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|  |  | **Monday-** | **Tuesday-** | **Wednesday-** | **Thursday-** | **Friday-** |
| **Pre-Planning: Unpacking the Standards** | **TEKS:**  (R) - Readiness Standard  (S) -Supporting Standard | 7.2A | 7.11A | 7.8A  7.9C  7.21B | 7.21C  7.22A | 7.21C  7.22A |
| **Verb(s)**  - What verbs define the actions students will need to take when mastering this objective? | Specify  Compare  Appraise  Organize  Examine | Specify  Compare  Appraise  Organize  Examine | Analyze  Compare  Create  Design  Construct | Plan  Produce  Compose  Validate  Revise | Plan  Produce  Compose  Validate  Judge |
| **Concept**  -What am I teaching?  -What do the students need to know? | Students will be introduced to the indigenous cultures of Texas and will be able to differentiate between them. Students will need to know who these groups of people were, where they lived and what the defining characteristics of their cultures were. | Students will be introduced to the various immigrant groups who settled in Texas. Students will learn where these groups emigrated from and where and why the settled in Texas.  Students will need to know the push and pull factors that influenced immigration to Texas. | Students will analyze the effects physical and human factors on events throughout Texas history.  Students will need to understand the difference between natural factors; climate, weather, etc. and human factors; irrigation, transportation, etc. | Students will work in groups to create an illustration about the 4 different Native American groups in Texas. | Students will be able to demonstrate their understanding of the different Native American groups through an illustration project. |
| **Context**  ***Readiness:***   * Connections from previous grade level. * To what degree will this impact learning two years down the road?   ***Supporting:***   * What Readiness Standards or concepts from the Readiness Standards does it support? * How does it support the Readiness Standards? | * Students will have been exposed to information regarding indigenous cultures at the elementary level. Familiarity with indigenous cultures will help to build a foundation for the understanding of cultural diversity and will grant context to later cultural conflicts and developments in Texas and U.S. History. Readiness standards are supported by laying the contextual groundwork for later developments. | Students will have been exposed to information regarding immigration at the elementary level. Familiarity with various immigrant groups and their cultures will help to build a foundation for the understanding of cultural diversity and will grant context to later cultural conflicts and developments in Texas and U.S. History. Readiness standards are supported by laying the contextual groundwork for later developments. | Students will have been exposed to concepts regarding weather patterns and other physical factors at the elementary level. Students should also have already attained a cursory knowledge of human development and its impact upon the environment. The understanding of the physical world and the place/impact of humans within it is essential not only in social studies, but within the sciences as well. This knowledge is essential for readiness standards across curriculums and ensures an understanding of humanity’s role and influence upon the physical world. | Students will have been introduced to visual representations of data in sixth grade and to some degree at the elementary level. By developing the necessary skills to interpret and synthesize data from multiple sources and forms of presentation, students will be able to make predictions and inferences based upon said data and will be able to develop a deeper and more nuanced interpretation of historical events. With these skills, students will be better prepared for STAAR questions which require multiple levels of understanding. | Students will have been introduced to visual representations of data in sixth grade and to some degree at the elementary level. By developing the necessary skills to interpret and synthesize data from multiple sources and forms of presentation, students will be able to make predictions and inferences based upon said data and will be able to develop a deeper and more nuanced interpretation of historical events. With these skills, students will be better prepared for STAAR questions which require multiple levels of understanding. |
| **I will know my students have mastered this standard when they can….** | Identify 3 of the native cultures of Texas, locate their regions of settlement and assess the resources available to them. Students should also be able to speculate why they settled in these regions. | Identify 3 of the major immigrant groups who relocated to Texas, locate their regions of settlement and assess the resources available to them. Students should also be able to speculate why they settled in these regions. | Speculate as to what impact a given human intervention into the environment will have. Assess what the benefits and what the drawbacks of this intervention will be. | Compose an illustration over the characteristics of the Native Americans. | Compose an illustration over the characteristics of the Native Americans. |
| **I will assess the standard by…..** | Active Monitoring/Popcorning/Cold Call | Active Monitoring/Popcorning/Cold Call | Active Monitoring/Popcorning/Cold Call | Assignment/Active Monitoring | Presentation of illustrations |
| **Vocabulary**  (Academic and Content) | Cultural Regions;  Gulf  Plains  Puebloan  Southeastern | Emigrate  Immigrate  Push Factor  Pull Factor | Climate  Weather  Environment  Irrigation  Transportation  Communication | Cultural Regions;  Gulf  Plains  Puebloan  Southeastern  Emigrate  Immigrate  Push Factor  Pull Factor Climate  Weather  Environment  Irrigation  Transportation  Communication | Cultural Regions;  Gulf  Plains  Puebloan  Southeastern  Emigrate  Immigrate  Push Factor  Pull Factor Climate  Weather  Environment  Irrigation  Transportation  Communication |
| **Lesson Topic** (Content Objective) | Native Cultures of Texas | Immigration to Texas | Weather, Climate and Human Impact Upon the Environment | Assignment | Presentations |
| **ELPS** (Language Objective) | ELPS C 3b | ELPS C 3b | ELPS C 3b | ELPS C 3b | ELPS C 3b |
| **Lesson Cycle** | **Engage:**  **Warm-Up/Opening (min)** | Short Answer/ What defines a culture? | Short Answer/ Why would someone emigrate? | List: 3 regions of Texas and speculate what features may define their weather/climate | Presentation of rules and expectations of the project | Warm Up |
| **Explore:**  **INM/Review (min):** | Prezi | Prezi | Prezi/Data Source Presentation | Collaboration Groups | Presentation |
| **Explain:**  **Guided Practice (min):** | Group Discussion: 5 W’s and H | Group Discussion: 5 W’s and H | Guided Worksheet | Collaboration Groups | Presentation |
| **Elaborate:**  **Independent Practice (min):** | Think Pair Share/ What environmental factors helped define the regional cultures of indigenous Texans? | Think Pair Share/ What environmental factors and resources determined where different immigrant groups settled? | Short essay prompt on impact of agriculture and irrigation | Collaboration Groups | Students will present their illustrations |
| **Evaluate:**  **Closing ( min.):** | Exit Ticket | Exit Ticket | Exit Ticket | Collaboration Groups | Rubric |
| **Reinforcement** | **Materials/ Resources:** | Interactive maps/Online Resources | Interactive maps/Online Resources | Online Resources, Various forms of visual data representation; Charts, Graphs, Tables, etc. | Interactive Notebook | Interactive Notebook |
| **Homework** | Indigenous Texans Take-Home Quiz | Immigrant Groups Take-Home Quiz | N/A | N/A | N/A |
| **MODIFICATIONS and/or ACCOMODATIONS:**  *-Gifted and Talented*  *-ELL/ ESL*  *-Special Education* | To be determined based upon student’s needs | To be determined based upon student’s needs | To be determined based upon student’s needs | To be determined based upon student’s needs | To be determined based upon student’s needs |

**\*All lesson plans are subject to revisions and addendums by teacher.**