

D A Y  I N U N I T	<p>*Content Strand</p> <p>*Learning Target</p> <p>-I Can</p> <p>*Essential Questions</p> <p>-WHY??</p> <p>-How do you know?</p> <p><a href="#">Curriculum document</a></p> <p><a href="#">Common Core</a></p>	<p>Vocabulary/ Class Activities</p> <p><a href="#">Activities</a></p> <p><a href="#">Activities II</a></p>	<p>Thoughtful Ed./ Student Engagement</p> <p><a href="http://www.marshall.kyschools.us/">www.marshall.kyschools.us/</a></p> <p><a href="http://www.muhlenberg.kyschools.us/?q=node/61">www.muhlenberg.kyschools.us/?q=node/61</a></p> <p><a href="#">Engagement Cube</a></p> <p><a href="#">Cube II (examples)</a></p>	<p>Literacy/Reading in the Content</p> <p><a href="#">Literacy Ideas</a></p>	<p>Formative/ Summative Assessment</p> <p><b>F –Formative</b></p> <p><b>S-Summative</b></p> <p><a href="http://www.act.org/standard/guides/explore/">www.act.org/standard/guides/explore/</a></p> <p><a href="#">Strategies</a></p> <p><a href="#">More Ideas</a></p>	<p>Differentiation</p> <p><b>T-Task</b></p> <p><b>S-Special Needs</b></p> <p><b>G-Gifted/Accel.</b></p> <p><a href="http://serge.ccsso.org/Ideas">http://serge.ccsso.org/Ideas</a></p> <p><a href="#">9 Types</a></p> <p><a href="#">Big Explanation Tool</a></p>	<p>Technology</p> <p><a href="#">50 Ideas</a></p>
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1	<p><b><u>Unit Content Strands</u></b></p> <p><b>SS-07-5.3.1</b></p> <p><b>SS-07-3.1.1</b></p> <p><b>SS-7-G-U-2</b></p> <p><b><u>Targets</u></b></p> <ul style="list-style-type: none"> <li><b>I can define and use the stone ages vocabulary.</b></li> <li><b>I can explain how natural resources contributed to settlement.</b></li> <li><b>I can explain why and how we study history, geography, archaeology, and anthropology.</b></li> <li><b>I understand and can explain why our past is told a stories from multiple perspectives.</b></li> </ul>	<p>Bell Ringer</p> <p>Artifact Small Group and Whole Class Share</p> <p>Notes/ Vocabulary Notebook</p> <p>Introduction to History</p> <p><u>Vocabulary Words</u></p> <p>History</p> <p>Primary Source</p> <p>Secondary Source</p> <p>Artifact</p> <p>Anthropology</p> <p>Geography</p> <p>Archaeology</p> <p>Culture</p>	<p>Artifact Share (Personal Response, Authenticity)</p>		<p>F – Artifact Share</p>	<p>G – Leadership opportunity in small group</p> <p>S – Leading questions when discussing bell ringer, Printed out PowerPoint slides</p>	<p>PowerPoint</p>
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2		<p>Bell Ringer</p> <p>Finish Notes if Necessary</p> <p>Around the Room Partner Scavenger Hunt – Examples of Vocabulary Words.</p> <p>Vocabulary Drawing and Guessing Game</p> <p>Homework: Edmodo Post</p>	<p>Work with a partner to search the room for one or two examples of each vocabulary word.</p> <p>Draw two vocabulary words without labeling them. Trade with a partner, and guess the other's words.</p>		<p>F- Scavenger Hunt</p> <p>F-Vocabulary Drawing and Guessing Game</p>	<p>S – One example of each vocabulary word for special needs students</p> <p>G- leadership opportunity during scavenger hunt</p>	Edmodo
3		<p>Bell Ringer</p> <p>Early Humans Vocabulary Notebook:</p> <p><u>Vocabulary Words</u></p> <p>Prehistory</p> <p>Ancestor</p> <p>Hominid</p> <p>Tool</p> <p>Paleolithic Era</p> <p>Prehistory and Modern Day Cave Drawings</p>	Cave Drawings		F – Cave Drawings	S – Printed out PowerPoint Slides	Power Point

