

## UNIT PLAN

### Guide to Support Lesson Plan Implementation

<b>Title of Unit:</b> <b>Europe Today Part 2c</b>	<b>Grade Level:</b> <b>6</b>
<b>Curriculum Area:</b> <b>Social Studies</b>	<b>Time Frame: Eight days (October 10, 2012 to October 19, 2012)</b>
<b>Content Standards:</b> In this unit students will explore modern Europe. Students will describe the location of major countries and analyze the location's impact on its people. Students will explain the diversity of European culture by examining languages, religions, and literacy rate. Student will investigate the forms and organizational structures of modern European governments and the purpose of the European Union. Students will explain how conflict and change in the 20 <sup>th</sup> century impacts Europe in the 21 <sup>st</sup> century.	
<b>Understandings: Overarching Understandings</b>  <i>The student will understand that:</i> <ul style="list-style-type: none"> <li>• when there is conflict between or within societies, change is the result</li> <li>• the culture of a society is the product of the religion, beliefs, customs, traditions, and government of that society</li> <li>• humans, their society, and the environment affect each other</li> <li>• location affects a society's economy, culture, and development</li> <li>• the movement or migration of people and ideas affects all societies</li> <li>• The production, distribution, and consumption of goods/services produced by the society are affected by the location, customs, beliefs, and laws of the society.</li> <li>• While change occurs over time, there is continuity to the basic structure of that society</li> </ul>	<i>Related Misconceptions</i>
<b>Essential Questions: Overarching</b>	<i>Topical</i>  <i>How did the differing philosophies of the United States and the Soviet Union after WWII lead to the Cold War? Why is the Holocaust a significant event of WWII? What events led to the collapse of the Soviet Union? What events led to the reunification of Germany? What is the relationship between the collapse of the Soviet Union, the reunification of Germany, and the end of the Cold War? How does the diversity of languages in Europe (German, English, Russian, French, and Italian) reflect its unique cultural characteristics? How do the people of Europe overcome the barriers created by the diversity of cultures? What are the characteristic of the three major religions in Europe (Judaism, Christianity, and Islam)? What is the relationship between literacy rate and standard of living? How is power distributed in different forms of government (unitary, confederation, and federal)? How do citizens participate in different forms of government (autocratic, oligarchic, and democratic)? What are the important democratic features of parliamentary and presidential forms of government? How are the government of the United Kingdom, Germany, and Russia different and how are these governments similar? What is the purpose of the European Union? What is the relationship of the member nations of the European Union? What are the major physical features of Europe and where are they located on a map? What are the major countries of Europe and where are they located on a map? How do the factors of climate, access to water, and natural resources affect where European choose to live and work?</i>

How did the location the United States and The Soviet Union contribute to their rise as Superpowers after World War II

**Knowledge:** *Students will know . . .*

How the eight enduring themes and understanding studied in Unit 1 apply to Unit 2.

**Skills:** *Students will be able to . . .*

1. Students should be able to locate all political and physical features of Europe that are listed in the standards for this unit.
2. Students should be able to compare and contrast Russia and the United Kingdom in several ways. They should be able to compare the relative locations of both countries, describe the climate differences, explain similarities and differences in natural resource availability identify key population centers and the physical features to which they are near, and explain how all of these factors affect the trade practices of the countries.
3. Students will be able to tell why the five countries listed in the standards developed unique cultural characteristics and how those characteristics affect current practices of each nation.
4. Students will recognize Christianity, Judaism, and Islam as three major religions practiced in Europe. Students should understand the following aspects: all three are monotheistic, all three acknowledge Abraham as the patriarch of their faith, each has a holy book, each has a specific place of worship, each one has a different view about Jesus Christ, and some of these religions share common holy sites.
5. Students should be able to define literacy rate and standard of living. They should be able to interpret charts and graphs showing how an increase in the percentage of adults who can read usually leads to an increase in people's quality of life as measured by standard of living. It would be helpful to choose to example countries in Europe and compare them on the basis of these two measures.

**Performance Task Description:** Students will create Religion mobiles that reflect the major religions in Europe.

**Standard:** SS6G11

**Resources:**

World CIA fact book, Promethean Planet, various search engines, Textbook, Clairmount Press CRCT prep book, USA Test Prep

**Where** are your students headed? Where have they been? How will you make sure the students know where they are going?

All students have revised their diagnostic and pre-test results before the start of the unit.

How will you **hook** students at the beginning of the unit?

By using visual aids of the geography of Europe to get students minds thinking about this area of the world

What events will help students **experience and explore** the big idea and questions in the unit? How will you equip them with needed skills and knowledge?

Performance Tasks; Differentiated Tic Tac Toe activities

How will you cause students to **reflect and rethink**? How will you guide them in rehearsing, revising, and refining their work?

By using self-edit and peer editing throughout the unit.

How will you help students to **exhibit and self-evaluate** their growing skills, knowledge, and understanding throughout the unit?

