

Unit Title:	Progress
Unit Vocabulary:	Eras New Deal, Great Depression, GI Bill of Rights, epidemic, guarantee vs. guaranty 1940s

	Learning Target <i>(All Teachers)</i>	Instructional Plan <i>(Core Teacher)</i>	Differentiation <i>(ELA/Math Inclusion Teacher)</i>	Level UP/Advisory Plans <i>(Core Content Teachers)</i> (Not NHI time)	Tips & Notes <i>(All Teachers)</i>
M O N	Student/Staff No School	No School	No School	-Text analysis and check ins	WWII and then the beginning of the Cold War
T U E	I can show what I know about WWII and key into concepts in a meaningful way.	Students will finish working on their Major Project and turn them in during class.	Major Project South Carolina Contributions WWII Project: Contributions of Groups		
W E D	Students will be able to explain key characteristics of the D-Day operation during	D-Day by the Numbers D-Day Infographics and Gallery Walk	● Gallery Walk with images ● Students may work with 1 partner on the gallery walk		

	WWII.				
T H U	Students will be able to explain the specific events leading up to the Cold War.	Opening Strategy: Introduction to The Cold War • Here's How the Truman Doctrine Established the Cold War History • Truman Doctrine Video Comprehension Questions Core Lesson Activities: • Presentation Link • Guided Notes • Cuban Missile Crisis Visual Timeline Summarizing Activity: • Students share Timelines with partners then turn in.	• Students given Guided notes. • Students can draw and interpret the events on the timeline with varying depth.		
F R I	Students will be able to explain the specific events leading up to the Cold War.	Check ins and weekly assessment			