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">DAY IN UNIT</p>	<p>*Content Strand *Learning Target -I Can *Essential Questions -WHY??</p>	<p>Vocabulary/ Class Activities <a href="#">Activities</a> <a href="#">Activities II</a></p>	<p>Thoughtful Ed./ Student Engagement <a href="http://www.marshall.kyschools.us/">www.marshall.kyschools.us/</a> <a href="http://www.muhlenberg.kyschools.us/?q=node/61">www.muhlenberg.kyschools.us/?q=node/61</a> <a href="#">Engagement Cube</a> <a href="#">Cube II (examples)</a></p>	<p>Literacy/Reading in the Content <a href="#">Literacy Ideas</a></p>	<p>Formative/ Summative Assessment <b>F –Formative</b> <b>S-Summative</b></p>	<p>Differentiation <b>T-Task</b> <b>S-Special Needs</b> <b>G-Gifted/Accel.</b> <a href="http://serge.ccsso.org/">http://serge.ccsso.org/</a></p>	<p>Technology <a href="#">50 Ideas</a></p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">UNIT</p>	<p>-How do you know? <a href="#">Curriculum document</a> <a href="#">Common Core</a></p>				<p><a href="http://www.act.org/standard/guides/explore/Strategies">www.act.org/standard/guides/explore/Strategies</a> <a href="#">More Ideas</a></p>	<p><a href="#">Ideas</a> <a href="#">9 Types</a> <a href="#">Big Explanation Tool</a></p>	
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">4</p>		<p>Bell Ringer  Add to Early Humans Vocabulary Notebook  <u>Vocabulary</u> Homo Habilis Homo Erectus Homo Sapiens   Neanderthalenis Homo Sapiens Sapiens Mesolithic Era Neolithic Era  (Jumping jacks, stand-up and stretch... to break up notes)  Venn Diagram – Three Stone Ages (Finish for homework)</p>	<p>Venn diagram</p>		<p>F – Venn Diagram</p>	<p>S – Word bank for Venn Diagram, Printed out PowerPoint Slides</p>	<p>PowerPoint</p>

5		<p>Bell Ringer</p> <p>Speak it/ Draw it/ Act it Vocabulary Game with Rock, paper, scissors transitions</p> <p>Friday Discussion</p>			<p>F – Vocabulary Game F – Friday Discussion</p>	<p>S – Scribe for those who need it</p>	
6		<p>Bell Ringer</p> <p>Turning Point ungraded quiz</p> <p>Read “Lucy” and “Mammoth” stories in Brown Book</p> <p>Journal</p>		<p>Brown Book</p>	<p>F – Journal F – Turning Point Quiz</p>	<p>F - Reader</p>	<p>Turning Point</p>
7		<p>Bell Ringer</p> <p>Create Small Group Posters Project – One of the Three Stone Ages</p> <p>Edmodo Post</p>	<p>Stone Ages Posters Project</p>		<p>S – Stone Age Posters Project</p>	<p>S – Leading questions and prompting and cueing</p>	<p>Edmodo</p>
8		<p>Bell Ringer</p> <p>Continue Small Group Posters Project</p> <p>Poster Share</p>	<p>Small Group Poster Project</p> <p>Poster Share</p>		<p>S – Stone Age Posters Project</p>	<p>G, S – Intentional Grouping</p>	

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UNIT	-How do you know? <a href="#">Curriculum document</a> <a href="#">Common Core</a>				<a href="http://www.act.org/standard/guides/explore/Strategies">www.act.org/standard/guides/explore/Strategies</a> <a href="#">More Ideas</a>	<a href="#">Ideas</a> <a href="#">9 Types</a> <a href="#">Big Explanation Tool</a>	
9		Bell Ringer  Human Venn Diagram Simulation  Initials Activity – Stone Ages Personal Response Activity	Human Venn Diagram Simulation  Initials Activity – Stone Ages		F – Human Venn Diagram  F – Initials Activity	S – Level of difficulty of words  S – One-on-one help	
10		Bell Ringer  Vocabulary Find Matching People Notecard Game  Friday Discussion	Vocabulary Find Matching People Notecard Game  Friday Discussion		F – Vocabulary Game  F – Friday Discussion	S – Prompting and Cueing	
11		Bell Ringer  Stone Ages Charades  Journal	Stone Ages Charades  Journal		F – Stone Ages Charades  F - Journal	G, S – Intentional Grouping  S – Journal prompt written out	PowerPoint

12		<p>Bell Ringer</p> <p>Journal Share</p> <p>Teacher Posed Questions to Class with justifications required</p> <p>Prepare for Test Review</p> <p>Homework: Edmodo Post</p>	<p>Journal Share</p> <p>Teacher-posed questions and student responses with justifications.</p>	<p>Journal Share</p>	<p>F – Journal Share</p> <p>F –Teacher gauges student understanding through responses to questions</p> <p>F – Edmodo post</p>	<p>S – prompting and cueing</p> <p>G – leadership opportunities during test review preparation</p>	<p>Edmodo</p>
13		<p>Bell Ringer</p> <p>Globe Toss – Student-posed questions</p> <p>Cell Phone Simulation – “Text” three important things for a classmate to know in a future class. Then, share with group members, and agree or disagree with justifications.</p>	<p>Globe Toss – Student-posed questions</p> <p>Cell Phone “Texting” simulation</p>	<p>Cell phone texting simulation</p>	<p>F – Globe Toss review</p> <p>F – cell phone texting simulation</p>	<p>S – two important things instead of three for cell phone game</p> <p>S – prompting and cueing during globe toss</p> <p>G – higher order questions developed by students</p>	

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14		Bell Ringer Test Review Game Partner Test Review	Students participate in a 3-team test review with ball throwing  Quiet review with partner		F – Review Game	G, S – Intentional Grouping	
15		Stone Ages Unit Test  Friday Discussion if time left			S – Unit Test	S – Modified per IEP	