Monday, January 06, 2014	Tuesday, January 07, 2014	Wednesday, January 08, 2014	Thursday, January 09, 2014	Friday, January 10, 2014
Day 78	Day 79	Day 80	Day 81	Day 82

Monday, January 06, 2014 Day 78	Tuesday, January 07, 2014 Day 79	Wednesday, January 08, 2014 Day 80	Thursday, January 09, 2014 Day 81	Friday, January 10, 2014 Day 82
Social Studies, Grade 6	Social Studies, Grade 6	Social Studies, Grade 6	Social Studies, Grade 6	Social Studies, Grade 6

Monday	Tuesday	Wednesday	Thursday	Friday
The student is expected to... » trace characteristics of various contemporary societies in regions that resulted from historical events or factors such as invasion, conquests, colonization, immigration, and trade.[6.1A] » analyze the historical background of various contemporary societies to evaluate relationships between past conflicts and current conditions.[6.1B] » identify and describe the influence of individual or group achievements on various historical or contemporary societies such as the classical Greeks on government and the American Revolution on the French Revolution.[6.2A] » evaluate the social, political, economic, and cultural contributions of individuals and groups from various societies, past and present.[6.2B] » describe ways in which technology influences human interactions with the environment such as humans building dams for flood control.[6.7C] » compare ways in which various societies organize the production and distribution of goods and services.[6.9A] » define culture and the common traits that unify a culture region.[6.15A] » evaluate the impact of improved communication technology among cultures.[6.17C] » explain the relationships that exist between societies and their architecture, art, music, and literature.[6.18A] » explain the relationship among religious ideas, philosophical ideas, and cultures. [6.19A] » give examples of scientific discoveries and technological innovations, including the roles of scientists and inventors, that have transcended the boundaries of societies and have shaped the world. [6.20A] » analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions. [6.21B] » identify different points of view about an issue or current topic.[6.21D] » create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies based on research.[6.22D] » use standard grammar, spelling,	The student is expected to... » trace characteristics of various contemporary societies in regions that resulted from historical events or factors such as invasion, conquests, colonization, immigration, and trade.[6.1A] » analyze the historical background of various contemporary societies to evaluate relationships between past conflicts and current conditions.[6.1B] » identify and describe the influence of individual or group achievements on various historical or contemporary societies such as the classical Greeks on government and the American Revolution on the French Revolution.[6.2A] » evaluate the social, political, economic, and cultural contributions of individuals and groups from various societies, past and present.[6.2B] » describe ways in which technology influences human interactions with the environment such as humans building dams for flood control.[6.7C] » compare ways in which various societies organize the production and distribution of goods and services.[6.9A] » define culture and the common traits that unify a culture region.[6.15A] » evaluate the impact of improved communication technology among cultures.[6.17C] » explain the relationships that exist between societies and their architecture, art, music, and literature.[6.18A] » explain the relationship among religious ideas, philosophical ideas, and cultures. 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[6.21B] » incorporate main and supporting ideas in verbal and written communication based on research.[6.22B] » create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies based on research.[6.22D] » trace characteristics of various contemporary societies in regions that resulted from historical events or factors such as invasion, conquests, colonization, immigration, and trade.[6.1A] » identify and describe the influence of individual or group achievements on various historical or contemporary societies such as the classical Greeks on government and the American Revolution on the French Revolution.[6.2A] » identify and give examples of governments with rule by one, few, or many.[6.12A] » define culture and the common traits that unify a culture region.[6.15A] » identify and explain examples of conflict and cooperation between and among cultures.[6.15F] » identify and describe how culture traits such as trade, travel, and war spread. [6.17A] Lesson Plan Template How Will You Cause Learning Today? UNIT Europe GRADE 6 TOPIC The French Revolution DATE Monday, Jan. 14, 2013 LENGTH 1 day	The student is expected to... » trace characteristics of various contemporary societies in regions that resulted from historical events or factors such as invasion, conquests, colonization, immigration, and trade.[6.1A] » analyze the historical background of various contemporary societies to evaluate relationships between past conflicts and current conditions.[6.1B] » identify and describe the influence of individual or group achievements on various historical or contemporary societies such as the classical Greeks on government and the American Revolution on the French Revolution.[6.2A] » describe ways in which the factors of production (natural resources, labor, capital, and entrepreneurs) influence the economies of various contemporary societies.[6.8A] » identify and explain examples of conflict and cooperation between and among cultures.[6.15F] » identify and describe how culture traits such as trade, travel, and war spread. [6.17A] » identify examples of positive and negative effects of cultural diffusion. [6.17E] » identify and define the impact of cultural diffusion on individuals and world societies.[6.17D] » explain how resources, belief systems, economic factors, and political decisions have affected the use of technology. [6.20B] » create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies based on research.[6.22D] » analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions. [6.21B] » identify different points of view about an issue or current topic.[6.21D] Lesson Plan Template How Will You Cause Learning Today?	The student is expected to... » trace characteristics of various contemporary societies in regions that resulted from historical events or factors such as invasion, conquests, colonization, immigration, and trade.[6.1A] » analyze the historical background of various contemporary societies to evaluate relationships between past conflicts and current conditions.[6.1B] » identify and describe the influence of individual or group achievements on various historical or contemporary societies such as the classical Greeks on government and the American Revolution on the French Revolution.[6.2A] » describe ways in which the factors of production (natural resources, labor, capital, and entrepreneurs) influence the economies of various contemporary societies.[6.8A] » identify and explain examples of conflict and cooperation between and among cultures.[6.15F] » identify and describe how culture traits such as trade, travel, and war spread. 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sentence structure, and punctuation. [6.22E]
 	
