

<b>Unit Title:</b>	
<b>Unit Vocabulary:</b>	

	<b>Learning Target</b> <i>(All Teachers)</i>	<b>Instructional Plan</b> <i>(Core Teacher)</i>	<b>Differentiation</b> <i>(ELA/Math Inclusion Teacher)</i>	<b>Teacher Tips &amp; Notes</b> <i>(All Teachers)</i>
M O N	<p><b><u>Learning Target:</u></b> I can work with my group to research and understand the key parts of a classical civilization (Athens, Sparta, or Ancient Rome). I can help create a poster that shows what I’ve learned about its government, social structure, jobs, and geography.</p>	<p><b><u>Opening Strategy:</u></b> Project overview</p> <p><b><u>Core Lesson Activities:</u></b> Project workshop</p> <p><b><u>Summarizing Activity:</u></b> Progress check-in</p>	<p><b><u>SWD Differentiation Strategy:</u></b></p> <ul style="list-style-type: none"> <li>•</li> </ul> <p><b><u>Inclusion Teacher Role:</u></b></p> <ul style="list-style-type: none"> <li>•</li> </ul>	Project workshop
T U	<p><b><u>Learning Target:</u></b> I can work with my group to research</p>	<p><b><u>Opening Strategy:</u></b> Spiral Review</p> <p><b><u>Core Lesson Activities:</u></b></p>		

E	<p>and understand the key parts of a classical civilization (Athens, Sparta, or Ancient Rome). I can help create a poster that shows what I've learned about its government, social structure, jobs, and geography.</p>	<p>Project workshop</p> <p><b><u>Summarizing Activity:</u></b> Progress check-in</p>		
W E D	<p><b><u>Learning Target:</u></b> I can work collaboratively to present a project highlighting the key parts of a classical civilization. I can provide constructive feedback to my classmates.</p>	<p><b><u>Opening Strategy:</u></b> Presentation expectations</p> <p><b><u>Core Lesson Activities:</u></b></p> <ul style="list-style-type: none"> <li>● Presentations</li> <li>● Feedback</li> </ul> <p><b><u>Summarizing Activity:</u></b></p> <ul style="list-style-type: none"> <li>● .Self reflection</li> </ul>	●	<p>Project presentations Feedback form</p>
T H U	<p><b><u>Learning Target:</u></b> I can chart in a diagram the multiple causes and effects of the fall of the Roman Empire by</p>	<p><b><u>Warm Up:</u></b> Answering the following question in your notebook:</p> <ol style="list-style-type: none"> <li>1. Think about empires and countries and what makes them successful. What are some events (or reasons) that would make an empire fall (or cause it to no longer exist)?</li> </ol>		<p>Begin Unit 4: The fall of Rome</p> <p><a href="#">Unit 4 Vocab Quiz:</a> <a href="#">Medieval Age Pretest</a></p>

	<p>completing guided notes and answering discussion questions.</p>	<p><b>Teaching Strategy:</b> Teacher will play <a href="#">Causes of the Fall of Rome - Review Video</a> (0:45 - end) video and students will complete the <a href="#">guided notes</a> while watching the video (Can be played on .75x to give students time to write) <b>Student Strategy:</b> After completing the notes, students will complete page 199 in their <a href="#">student workbook</a>. They will use pages 339-343 in their textbook to complete it. <a href="#">Answer Key</a></p> <ul style="list-style-type: none"> <li>• <a href="#">Fall of Rome Cause and Effect... Worksheet Alternative- Google Doc</a></li> </ul>		
F R I	<p><b>Learning Target:</b> I can demonstrate my understanding of the meanings and correct usage of vocabulary words by answering questions accurately on a pretest.</p> <p><b>Learning Target:</b> I can describe the characteristics of the Byzantine Empire.</p>	<p><b>Standard:6.2.P</b> <b>Warm Up:</b> Students will watch <a href="#">Rise and Fall to the Byzantine Empire</a> to introduce the Byzantine Empire. <b>Teaching Strategy:</b> Teachers will walk students through the <a href="#">Google Slides presentation on the Byzantine Empire</a>. While going through the slides, students will be filling in the <a href="#">guided notes</a> that accompany the slides. <b>Student Strategy:</b> Students will use the <a href="#">Byzantine Empire Reading</a> to complete the <a href="#">questions</a>. <a href="#">Digital Copy</a> <a href="#">Byzantine Empire Reading</a> <b>Assessment:</b> Teachers may take up questions for a grade. <a href="#">Answer Key</a></p> <p><b>Additional Resources</b></p>		<p>Byzantine Empire</p> <ul style="list-style-type: none"> <li><a href="#">Unit 4 and 5 Voca... slides</a></li> <li><a href="#">Unit 4: Vocab - M... Doc</a></li> <li><a href="#">Spiral Review U...</a></li> </ul> <p>Adjusted teaching schedule due to shortened classes with Benchmark testing. Friday's</p>

		<p> The Byzantine Empire Google Doc format of article</p> <p><b><u>Alternative Lesson</u></b></p> <p> Byzantine Empire Worksheet</p> <p> 4. Rome Splits: Eastern and Western Emp...</p> <p>Map dividing the Western and Eastern Empires can be completed and placed in notebooks.</p> <p><a href="#">Fall of Rome Map PDF</a></p>		<p>lesson will we taught on Monday.</p>
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