

12th Week Finishing WW2		Tchakerian U.S History lesson plans		Dates: Monday 3-25 to Friday 3-29 2019	
Days	<p>Indiana USH Standards Theme & Interdisciplinary Teaching Day's activities & Essential question of the day</p>	<p>Day's vocabulary Re-teach Big Idea Objective=Goal</p>	<p>Class procedures Educational methods Reflection question:</p>	Materials	<p>Evaluation: Checking for comprehension Assessment: Grade>Formal or Informal Homework: Reinforcement & practice</p>
Monday 3-25-19	<p>All classes USH.5.8 Identify and describe the impact of World War II on American culture.</p> <p>Interdisciplinary Teaching: Lang. Arts</p> <p>Theme: WW2 and the end</p> <p>Warm up: Essential: What are two major battles that helped the Allies win the war?</p> <p>Concept Activities SW: Complete the daily work SW: Quiz 5 questions SW: Study guide review SW: Video clip https://www.youtube.com/watch?v=Q78COTwT7nE</p> <p>Every class 30 minute periods</p>	<p>Vocabulary From the day's activities</p> <p>Re-teach Rules * Class procedures</p> <p>Big Idea End of WW2</p> <p>Objective Understand how WW2 ended.</p>	<p>Class procedures</p> <ul style="list-style-type: none"> <input type="checkbox"/> Students will complete their daily work. <input type="checkbox"/> Students will take the WW2 quiz. <input type="checkbox"/> Then I will review with students the Study guide for WW2. <input type="checkbox"/> If time permits I will show a portion of the video clip. Make sure to discuss what is upcoming this week. <p>Methods</p> <ul style="list-style-type: none"> ▫ Assessing for prior knowledge ▫ Non-linguistic representation <p>Reflection question: Should the U.S ever have dropped nuclear bombs? Explain your answer.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Paper <input type="checkbox"/> Textbook <input type="checkbox"/> Pen/pencil <input type="checkbox"/> PowerPoint <input type="checkbox"/> Kahoot 	<p>Evaluation</p> <ul style="list-style-type: none"> <input type="checkbox"/> Students following directions and procedures? <input type="checkbox"/> What students should be targeted for more help? <p>Informal assessment: Students following directions Who did not get an assigned textbook? Who is yet to report to class? Schedule changes?</p> <p>Homework: Get materials you need for class. List is in the syllabus Bring your textbook next class period Have your contract turned in before the end of the week</p>
<p>Student Issues/Referrals: 7th period: Pamela needs to focus more and stay on task. Zitlali needs to be more on task as well. She gets easily distracted.</p>			<p>Notes: 1st period: I did my best to cover the study guide and discuss the end of the war. We made it through the study guide but we did not make it to the video clip. 2nd period: We covered the entire study guide and had time to watch the entire video clip. Students who need help were not present. 7th period: We had enough time to accomplish everything and we had the ability to play a review game of Kahoot.</p> <p>Information in lesson plan not covered:</p>		

