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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  |