Students will be given rubric to assess their work

How will you **tailor** and otherwise personalize the learning plan to optimize the engagement and effectiveness of ALL students,

Activities throughout the lesson will be differentiated by learning styles, reading levels, and achievement

without compromising the goals of the unit?	data
How will you <b>organize</b> and sequence the learning activities to optimize the engagement and achievement of ALL students?	Students will be given a differentiated Tic Tac Toe Assignment Board and performance task at the beginning of the unit so that they can move at their own pace. Students will be given peer tutors as needed.

### Lesson Plan

#### Alignment of the Teacher Performance Standards with the Georgia Performance Standards

Date: Unit 2- Day 1	Teacher: W. Scott	Developed By: W. Scott
Curriculum Area: Social Studies	Unit: Europe Today Part 2	Grade: 6

**Lesson Focus:**  
Structure and European Governments-European Conflict, and Change

**CCGPS Standard/Element(s):**  
**SS6H7 The student will explain conflict and change in Europe to the 21st century.**  
**b. Explain the impact of WWII in terms of the Holocaust, the origins of the Cold War, and the rise of Superpowers.**

<b>INSTRUCTIONAL STRATEGIES</b> <small>Researched-based strategies</small>	<b>Literacy Integration</b> RH 6-8.4 Determine the meaning of words and phrases as they are used in text, including vocabulary specific to domains related to history/social studies. Complete the cloze passage vocabulary activity for homework.
	<b>Technology Integration</b> Teacher and students will use promethean board throughout the lesson

<b>OPENING</b> <small>Getting students ready to learn</small>	<b>Step 1: Teacher and students talk about what they will learn and do (<i>Communication of Learning Intentions</i>)</b> <b>SS6H7.b Students should be able to compare, and contrast with a 100% mastery level by the end of the unit; the Holocaust, the Cold War, and the rise of the Super Powers by using the Promethean Board, Thin Client Computers, and other social studies resources.</b> Direct students to the standard, essential questions, and enduring understandings Essential Questions: What are the major forms of government in Europe, and why are they important?
	<b>Step 2: How will you know when they have learned it? (<i>Communication of Success Criteria</i>)</b> Students will be able to <ul style="list-style-type: none"> <li>• Explain and assess their knowledge of The Holocaust, The Cold War, and World War II, and what led to the rise of the Super powers with 100% accuracy by the end of the unit; as they use the Promethean Board, Thin Client Computers, student text, and other social studies resources.</li> <li>• Bring in examples of rubrics that students have previously used from presentations, also share videos in relation in relation to Unitary, Confederation, and Federal Government.</li> </ul>
	<b>Step 3: Activating Approach/Warm Up/Engagement (<i>Build Commitment and Engagement</i>):</b> <b>CRCT Practice:</b> Which country is located on the continent of Europe? a. Timbuktu b. Germany c. Colombia d. Buenos Aires  Student will answer the question with partner: Why are Super Power Distinctions positive to have? Students will look at countries relative to Europe, and come up with as many countries as possible that possibly have had

	conflicts with another country on the same continent.	
	<p><b>Step 4: Give students new information (Teacher Presentation Strategies-includes Academic Vocabulary)</b> Teacher will: Introduce brief videos that cover the Cold War, World War II, The Holocaust, and Super Power Domination</p>	
	<p><b>Step 4: Give students new information (Teacher Presentation Strategies, Procedures, Exploration)</b> Using the Promethean Board students will view the presentation on the Holocaust, Cold War, World War II, and the Super Powers; they will highlight the major conflicts of each area of study, and write them down using a graphic organizer. Instruct the student to write down each area of study and record five facts they find interesting for each area of study; as it relates to the Holocaust, Cold War, World War II, and The Super Powers.</p>	
<b>CHALLENGE AND DIFFERENTIATION</b> Providing Rigor and	<p><b>Critical Thinking and Extension Questions (Differentiation and Academically Challenging Environment)</b> Instruct student to take out a blank sheet of paper. Have students write a paragraph that explains why they feel countries have conflict with each other; and have a partner to answer how conflicts can be solved peacefully.</p> <p>Differentiate: If students with disabilities are struggling on their own, strategically partner them with a strong learner to complete the activity.</p>	
	<p><b>Supporting Student Learning (Scaffolding and Accelerating Learning for Different Ability Levels)</b> Write about a conflict that is happening in the news now, then compare, and contrast that event with what has taken place during the historical development of Europe. Write this entry for an audience of young students. Discuss with teacher how tone and vocabulary should be adapted to the age and knowledge level of your audience.</p>	
<b>WORK PERIOD</b> Releasing students to do the work	<p><b>Step 5: Have students use the new information (Guided Practice )</b></p> <p>-The students will label and outline by way of a graphic organizer different conflicts that have shaped European History. -Read and complete European History Section in Georgia CRCT Test Prep</p>	
<b>CLOSING</b> Helping students make sense of their learning	<p><b>Step 6: Make sure they can do it (Closure, Summarizing Strategy)</b> Teacher will allow students to exchange various informational points about the video notes, and graphic organizers for the Holocaust, Cold War, World War II, and The Super Powers.</p>	
	<p><b>Step 7: Have students practice at home (Independent Practice)</b> Homework: -By way of review students will complete European Political and Physical Geography Activity Sheet/map -Begin work on Unit Tic Tac Toe assignments</p>	
<b>Lesson Plan</b> <b>Alignment of the Teacher Performance Standards with the Georgia Performance Standards</b>		
<b>Date: Unit 2- Day 2</b>	<b>Teacher:</b> W. Scott	<b>Developed By: W. Scott</b>
<b>Curriculum Area:</b> <b>Social Studies</b>	<b>Unit: Europe Today</b>	<b>Grade: 6</b>
<b>Lesson Focus: Structure and European Governments-European Conflict, and Change</b>		