Lesson Plan Template
How Will
  You Cause Learning Today?
UNIT
Europe
GRADE
6
 	
TOPIC
Main Events of
  the Dark Ages
DATE
1/6-7/2013
LENGTH
2 days
Essential
Questions: What are the major events of the Middle Ages? How did this progress affect technology, human development and relate to matters of faith? What wars changed the face of the world?
 	
TEKS covered in this lesson:
6.1A Trace characteristics of
  various contemporary societies in regions that resulted from historical
  events or factors such as invasion, conquests, colonization, immigration, and
  trade; and
6.1B Analyze the historical
  background of various contemporary societies to evaluate relationships
  between past conflicts and current conditions.
6.2A Identify and describe the influence of
  individual or group achievements on various historical or contemporary
  societies
6.2B Evaluate the social, political, economic,
  and cultural contributions of individuals and groups from various societies,
  past and present.
6.7C Describe ways in which technology
  influences human interactions with the environment such as humans building
  dams for flood control.
6.9A Compare ways in which various societies
  organize the production and distribution of goods and services;
6.15A Define culture and the common traits that
  unify a culture region;
	sentence structure, and punctuation. [6.22E]
	
	Lesson Plan Template
	How Will
	  You Cause Learning Today?
	UNIT
	Europe
	GRADE
	6
	
	TOPIC
	Main Events of
	  the Dark Ages
	DATE
	1/6-7/2013
	LENGTH
	2 days
	Essential
	Questions: What are the major events of the Middle Ages? How did this progress affect technology, human development and relate to matters of faith? What wars changed the face of the world?
	
	TEKS covered in this lesson:
	6.1A Trace characteristics of
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	  and cultural contributions of individuals and groups from various societies,
	  past and present.
	6.7C Describe ways in which technology
	  influences human interactions with the environment such as humans building
	  dams for flood control.
	6.9A Compare ways in which various societies
	  organize the production and distribution of goods and services;
	6.15A Define culture and the common traits that
		Essential
		Questions: What were the causes of the French Revolution? How did the American
		Revolution affect the French Revolution? What were the events during the French Revolution?
		
		TEKS covered in this lesson:
		6.1A Trace characteristics of various
		  contemporary societies in regions that resulted from historical events or
		  factors such as invasion, conquests, colonization, immigration, and trade;
		  and
		6.2A Identify and describe the influence of
		  individual or group achievements on various historical or contemporary
		  societies such as the classical Greeks on government and the American
		  Revolution on the French Revolution
		6.12A Identify and give examples of governments
		  with rule by one, few, or many;
		6.15A Define culture and the common traits that
		  unify a culture region;
		6.15 F Identify and explain examples of conflict
		  and cooperation between and among cultures
		6.17A Identify and describe how culture traits
		  such as trade, travel, and war spread
		6.21B Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing,
		  contrasting, finding the main idea, summarizing, making generalizations and
		  predictions, and drawing inferences and conclusions.
		6.22B Incorporate main and supporting ideas in
		  verbal and written communication based on research
		6.22D Create written and visual material such as
		  journal entries, reports, graphic organizers, outlines, and bibliographies
		  based on research;
		
		Objective of the Lesson
		A
		  statement or statements of what students will be able to do AS A RESULT of
		  rather than AS PART OF the lesson. The
		  objective should be observable, behavioral, and measurable.
			UNIT
			Europe
			GRADE
			6
			
			TOPIC
			Renaissance
			  and Industrialization
			DATE
			1/9-10/2013
			LENGTH
			2 days
			Essential
			Questions: What is the Renaissance? What
			changes did it bring?
			What is the
			Industrial Revolution? How did it change society?
			
