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| **Teacher Name** | **Thomas Harrison** | **Unit Name** | The Renaissance and Reformation |
| **Course** | **World History** | **Dates** | **1/09-1/13** |

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| **Monday** | **Daily Objective:**  • I can identify the values and ideas that caused the rise of Renaissance thought. • I can define individualism, secularism, and humanism. • I can identify Renaissance beliefs in art.    **Agenda with Approximate Time Limits:**   1. **Meditation warm-up (5 min)** 2. **Engage and Connect (10 min.)** 3. **Introduce New Learning (30 min.)** 4. Exit Ticket (up to 5 minutes)   **Formative Assessment:**  **Modifications:** Sentence Stems, speaking stems, anchor charts, word walls, bilingual dictionaries, etc.  **Intervention:** Group Learning, Peer Tutors, Organizational Skills, Differentiated Instruction  **Extension:** If necessary, Students will be asked to write a 5-10 sentences on a historical event that has affected their life.  **Follow-Up/Homework: N/A** |
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| **Tuesday** | **Daily Objective:**  • I will show comprehension of text about the Renaissance by completing a graphic organizer. • I will explain in writing about the values of the Renaissance using ACES. • I will express opinions about a Renaissance Man by participating in a structured conversation.  **Agenda with Approximate Time Limits:**   1. **Meditation (7 minutes)** 2. **Reading-** “Two Renaissance Men.” 3. **Complete Thinking Sheet** 4. **ACES Writing-** Who was the best example of a Renaissance Man and why?   **Formative Assessment**: ACES Writing  **Modifications**: Students will only be responsible to describe how characteristics of civilizations affected ancient societies. Intervention: If needed sentence stems will be provided. Extension: Students will choose two characteristics of civilization that they find to be most important.  **Follow-Up/Homework**: Writing assignment |
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| **Wednesday/Thursday** | **Daily Objective:**  • I can identify the values and ideas that caused the rise of Renaissance thought. • I can define individualism, secularism, and humanism. • I can identify Renaissance beliefs in art.  **Agenda with Approximate Time Limits:**   * Meditation * **Applying Prior Knowledge – Which “ism” am I?** * Scategories   **Formative Assessment**:  **Modifications**: Shortened reading will be provided. Students will also choose three questions per section of their choice to complete.  **Intervention**: Sentence Stems Extension:  Follow-Up/Homework: Read Like a Hist |
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| **Friday** | **Daily Objective**:  • I can explain the causes of the Protestant Reformation. • I can identify important Reformation leaders and their ideas. • I can explain the impact of the Protestant Reformation.  • I will show comprehension of text about the Protestant Reformation by completing a graphic organizer. • I will explain in writing the impact of the Protestant Reformation by creating an impact statement.  **Agenda with Approximate Time Limits:**   * **Meditation** * **Vocabulary** * **Purposeful Note Taking**   **Formative Assessment**: Quiz on Canvas  **Modifications**: Shortened Readings, Sentence Stems  **Intervention**: Teacher will walk around to provide feedback to all students.  Extension: N/A  **Follow-Up/Homework**: Quiz retake if necessary |