**CCGPS Standard/Element(s):**

SS6H7 The student will explain conflict and change in Europe to the 21st century.

- b. Explain the impact of WWII in terms of the Holocaust, the origins of the Cold War, and the rise of Superpowers.

<b>INSTRUCTIONAL STRATEGIES</b> Researched-based strategies to engages student in active learning	<b>Literacy Integration</b> RH 6-8.4 Determine the meaning of words and phrases as they are used in text, including vocabulary specific to domains related to history/social studies. Complete the cloze passage vocabulary activity for homework.
	<b>Technology Integration</b>  Teacher and students will use promethean board throughout the lesson Animoto Video/Power Point
<b>OPENING</b> Getting students ready to learn	<b>Step 1: Teacher and students talk about what they will learn and do (Communication of Learning Intentions)</b> Direct students to the standard, essential questions, and enduring understandings Essential Questions: What are the major forms of government in Europe, and why are they important?
	<b>Step 2: How will you know when they have learned it? (Communication of Success Criteria)</b> Students will be able to Explain and assess their knowledge of The Holocaust, The Cold War, and World War II, and what led to the rise of the Super powers with 100% accuracy by the end of the unit; as they use the Promethean Board, Thin Client Computers, student text, and other social studies resources.
	<b>Step 3: Activating Approach/Warm Up/Engagement (Build Commitment and Engagement):</b> <u>CRCT Practice:</u> Which countries were once known to be Super Powers? a. Italy and Russia b. Ukraine and Spain c. United States and Russia d. United Kingdom and France  Students will look at a video/power point that has pictures of each of The Holocaust, Cold War, World War II, and The Super Powers. Students will be asked to write down questions from the video/power point.
	<b>Step 4: Give students new information (Teacher Presentation Strategies-includes Academic Vocabulary)</b> Danube River, Rhine River, English Channel, Mediterranean Sea, European Plain, the Alps, Pyrenees, Ural Mountains, Iberian Peninsula, and Scandinavian Peninsula, Russia, United Kingdom, Spain, France, Belgium, Germany, Poland, Ukraine, Italy, the Holocaust, Cold War, World War II, Super Powers.
	<b>Step 4: Give students new information (Teacher Presentation Strategies, Procedures, Exploration)</b> Using the Promethean Board students will view the presentation on the Holocaust, Cold War, World War II, and the Super Powers; they will highlight the major conflicts of each area of study, and write them down using a graphic organizer. Instruct the student to write down each area of study and record five facts they find interesting for each area of study; as it relates to the Holocaust, Cold War, World War II, and The Super Powers.
<b>CHALLENGE AND DIFFERENTIATI</b> Providing Rigor	<b>Critical Thinking and Extension Questions (Differentiation and Academically Challenging Environment)</b>  What leads to conflict, and what could possible resolutions entail? Why? How might countries once defeated, end up having power to sustain their society, and economy?

<b>HALL NGE AND</b>	<p><b>Supporting Student Learning (<i>Scaffolding and Accelerating Learning for Different Ability Levels</i>)</b></p> <p><i>Have students imagine they were a part of the Holocaust, Cold War, World War II, and The Super Powers. Have them write a descriptive paragraph based upon their environment and different people during that time.</i></p>
<b>WORK PERIOD</b> releasing students to do the work	<p><b>Step 5: Have students use the new information (<i>Guided Practice</i>)</b></p> <p><i>-The students will label and outline by way of a graphic organizer different conflicts that have shaped European History.</i>  <i>-Read and complete European History Section in Georgia CRCT Test Prep</i></p>
<b>CLOSING</b> Helping students make sense of their learning	<p><b>Step 6: Make sure they can do it (<i>Closure, Summarizing Strategies</i>)</b></p> <p>Teacher will allow students to exchange various informational points about the video notes, and graphic organizers for the Holocaust, Cold War, World War II, and The Super Powers.</p>
	<p><b>Step 7: Have students practice at home (<i>Independent Practice</i>)</b></p> <p>Homework:</p> <p>-By way of review students will complete European Political and Physical Geography Activity Sheet/map          -Begin work on Unit Tic Tac Toe assignments</p>