			Objective of the Lesson
			A
			  statement or statements of what students will be able to do AS A RESULT of
			  rather than AS PART OF the lesson. The
			  objective should be observable, behavioral, and measurable.
			Since
			  an objective is a statement of a NEW learning outcome, a Before-During-After
			  sequence is required for each objective.
			
			SWBAT: Analyze the problems
			  of the Middle Ages and the changes of the Renaissance as well as the changes
			  of the Industrial Revolution.
			
			ASSESSMENT of the OBJECTIVES
			Describe
			  how you will collect evidence that individual
			  students have indeed met the lesson objectives.
			Completing
			  Cornell notes
			
			BEFOREREADING,
			  Viewing, or Listening
			
			TEACHER
			STUDENTS
			
			·focusing attention, laying
			  groundwork, creating interest, sparking
				You Cause Learning Today?
				UNIT
				Europe
				GRADE
				6
				
				TOPIC
				Renaissance
				  and Industrialization
				DATE
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				SWBAT: Analyze the problems
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				  of the Industrial Revolution.
				
				ASSESSMENT of the OBJECTIVES
				Describe
				  how you will collect evidence that individual
				  students have indeed met the lesson objectives.
				Completing
				  Cornell notes
				
				BEFOREREADING,
				  Viewing, or Listening
				
				TEACHER
				STUDENTS
				
				·focusing attention, laying

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6.17C Evaluate the impact of improved communication technology among cultures;	unify a culture region;	Since an objective is a statement of a NEW learning outcome, a Before-During-After sequence is required for each objective.	curiosity…think of it as setting the stage/setting them up for success	groundwork, creating interest, sparking curiosity…think of it as setting the stage/setting them up for success
6.18A Explain the relationships that exist between societies and their architecture, art, music, and literature.	6.17C Evaluate the impact of improved communication technology among cultures;		·make sure students "get" the purpose (not just agenda) of today; what it will result in or lead to; the "why" of what they'll be doing	·make sure students "get" the purpose (not just agenda) of today; what it will result in or lead to; the "why" of what they'll be doing
6.19A Explain the relationship among religious ideas, philosophical ideas, and cultures	6.18A Explain the relationships that exist between societies and their architecture, art, music, and literature.	SWBAT: Discuss the causes and events of the French Revolution as well as how it was affected by the American Revolution	·strategies to get STUDENTS thinking about what they already know ·cause STUDENTS to bring to mind similar ways of thinking, an analogous idea, or previously-learned content or concepts	·strategies to get STUDENTS thinking about what they already know ·cause STUDENTS to bring to mind similar ways of thinking, an analogous idea, or previously-learned content or concepts
6.19B Explain how resources, belief systems, economic factors, and political decisions have affected the use of technology	6.19A Explain the relationship among religious ideas, philosophical ideas, and cultures		·STUDENTS are caused to think about that element of today's learning that is most close to or familiar to them	·STUDENTS are caused to think about that element of today's learning that is most close to or familiar to them
6.21B Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.	6.19B Explain how resources, belief systems, economic factors, and political decisions have affected the use of technology	ASSESSMENT of the OBJECTIVES Describe how you will collect evidence that individual students have indeed met the lesson objectives.	·	·
6.21D Identify different points of view about an issue or current topic.	6.21B Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.	Completing Timeline and summary	OER in journals: What is the absolute location of Florence, Italy?	OER in journals: What is the absolute location of Florence, Italy?
