern terminology.	20-25
STUDENTS’ USE OF TECHNOLOGY		21st CENTURY LEARNING

Lakewood High School

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	Critical Thinking: In questions and discussion Collaboration: In group discussions Creativity: Communication: throughout
WRITING/READING TO LEARN	ESSENTIAL VOCABULARY
Incorporated throughout lesson	Thomas Jefferson John Locke Natural rights Right of Revolution
DIFFERENTIATION/ MODIFICATION/ PERSONALIZATION (Notes provided, repeated instruction, small group instruction, reteaching, IEP/504 Accommodations, teacher station, early finishers, multiple intelligence activity, etc.)	Fill in notes provided, slides provided in Schoology, repeated instruction/reteaching as needed, questioning, IEP/504 accommodations.