### Lesson Plan

#### Alignment of the Teacher Performance Standards with the Georgia Performance Standards

<b>Date: Unit 2- Day 3</b>	<b>Teacher:</b> W. Scott	<b>Developed By: W. Scott</b>
<b>Curriculum Area:</b> <b>Social Studies</b>	<b>Unit: Europe Today</b>	<b>Grade: 6</b>

**Lesson Focus:**  
**Structure and European Governments-European Conflict, and Change**

**CCGPS Standard/Element(s):** SS6H7 The student will explain conflict and change in Europe to the 21st century.  
**c. Explain how the collapse of the Soviet Union led to the end of the Cold War and German reunification.**

<b>INSTRUCTIONAL STRATEGIES</b> Researched-based strategies	<p><b>Literacy Integration</b></p> <p>ELACC6-8RH7: Integrate visual information (eg in charts, graphs, photographs, videos, or maps) with other information in print and digit texts. View the power point presentation.</p>
	<p><b>Technology Integration</b></p> <p>The students will use classroom computers to assist with information for The Holocaust, Cold War, World War II, and The Super Powers <a href="https://www.cia.gov/library/publications/the-world-factbook/">https://www.cia.gov/library/publications/the-world-factbook/</a>, <a href="http://www.youtube.com">http://www.youtube.com</a></p>

<p>o engages student in active learning</p>	
<p><b>OPENING</b> Getting students ready to learn</p>	<p><b>Step 1: Teacher and students talk about what they will learn and do (<i>Communication of Learning Intentions</i>)</b> Direct students to the standard, essential questions, and enduring understandings</p> <p>Essential Questions: How do the factors of conflict, change, and government lead to various rules that impact society?</p> <hr/> <p><b>Step 2: How will you know when they have learned it? (<i>Communication of Success Criteria</i>)</b> Students will be able to Explain how the collapse of the Soviet Union led to the end of the Cold War and German reunification with 100% accuracy by the end of the unit; as they use the Promethean Board, Thin Client Computers, student text, and other social studies resources.</p> <hr/> <p><b>Step 3: Activating Approach/Warm Up/Engagement (<i>Build Commitment and Engagement</i>):</b> <u>CRCT Practice:</u> On which two countries does the Iberian Peninsula lay? A. Portugal and Spain B. Spain and France C. Germany &amp; Poland D. Germany and Ukraine</p> <p>Teacher will put up two photos side by side (the Holocaust, and World War II). Students will be asked to compare and contrast the two photos.</p> <hr/> <p><b>Step 4: Give students new information (<i>Teacher Presentation Strategies-includes Academic Vocabulary</i>)</b> <b>Danube River, Rhine River, English Channel, Mediterranean Sea, European Plain, the Alps, Pyrenees, Ural Mountains, Iberian Peninsula, and Scandinavian Peninsula, Russia, United Kingdom, Spain, France, Belgium, Germany, Poland, Ukraine, Italy, the Holocaust, Cold War, World War II, Super Powers, reunification</b></p> <hr/> <p><b>Step 4: Give students new information (<i>Teacher Presentation Strategies, Procedures, Exploration</i>)</b> Use Promethean to view power point presentation: "The Holocaust, Cold War, World War II, and The Super Powers"</p>
<p><b>CHALLENGE AND DIFFERENTIATION</b> Providing Rigor and Differentiation</p>	<p><b>Critical Thinking and Extension Questions (<i>Differentiation and Academically Challenging Environment</i>)</b></p> <p>Analyze the Holocaust, and World War II. On a separate sheet of paper, create the same categories for your county town or city. Fill out the category to the best of your knowledge. Finally, answer the following questions in complete sentences: What advantages and disadvantages do your city, town or county face in relation to the Holocaust, and World War II. How are those conflicts solved in your community? Finally, why do you think most people in your city choose to live where they live; even though conflicts take place?</p> <hr/> <p><b>Supporting Student Learning (<i>Scaffolding and Accelerating Learning for Different Ability Levels</i>)</b></p> <p><i>Have students imagine they were a part of the Holocaust, Cold War, World War II, and The Super Powers. Have them write a descriptive paragraph based upon their environment and different people during that time.</i></p>



<b>WORK PERIOD</b> releasing students to do the work	<p><b>Step 5: Have students use the new information (<i>Guided Practice</i>)</b></p> <p>-Have students complete the Holocaust, Cold War, World War II, and Super Power Worksheet. Allow them to use the CIA World Fact Book (<a href="http://www.cia.gov/library/publications/the-world-factbook">www.cia.gov/library/publications/the-world-factbook</a>), and other social studies resources.</p> <p>-Read pages 118-122 Answer the questions on pages 119, 121, 122 #'s 300-314 Read pages that are in relation to the conflicts that surround the Holocaust, Cold War, World War II, and The Super Powers.</p>
<b>CLOSING</b> Helping students make sense of their learning	<p><b>Step 6: Make sure they can do it (<i>Closure, Summarizing Strategies</i>)</b></p> <p>Students will share out about their research comparing the two themes.</p>
	<p><b>Step 7: Have students practice at home (<i>Independent Practice</i>)</b></p> <p>Comparing The Holocaust, and World War II Homework Assignment question 1-7</p>