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Tuesday 3-26-19</p> <p>Blue 3rd</p> <p>USH.5.5 Describe Hitler's "final solution" policy and explain the Allied responses to the Holocaust and war crimes.</p> <p>Interdisciplinary Teaching: Lang. Arts</p> <p>Theme: End of WW2</p> <p>Warm up: Essential: What is the Final Solution?</p> <p>Concept Activities SW: Complete the daily work TW: Go over the routine & procedures SW: Kahoot & review for the test SW: Read comic book & Ans. Questions</p>	<p>Vocabulary From the day's activity, Holocaust, Final Solution</p> <p>Re-teach Routine and procedures</p> <p>Big Idea Final Solution</p> <p>Objective Read the comic book to understand the build up to the Final Solution.</p>	<p>Class procedures</p> <ul style="list-style-type: none"> <input type="checkbox"/> Students will complete their daily work. <input type="checkbox"/> Re-teach routine and procedures. <input type="checkbox"/> Go over the daily work and definitions. Review some of the terms for the test. <input type="checkbox"/> Students will play Kahoot review for the test. <input type="checkbox"/> Students then get a copy of the comic book Last will and Testament: Magneto. It tells the story of Nazi occupation and the evolution of the Final Solution. <input type="checkbox"/> Students will then answer guided reading questions based on the comic book. <p>Methods</p> <ul style="list-style-type: none"> ▫ Assessing for prior knowledge ▫ Content vocabulary development <p>Reflection question: Why is it important to study the Holocaust?</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Paper <input type="checkbox"/> Textbook <input type="checkbox"/> Pen/pencil <input type="checkbox"/> Comic books <input type="checkbox"/> Study guide Last will & Testament 	<p>Evaluation</p> <ul style="list-style-type: none"> <input type="checkbox"/> Walk around room and observe students reading. Do students comprehend what they are reading? <input type="checkbox"/> Do students understand the questions? <input type="checkbox"/> Who did not finish the assignment? Why? <p>Formal assessment: Last Will and Testament study guide</p> <p>Homework:</p> <ul style="list-style-type: none"> • Test is Thursday! Make studying family fun! • Make sure you have read chapters 20-21
<p>Student Issues/Referrals:</p>		<p>Notes: 1st period: Students did a great job focusing and doing the reading. Modified study guide assignment. Students all participated during Kahoot.</p> <p>2nd period: Everyone participated during Kahoot. Students did a great job reviewing. We had more time that I reviewed a few more terms and people that will be on the test. Majority of students completed the reading and the questions before they left.</p> <p>Information in lesson plan not covered:</p>		
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Wednesday 3-27-19</p> <p>Red 5th & 7th</p> <p>USH.5.5 Describe Hitler's "final solution" policy and explain the Allied responses to the Holocaust and war crimes.</p> <p>Interdisciplinary Teaching: Lang. Arts</p> <p>Theme: End of WW2</p> <p>Warm up: Essential: What is the Final Solution?</p> <p>Meeting in the Media Center</p> <p>Concept Activities SW: Complete the daily work TW: Go over the rules of Media center SW: Read comic book and answer the questions</p>	<p>Vocabulary From the day's activity, Holocaust, Final Solution</p> <p>Re-teach Routine and procedures</p> <p>Big Idea Final Solution</p> <p>Objective Read the comic book to understand the build up to the Final Solution.</p>	<p>Class procedures</p> <ul style="list-style-type: none"> <input type="checkbox"/> I will go over the rules of the Media center after taking attendance. <input type="checkbox"/> Students will go into Canvas and complete their daily work. <input type="checkbox"/> I will review test questions with the class. Focus on the topics we did not spend a lot of time covering and reminding students to study. <input type="checkbox"/> Review some of the terms for the test. <input type="checkbox"/> Students then get a copy of the comic book Last will and Testament: Magneto. It tells the story of Nazi occupation and the evolution of the Final Solution. <input type="checkbox"/> Students will then answer guided reading questions based on the comic book. <p>Methods</p> <ul style="list-style-type: none"> ▫ Assessing for prior knowledge ▫ Content vocabulary development <p>Reflection question: Why is it important to study the Holocaust?</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Paper <input type="checkbox"/> Textbook <input type="checkbox"/> Pen/pencil <input type="checkbox"/> Comic books <input type="checkbox"/> Study guide Last will & Testament 	<p>Evaluation</p> <ul style="list-style-type: none"> <input type="checkbox"/> Walk around room and observe students reading. Do students comprehend what they are reading? <input type="checkbox"/> Do students understand the questions? <input type="checkbox"/> Who did not finish the assignment? Why? <p>Formal assessment: Last Will and Testament study guide</p> <p>Homework:</p> <ul style="list-style-type: none"> • Test is Thursday! Make studying family fun! Make sure you have read chapters 20-21

Student Issues/Referrals:		Notes:		
Information in lesson plan not covered:		Information in lesson plan not covered:		
Thursday 3-28-19	<p>Blue 3rd U.S.H 5.1-5.5 WW2</p> <p>Interdisciplinary Teaching: Lang. Arts</p> <p>Theme: WW2</p> <p>Warm up: Essential: Why did the Japanese finally surrender?</p> <p>Concept Activities SW: Daily work/review rules SW: Notes- end of WW2 SW: Test WW2 Canvas TW: Update goal sheet and share it with me</p>	<p>Vocabulary From the day's activity</p> <p>Re-teach Rules & Procedures</p> <p>Big Idea End of WW2</p> <p>Objective Score over 70% on your test.</p>	<p>Class procedures</p> <ul style="list-style-type: none"> <input type="checkbox"/> Students will complete their daily work. <input type="checkbox"/> Discuss the warm up. <input type="checkbox"/> Students will take notes on the Holocaust and the ending of WW2. Students need to understand the world's response and the birth of Israel. <input type="checkbox"/> Re-teach rules of the test. <input type="checkbox"/> Students will test. <input type="checkbox"/> When students are finished they need to update their goal sheet and show it to me. I am going to provide extra credit if they move their ticket on the smart goal board. <p>Methods</p> <ul style="list-style-type: none"> <input type="checkbox"/> Assessing for content knowledge <input type="checkbox"/> Goal setting <p>Reflection question: What could you have done better in order to prepare for the test?</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Paper <input type="checkbox"/> Textbook <input type="checkbox"/> Pen/pencil <input type="checkbox"/> Canvas <input type="checkbox"/> PPT <input type="checkbox"/> Holocaust <input type="checkbox"/> Test WW2 <input type="checkbox"/> Goal Sheet <p>Evaluation</p> <ul style="list-style-type: none"> <input type="checkbox"/> Did everyone follow the rules of the test? <input type="checkbox"/> Who did not pass the test? Why? <input type="checkbox"/> Who is not even following their goal sheet? What can I do to help motivate them and assist them in passing the class? <p>Formal assessment: Test WW2 Notes</p> <p>Homework: Have textbook and I Pad when we return from break</p>
	Student Issues/Referrals:		Notes:	
Information in lesson plan not covered:		Information in lesson plan not covered:		