6.22D Create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies based on research;	6.21D Identify different points of view about an issue or current topic.	BEFOREREADING, Viewing, or Listening	DURINGREADING, Viewing, or Listening ·strategy(ies) for active engagement with the new content that's coming	DURINGREADING, Viewing, or Listening ·strategy(ies) for active engagement with the new content that's coming
6.22E Use standard grammar, spelling, sentence structure, and punctuation	6.22D Create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies based on research;	TEACHER STUDENTS	·what are students doing WHILE reading, viewing, or listening?	·what are students doing WHILE reading, viewing, or listening?
	6.22E Use standard grammar, spelling, sentence structure, and punctuation	·focusing attention, laying groundwork, creating interest, sparking curiosity…think of it as setting the stage/setting them up for success	Have students view the following Youtube videos: The Renaissance: an introduction by jeremymarx, Renaissance Man by historyteachers and Turning Points in History – Industrial Revolution by AllHistories. Have them take Cornell notes based on these videos. Show twice if needed.	Have students view the following Youtube videos: The Renaissance: an introduction by jeremymarx, Renaissance Man by historyteachers and Turning Points in History – Industrial Revolution by AllHistories. Have them take Cornell notes based on these videos. Show twice if needed.
Objective of the Lesson A statement or statements of what students will be able to do AS A RESULT of rather than AS PART OF the lesson. The objective should be observable, behavioral, and measurable.	Objective of the Lesson A statement or statements of what students will be able to do AS A RESULT of rather than AS PART OF the lesson. The objective should be observable, behavioral, and measurable.	·make sure students "get" the purpose (not just agenda) of today; what it will result in or lead to; the "why" of what they'll be doing ·strategies to get STUDENTS thinking about what they already know ·cause STUDENTS to bring to mind similar ways of thinking, an analogous idea, or previously-learned content or concepts ·STUDENTS are caused to think about that element of today's learning that is most close to or familiar to them		
Since an objective is a statement of a NEW learning outcome, a Before-During-After sequence is required for each objective.	Since an objective is a statement of a NEW learning outcome, a Before-During-After sequence is required for each objective.	·	AFTERREADING, Viewing, or Listening ·how will students apply new knowledge in a new way? ·how will students check to see if their understanding is correct? ·how will students be prompted to reflect on what they learned? ·how will students be prompted to reflect on how they learned it? [Also, Please Note: The Assessment Occurs in the After Phase]	AFTERREADING, Viewing, or Listening ·how will students apply new knowledge in a new way? ·how will students check to see if their understanding is correct? ·how will students be prompted to reflect on what they learned? ·how will students be prompted to reflect on how they learned it? [Also, Please Note: The Assessment Occurs in the After Phase]
SWBAT: Explain and analyze some of the main events of the Middle Ages, including the Crusades, the Black Plague, the Inquisition, and the Gutenberg Press	SWBAT: Explain and analyze some of the main events of the Middle Ages, including the Crusades, the Black Plague, the Inquisition, and the Gutenberg Press	OER in journals: If food in the US became scarce, stale and you and your family began to go hungry, while those in government office kept good food for themselves, what would you do?	Students will create a puzzle timeline from Ancient Greece to Ancient Rome to Middle Ages, to Renaissance to Industrial Age.	Students will create a puzzle timeline from Ancient Greece to Ancient Rome to Middle Ages, to Renaissance to Industrial Age.
ASSESSMENT of the OBJECTIVES Describe how you will collect evidence that individual students have indeed met the lesson	ASSESSMENT of the OBJECTIVES Describe how you will collect evidence that individual	DURINGREADING, Viewing, or Listening ·strategy(ies) for active engagement with the new content that's coming ·what are students doing WHILE reading, viewing, or listening?	ASSESSMENT:	