### Lesson Plan

#### Alignment of the Teacher Performance Standards with the Georgia Performance Standards

<b>Date: Unit 2- Day 4</b>	<b>Teacher:</b> W. Scott	<b>Developed By: W. Scott</b>
<b>Curriculum Area:</b> <b>Social Studies</b>	<b>Unit: Europe Today</b>	<b>Grade: 6</b>

**Lesson Focus:**  
**Structure and European Governments-European Conflict, and Change**

**CCGPS Standard/Element(s):**  
CCGPS Standard/Element(s): SS6H7 The student will explain conflict and change in Europe to the 21st century.  
c. Explain how the collapse of the Soviet Union led to the end of the Cold War and German reunification.

<b>INSTRUCTIONAL STRATEGIES</b> Researched-based strategies	<p><b>Literacy Integration</b></p> <p>ELACC6-8RH7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. View the power point presentation.</p>
	<p><b>Technology Integration</b></p> <p>The students will use classroom computers to assist with the Holocaust, Cold War, World War II, and The Super Powers Activity. <a href="https://www.cia.gov">https://www.cia.gov</a></p>

<p>o engages student in active learning</p>	
<p><b>OPENING</b> Getting students ready to learn</p>	<p><b>Step 1: Teacher and students talk about what they will learn and do (<i>Communication of Learning Intentions</i>)</b> Direct students to the standard, essential questions, and enduring understandings Essential Questions: How do the factors of conflict, change, and government lead to various rules that impact society?</p> <p><b>Step 2: How will you know when they have learned it? (<i>Communication of Success Criteria</i>)</b> Students will be able to Explain how the collapse of the Soviet Union led to the end of the Cold War and German reunification with 100% accuracy by the end of the unit; as they use the Promethean Board, Thin Client Computers, student text, and other social studies resources.</p> <p><b>Step 3: Activating Approach/Warm Up/Engagement (<i>Build Commitment and Engagement</i>):</b> CRCT Practice: Which makes the United Kingdom ideal for international banking? A. Airports B. Climate C. Location D. natural resources</p> <p>Teacher will put up a covered picture and slowly uncover a piece at a time allowing students to speculate about what they are getting ready to see.</p> <p><b>Step 4: Give students new information (<i>Teacher Presentation Strategies-includes Academic Vocabulary</i>)</b> Danube River, Rhine River, English Channel, Mediterranean Sea, European Plain, the Alps, Pyrenees, Ural Mountains, Iberian Peninsula, and Scandinavian Peninsula, Russia, United Kingdom, Spain, France, Belgium, Germany, Poland, Ukraine, Italy, the Holocaust, Cold War, World War II, Super Powers, reunification</p> <p><b>Step 4: Give students new information (<i>Teacher Presentation Strategies, Procedures, Exploration</i>)</b> Use a promethean to view power point presentation for the Holocaust, Cold War, World War II, and Super Powers.</p>
<p><b>CHALLENGE AND DIFFERENTIATION</b> Providing Rigor and</p>	<p><b>Critical Thinking and Extension Questions (<i>Differentiation and Academically Challenging Environment</i>)</b> Allow academically challenged students to work in small groups.</p> <p><b>Supporting Student Learning (<i>Scaffolding and Accelerating Learning for Different Ability Levels</i>)</b> <i>Have students imagine they were a part of the Holocaust, Cold War, World War II, and The Super Powers. Have them write a descriptive paragraph based upon their environment and different people during that time.</i></p>

Differentiation	
<b>WORK PERIOD</b> Releasing students to do the work	<b>Step 5: Have students use the new information (Guided Practice )</b> Have students complete the United Kingdom and Russia Comparison Chart. Allow them to use the CIA World Fact Book ( <a href="http://www.cia.gov/library/publications/the-world-factbook">www.cia.gov/library/publications/the-world-factbook</a> ). -Read pages 121-127 Answer the questions on pages 121, 122, 123, 125, 127 #'s 311-325
<b>CLOSING</b> Helping students make sense of their learning	<b>Step 6: Make sure they can do it (Closure, Summarizing Strategy)</b>  Teacher will ask students to share out from their research.
	<b>Step 7: Have students practice at home (Independent Practice)</b> -Students will review notes in preparation for tomorrow's quiz on the Holocaust, Cold War, World War II, and The Super Powers. . -Work on differentiated Tic Tac Toe assignments

