

Day in Unit	*Content Strand *Learning Target / Essential Q's -I Can/ WHY??/ How do you know? Curriculum document Common Core	Task	Vocabulary/ Vocab Activity Activities Activities II	Differentiation T-Task ; S-Special Needs ; G-Gifted/Accel. Wiki ; 9 Types Big Explanation Tool MAP Site ; FCRR	Engagement www.marshall.kyschools.us/ Thoughtful Ed Links Engagement Cube Literacy: Literacy Ideas	Assessment F –Formative S-Summative College Readiness Strategies ; More Ideas	Resources/ Technology 50 Ideas
1	S.S-05-2.1.1 *I can identify cultural factors (food, clothing, religion, language, customs and traditions, government and economics, daily living and art). *I can identify and compare multiple cultures.	Culture Collage rotation activity (centers) Students look at collages and guess the culture Answer domain questions Students create a culture collage of themselves and display in hallway	Culture: Asian, Hispanic, African, American, Native American	Students come up with 15 characteristics about the American culture Students can use the information from two culture collages(American and Native American) to complete 15 facts for a Venn diagram Students can use the information from three different culture collages to complete 15 facts for a Venn diagram	Personal response Novelty and variety Clear and modeled expectations Learning with others Emotional and Intellectual Safety	Centers checklist Questions to answer at each center	Culture collages (examples) Checklist
2-4	S.S-05-4.3.1, S.S-05-4.4.1 *I can explain how geographical features can lead to the development of regions. *I can describe in my own words factors that lead to movement/migration *I can analyze how various tribes/regions adapted to their environment (food, clothing, water, shelter).	Introduce vocabulary power point H.A chapter 2 lesson Interactive notebook guided notes (both previews)	Vocab. picture definitions Migration Adaptation Hunters-Gatherers Nomadic Environment Natural Resources Region Irrigation Great Law of Peace	Provide copies of summaries and have them match with correct place	Personal Response Emotional and Intellectual Safety Authenticity	Interactive notebook processing 2 Exit slip- Draw a picture of a Native American settlement and highlight food, clothing, water and shelter.	H.A Interactive notebooks Copies of summaries for S.N
5-6	S.S-05-4.4.1, S.S-05-4.3.1 S.S-05-2.1.1 *I can describe how Native Americans settled in regions and explain how the	Native Americans PowerPoint Flip book with pictures H.A chapter 3-read and guided notes in	Native Americans Hopi Lakota Sioux Iroquois Tlingit Eastern Woodlands Teepees	Have flip books already created and provide PowerPoint notes Compare and contrast one or more tribes (Venn diagram)	Clear and modeled expectations Personal Response Novelty and Variety	Flip books Interactive notebook-notes and processing 3 Exit slips	Computers PowerPoint presentation Scissors and glue Tribe Pictures Flip books Exit slips Brain Pop video

	<p>physical environment led to this.</p> <p>*I can describe how Native Americans adapt to/modify to their environment.</p> <p>*I can analyze how cultural factors were impacted by the environment.</p>	<p>interactive notebook</p> <p>Tribe pictures matching from H.A interactive notebook</p>	<p>Longhouse</p> <p>Pueblos</p> <p>Totem poles</p>				http://www.brainpop.com/socialstudies/culture/americans/
7-8	<p>S.S-05-4.3.1, S.S-05-4.4.1</p>	<p>Native American Cultural Regions Project Checklist</p>	<p>Native Americans</p> <p>Hopi</p> <p>Lakota Sioux</p> <p>Iroquois</p> <p>Tlingit</p> <p>Eastern Woodlands</p>	<p>Mixed ability groups</p>	<p>Personal response</p> <p>Novelty and variety</p> <p>Authenticity</p> <p>Learning with others</p> <p>Clear and modeled expectations</p>	<p>Project checklist</p>	<p>Checklist</p>
9-10	<p>S.S-05-4.3.1, S.S-05-4.4.1</p>	<p>Jeopardy review game and study guide</p>	<p>All</p>	<p>Modify study guide</p> <p>Mixed ability teams</p> <p>Create a review game/questions for test</p>	<p>Learning with others</p> <p>Clear and modeled expectations</p> <p>Emotional and Intellectual safety</p>	<p>Study guide</p>	<p>Computer Jeopardy game</p> <p>Study guide copies</p>
11	<p>S.S-05-4.3.1, S.S-05-4.4.1</p>	<p>Post Assessment</p>	<p>All</p>	<p>--</p>	<p>--</p>	<p>Post assessment</p>	<p>copies</p>