Friday 3-29-19	<p>Red 5th & 7th U.S.H 5.1-5.5 WW2</p> <p>Interdisciplinary Teaching: Lang. Arts</p> <p>Theme: WW2</p> <p>Warm up: Essential: Why did the Japanese finally surrender?</p> <p>Concept Activities SW: Daily work/review rules SW: Notes- end of WW2 SW: Test WW2 Canvas TW: Update goal sheet and share it with me</p>	<p>Vocabulary From the day's activity</p> <p>Re-teach Rules & Procedures</p> <p>Big Idea End of WW2</p> <p>Objective Score over 70% on your test.</p>	<p>Class procedures</p> <ul style="list-style-type: none"> <input type="checkbox"/> Students will complete their daily work. <input type="checkbox"/> Discuss the warm up. <input type="checkbox"/> Students will take notes on the Holocaust and the ending of WW2. Students need to understand the world's response and the birth of Israel. <input type="checkbox"/> Re-teach rules of the test. <input type="checkbox"/> Students will test. <input type="checkbox"/> When students are finished they need to update their goal sheet and show it to me. I am going to provide extra credit if they move their ticket on the smart goal board. <p>Methods</p> <ul style="list-style-type: none"> <input type="checkbox"/> Assessing for content knowledge <input type="checkbox"/> Goal setting <p>Reflection question: What could you have done better in order to prepare for the test?</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Paper <input type="checkbox"/> Textbook <input type="checkbox"/> Pen/pencil <input type="checkbox"/> Canvas <input type="checkbox"/> PPT <input type="checkbox"/> Holocaust <input type="checkbox"/> Test WW2 <input type="checkbox"/> Goal Sheet 	<p>Evaluation</p> <ul style="list-style-type: none"> <input type="checkbox"/> Did everyone follow the rules of the test? <input type="checkbox"/> Who did not pass the test? Why? <input type="checkbox"/> Who is not even following their goal sheet? What can I do to help motivate them and assist them in passing the class? <p>Formal assessment: Test WW2 Notes</p> <p>Homework: Have textbook and I Pad when we return from break</p>
Student Issues/Referrals:		<p>Notes:</p> <p>Information in lesson plan not covered:</p>			
<p>Bloom's Taxonomy:</p> <p>Level 1 Knowledge: Students will demonstrate content knowledge on the WW2 test by scoring proficient.</p> <p>Level 4 Analysis: Students will evaluate and analysis evidence in presented in video clips to determine corporate responsibility during the holocaust. Students will evaluate the development of the holocaust through the assigned reading of "Magneto Testament" and determine and cause and the effect relationships.</p> <p>Level 5 Analysis: Students will read the graphic novel on the development of the Final Solution in Germany during WW2. Students will have to discern between moral questions and historical events to answer the assigned questions.</p>					
<p>ECA Target Skills: Vocabulary development and development reading comprehension.</p> <p>Student Goals: Students striving to accomplish individual grade goals for this class. Competition with other classes for best class of the semester.</p> <p>My Smart Goal: Overall passing proficiency of exam of at minimum of 65. Passing proficiency for final exam of 65%.</p> <p>Marzano: Cues, questions and advanced organizers=, in class activities. Note taking and summarizing= new vocabulary and concepts. Reinforcing effort and providing recognition: Student of the hour, and evaluating student individual performance with rewards.</p>					
<p>Data Assessment: Summative assessment of test scores based on the content of WW2. Formative assessment based on student's guided reading and critical thinking questions.</p>					
<p>Student Accommodations: Applying accommodations in accordance with 504 plan, IEP plan and ILP for each individual student.</p>					
<p>Differentiated Instruction activities: Provide directions in Spanish for this week's activities to ILP level 1 students. Modify study guide based on ability level with page numbers; context clues and lower vocabulary. Modify test according to ability level by providing distracters. Modification of the test.</p>					

Unwrapping U.S History Standards:

USH.5.1 Analyze the causes and effects of **American isolationism** during the 1930s and the effect this **policy** had on America's war preparation. (Government, Economics, Geography)

USH.5.2 Compare and contrast President Franklin D. Roosevelt's world view with that of Germany's Adolf Hitler, Italy's Benito Mussolini, the Soviet Union's Joseph Stalin, and Japan's Hideki Tojo. (Government; Individuals, Society and Culture)

USH.5.3 Identify and explain key events from **Versailles to Pearl Harbor** that resulted in the United States entry into World War II. (Government, Geography)

USH.5.7 Summarize the efforts the national government made to regulate production, labor, and prices during the war and **evaluate** the success or failure of these efforts. (Government)

IEP/ILP

IEP =Individual Educational Plans- Individual learning plans=ILP

1 st Period		2 nd Period		7 th Period	
IEP	ILP	IEP	ILP	IEP	ILP
Marle		TeNayah		Dakota	Robert
Ed		Leo		Tom	Zitali
Jordan		Caitlynn			
Cyle					
Alej					
Keatie					
Michael					
Andrew					