Lesson Plan		
Alignment of the Teacher Performance Standards with the Georgia Performance Standards		
Date: Unit 2- Day 5	Teacher: W. Scott	Developed By: W. Scott
Curriculum Area: Social Studies	Unit: Europe Today	Grade: 6
Lesson Focus: Quiz & Differentiated Project Time		
CCGPS Standard/Element(s): SS6G6 & SS6G10 Elements A & B		

**Literacy Integration**

**Technology Integration**

The students will use classroom computers to assist with differentiated Tic Tac Toe assignments.

strategies to engage student in active learning	
<b>OPENING</b> Getting students ready to learn	<b>Step 1: Teacher and students talk about what they will learn and do (<i>Communication of Learning Intentions</i>)</b>
	<b>Step 2: How will you know when they have learned it? (<i>Communication of Success Criteria</i>)</b>  100% of students will pass the European Geography Quiz and Conflicting Power Assessment
	<b>Step 3: Activating Approach/Warm Up/Engagement (<i>Build Commitment and Engagement</i>):</b>  Give students 5 mins to prepare for quiz
	<b>Step 4: Give students new information (<i>Teacher Presentation Strategies-includes Academic Vocabulary</i>)</b>
	<b>Step 4: Give students new information (<i>Teacher Presentation Strategies, Procedures, Exploration</i>)</b>
<b>CHALLENGE AND DIFFERENTIATION</b> Providing Rigor and Differentiation	<b>Critical Thinking and Extension Questions (<i>Differentiation and Academically Challenging Environment</i>)</b>
	<b>Supporting Student Learning (<i>Scaffolding and Accelerating Learning for Different Ability Levels</i>)</b>
<b>WORK PERIOD</b> releasing students to do the work	<b>Step 5: Have students use the new information (<i>Guided Practice</i> )</b>  <i>Students will take quiz and then use the rest of class to work on differentiated tic tac toe activities.</i>

**CLOSING**

Helping students make sense of their learning

**Step 6: Make sure they can do it (Closure, Summarizing Strategy)**

-Review Test with Students

**Step 7: Have students practice at home (Independent Practice)**

-Work on differentiated tic tac assignments  
 -Work on Unit Performance Assessment

**Lesson Plan****Alignment of the Teacher Performance Standards with the Georgia Performance Standards****Date: Unit 1- Day 6****Teacher:**  
W. Scott**Developed By: W. Scott****Curriculum Area:**  
**Social Studies****Unit: Europe Today****Grade: 6****Lesson Focus:****Structure and European Governments-European Conflict, and Change****CCGPS Standard/Element(s):** SS6CG4 The student will compare and contrast various forms of government.

a. Describe the ways government systems distribute power: unitary, confederation, and federal.

**INSTRUC**  
**TIONAL**  
**STRATE**  
research**Literacy Integration ELACC6-8RH7 Integrate visual information with other information in print and digital texts. Students will create to depict languages spoken in European countries**

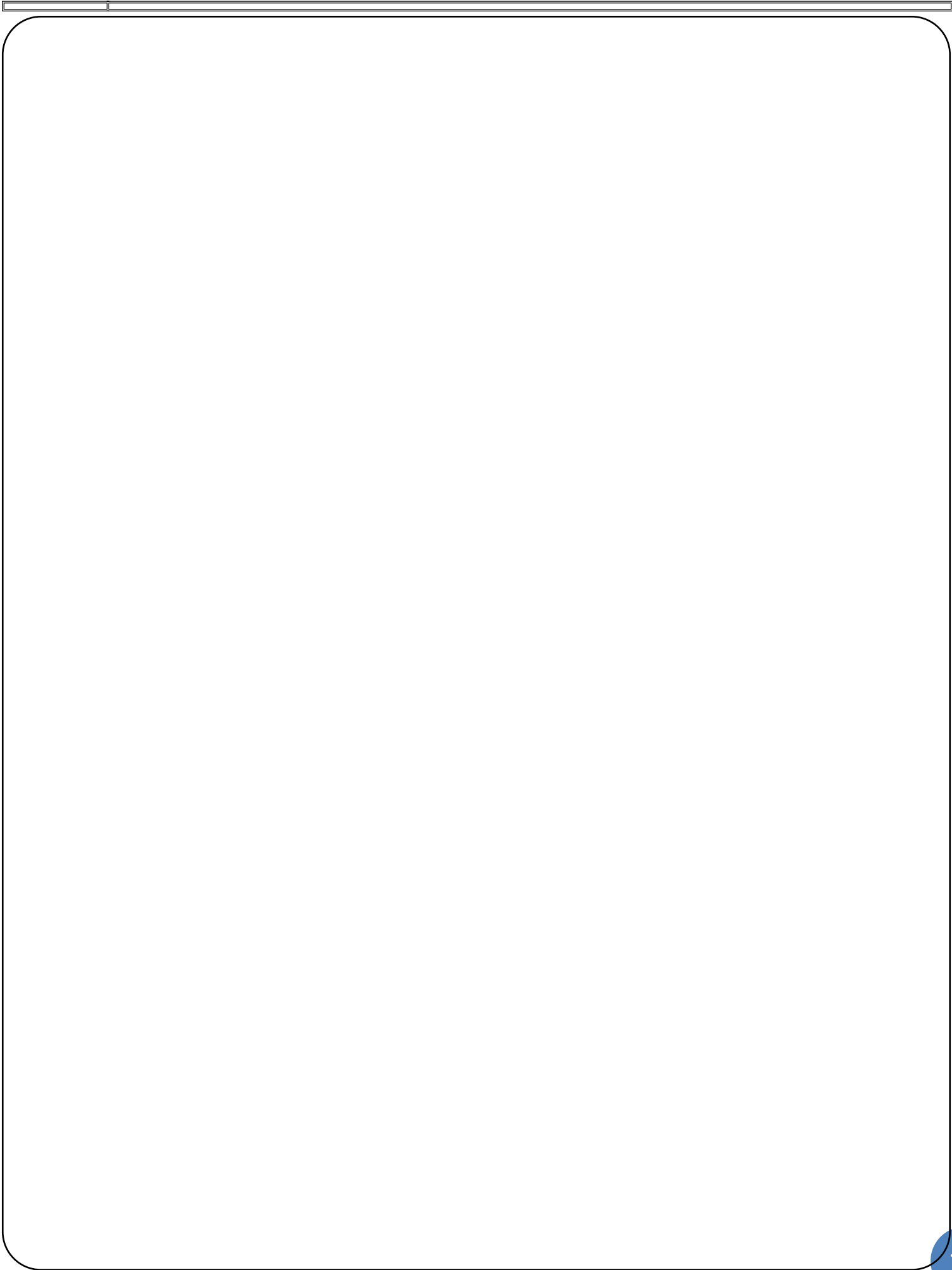
<b>INSTRUCTIONAL STRATEGIES</b> Researched-based	<b>Technology Integration</b>  <b>Students will use classroom computers to research information to complete chart.</b>
<b>OPENING</b> Getting students ready to learn	<b>Step 1: Teacher and students talk about what they will learn and do (<i>Communication of Learning Intentions</i>)</b> Direct students to the standard, essential questions, and enduring understandings Essential Questions: How are various forms of government established, and what rules govern them?
	<b>Step 2: How will you know when they have learned it? (<i>Communication of Success Criteria</i>)</b>  Students will be to tell why the five countries listed in the standard developed unique cultural characteristic and how those characteristics affect current practices of each nation.
	<b>Step 3: Activating Approach/Warm Up/Engagement (<i>Build Commitment and Engagement</i>):</b>  <u>CRCT Practice:</u> Which type of government is similar to the United States? A. Unitary B. Federal C. Confederation D. Autocratic  Use the CIA website/power point presentation/flip chart to cover various types of government
	<b>Step 4: Give students new information (<i>Teacher Presentation Strategies-includes Academic Vocabulary</i>)</b> <i>Unitary, Federal, Confederation, Autocratic, Democratic</i>
	<b>Step 4: Give students new information (<i>Teacher Presentation Strategies, Procedures, Exploration</i>)</b>  View power point presentation on ""Government Distinctions""
<b>HALLENGE AND</b> oviding	<b>Critical Thinking and Extension Questions (<i>Differentiation and Academically Challenging Environment</i>)</b>  <i>Have students generate a list of 3 challenges you may face having one type of government over another. List two major countries similar to the United States. Finally, give one reason why governments differ in their politics?</i>





Differentiation	
	<p><b>Step 5: Have students use the new information (<i>Guided Practice</i>)</b></p> <ul style="list-style-type: none"><li>-The students will create a chart comparing the various forms of government in regard to how Europe has evolved.</li><li>-Read pages in GCRCT Prep Book, and answer the various types of governmental questions.</li></ul>





















<b>CLOSING</b> Helping students make sense of their learning	<b>Step 6: Make sure they can do it (Closure, Summarizing Strategy)</b>  Discuss as a class the effect of having multiple forms of government.
	<b>Step 7: Have students practice at home (Independent Practice)</b> -Work on Performance Task -Work on Differentiated Tic Tac Toe activities

**Lesson Plan**

**Alignment of the Teacher Performance Standards with the Georgia Performance Standards**

<b>Date: Unit 2- Day 7</b>	<b>Teacher:</b> W. Scott	<b>Developed By: W. Scott</b>
<b>Curriculum Area:</b> Social Studies	<b>Unit: Europe Today</b>	<b>Grade: 6</b>

**Lesson Focus:**  
**Structure and European Governments-European Conflict, and Change**

**CCGPS Standard/Element(s):** SS6CG4 The student will compare and contrast various forms of government.  
 a. Describe the ways government systems distribute power: unitary, confederation, and federal.

<b>INSTRUCTIONAL STRATEGIES</b> Researched-based strategies	<b>Literacy Integration</b> <b>LITCC6-8RHSS10 By the end of grade 8, read and comprehend history/social studies texts in the grade 6-8 text complexity band independently and proficiently</b>
	<b>Technology Integration</b>  <b>Promethean board for interactive PowerPoint</b>

<p>o engages student in active learning</p>	
<p><b>OPENING</b> Getting students ready to learn</p>	<p><b>Step 1: Teacher and students talk about what they will learn and do (<i>Communication of Learning Intentions</i>)</b> Direct students to the standard, essential questions, and enduring understandings Essential Questions: What is the difference between the federal government, and unitary government?</p> <p><b>Step 2: How will you know when they have learned it? (<i>Communication of Success Criteria</i>)</b> a. Describe the ways government systems distribute power: unitary, confederation, and federal.</p> <p><b>Step 3: Activating Approach/Warm Up/Engagement (<i>Build Commitment and Engagement</i>):</b>  United Streaming video “Various Forms of Government”</p> <p><b>Step 4: Give students new information (<i>Teacher Presentation Strategies-includes Academic Vocabulary</i>)</b>  Unitary Government, Federal Government, Autocratic Government, Confederation Government</p> <p><b>Step 4: Give students new information (<i>Teacher Presentation Strategies, Procedures, Exploration</i>)</b>  <i>Teacher and students will go through an interactive PowerPoint.</i></p>
<p><b>WORK PERIOD</b> releasing students to do the work</p>	<p><b>Step 5: Have students use the new information (<i>Guided Practice</i> )</b>  <i>Level 1: Reading from Essentials by Carole Marsh</i> <i>Level 2: Clarimont Press pages on government.</i> <i>Level 3: Taking the data from 5 countries creates a bar chart showing the various forms of government. At the bottom of the page you need to write a paragraph explaining the relationship between each one, as well.</i></p>

<b>CLOSING</b> Helping students make sense of their learning	<b>Step 6: Make sure they can do it (Closure, Summarizing Strategy)</b>  Select a few students to answer the essential question for the day
	<b>Step 7: Have students practice at home (Independent Practice)</b> <i>-Students should work on Performance Assessment</i>

**Lesson Plan**

**Alignment of the Teacher Performance Standards with the Georgia Performance Standards**

<b>Date: Unit 2- Day 8-10</b>	<b>Teacher:</b> W. Scott	<b>Developed By: W. Scott</b>
<b>Curriculum Area:</b> Social Studies	<b>Unit: Europe Today</b>	<b>Grade: 6</b>
<b>Lesson Focus:</b> Religions of Europe		
<b>CCGPS Standard/Element(s):</b> Structure and European Governments-European Conflict, and Change		

<b>INSTRUCTIONAL STRATEGIES</b> Researched-based strategies	<b>Literacy Integration</b> <b>LITCC6-8RHSS10</b> By the end of grade 8, read and comprehend history/social studies texts in the grade 6-8 text complexity band independently and proficiently
	<b>Technology Integration</b>  <b>Promethean board for interactive PowerPoint.</b> <b>Class computers for research and to create Animotos</b>

o engages student in active learning	
<b>OPENING</b> Getting students ready to learn	<b>Step 1: Teacher and students talk about what they will learn and do (<i>Communication of Learning Intentions</i>)</b> Direct students to the standard, essential questions, and enduring understandings Essential Questions: What are the characteristics of the Federal, Unitary, and Confederation government?
	<b>Step 2: How will you know when they have learned it? (<i>Communication of Success Criteria</i>)</b> Students will be able to compare, and contrast the various forms of government with 100% accuracy by end of unit.
	<b>Step 3: Activating Approach/Warm Up/Engagement (<i>Build Commitment and Engagement</i>):</b> CRCT Test Prep: A literate person in a developed country is most likely to have all EXCEPT? A. Health care B. Technology c. A high paying job D. uneducated children  Students will look at a collage picture of the three governments and be asked to identify aspects that they recognize.
	<b>Step 4: Give students new information (<i>Teacher Presentation Strategies-includes Academic Vocabulary</i>)</b>  Unitary, Confederation, Federal, and Autocratic  <b>Step 4: Give students new information (<i>Teacher Presentation Strategies, Procedures, Exploration</i>)</b>  <i>-Students will watch a video that highlights each form of government.</i> <i>-Students will participate in an interactive Promethean lesson on the various forms of government.</i>
<b>WORK PERIOD</b> Releasing students to do the work	<b>Step 5: Have students use the new information (<i>Guided Practice</i> )</b>  <i>Level 1: Forms of Government pages by Carole Marsh</i> <i>Level 2: Government Pages by Clarimont Press</i> <i>Level 3: Government PowerPoint</i>

**CLOSING**

Helping students make sense of their learning

**Step 6: Make sure they can do it (*Closure, Summarizing Strategy*)**

Select a few students to answer the essential question for the day

**Step 7: Have students practice at home (*Independent Practice*)**

*-Students should work on Performance Assessment*

*-Students should work on differentiated tic tac toe activities*