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objectives. Completing the major events of the Middle Ages.	students have indeed met the lesson objectives. Completing the major events of the Middle Ages.	Have students view the following Youtube videos: Revolution in France – by the Historyteachers and complete the timeline by placing the correct statements in order.	Complete notes, activity participation, and unit test	ASSESSMENT: Complete notes, activity participation, and unit test
BEFOREREADING, Viewing, or Listening	BEFOREREADING, Viewing, or Listening		Discussion Organizing Writing Vocabulary	Discussion Organizing Writing Vocabulary
TEACHER STUDENTS	TEACHER STUDENTS	AFTERREADING, Viewing, or Listening ·how will students apply new knowledge in a new way? ·how will students check to see if their understanding is correct? ·how will students be prompted to reflect on what they learned? ·how will students be prompted to reflect on how they learned it? [Also, Please Note: The Assessment Occurs in the After Phase]	Think-Pair-Share Authentic Questions Seed Discussions Group Pattern Puzzles Group Graphic Organizers Carousel Gallery Walk Concentric Circles Clock Buddies Group QARs Capsule Vocabulary Power Thinking Pattern Puzzles Graphic Organizers Venn Diagram/Comparison Selective Underlining/Highlighting Column Notes History Frame/Story Map Sticky Notes Opinion-Proof/Conclusion-Support Problem-Solution Summarizing Sum It Up Framed Paragraph	Think-Pair-Share Authentic Questions Seed Discussions Group Pattern Puzzles Group Graphic Organizers Carousel Gallery Walk Concentric Circles Clock Buddies Group QARs Capsule Vocabulary Power Thinking Pattern Puzzles Graphic Organizers Venn Diagram/Comparison Selective Underlining/Highlighting Column Notes History Frame/Story Map Sticky Notes Opinion-Proof/Conclusion-Support Problem-Solution Summarizing Sum It Up Framed Paragraph
·focusing attention, laying groundwork, creating interest, sparking curiosity…think of it as setting the stage/setting them up for success ·make sure students "get" the purpose (not just agenda) of today; what it will result in or lead to; the "why" of what they'll be doing ·strategies to get STUDENTS thinking about what they already know ·cause STUDENTS to bring to mind similar ways of thinking, an analogous idea, or previously-learned content or concepts ·STUDENTS are caused to think about that element of today's learning that is most close to or familiar to them ·	·focusing attention, laying groundwork, creating interest, sparking curiosity…think of it as setting the stage/setting them up for success ·make sure students "get" the purpose (not just agenda) of today; what it will result in or lead to; the "why" of what they'll be doing ·strategies to get STUDENTS thinking about what they already know ·cause STUDENTS to bring to mind similar ways of thinking, an analogous idea, or previously-learned content or concepts ·STUDENTS are caused to think about that element of today's learning that is most close to or familiar to them ·	Have students summarize their timeline. ASSESSMENT: Complete timeline, summary and unit test	Writing Template Journal/Learning Log RAFT Spool Paper Sentence	Writing Template Journal/Learning Log RAFT Spool Paper
OER in journals: What is the absolute location of Seville, Spain? Mark it in your journal and then share it with your face partner.	OER in journals: What is the absolute location of Seville, Spain? Mark it in your journal and then share it with your face partner.	Discussion Organizing Writing Vocabulary		
DURINGREADING, Viewing, or Listening ·strategy(ies) for active engagement with the new content that's coming ·what are students doing WHILE reading, viewing, or listening?	DURINGREADING, Viewing, or Listening ·strategy(ies) for active engagement with the new content that's coming ·what are students doing WHILE reading, viewing, or listening?	Think-Pair-Share Authentic Questions Seed Discussions Group Pattern Puzzles Group Graphic Organizers Carousel Gallery Walk Concentric Circles Clock Buddies Group QARs Capsule Vocabulary Power Thinking Pattern Puzzles Graphic		
Have students view the following Youtube videos by historyteachers: The Crusades, The Black Plague, The Spanish Inquisition, and the Gutenberg Press. Have them read all the given statements in a rally robin with their shoulder partner. After each video, analyze the statements given and place them in the correct part of the graphic organizer. Have students work in pairs with each student responsible for half of the statements and placing them with consensus from their partner.	Have students view the following Youtube videos by historyteachers: The Crusades, The Black Plague, The Spanish Inquisition, and the Gutenberg Press. Have them read all the given statements in a rally robin with their shoulder partner. After each video, analyze the statements given and place them in the correct part of the graphic organizer. Have students work in pairs with each student responsible for half of the statements and placing them with consensus from their partner.			

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AFTERREADING,
  Viewing, or Listening
·how will students apply new knowledge in a new way?
·how will students check to see if their understanding is correct?
·how will students be prompted to reflect on what they learned?
·how will students be prompted to reflect on how they learned it?
[Also, Please Note: The
  Assessment Occurs in the After Phase]
 	
Students
  will write a one sentence summary statement about each section of the graphic
  organizer.
 	
ASSESSMENT:
 	
Complete
  form, summaries, and unit test
 	
Discussion
Organizing
Writing
Vocabulary
 	
Think-Pair-Share
Authentic
  Questions
Seed
  Discussions
Group
  Pattern Puzzles
Group
  Graphic Organizers
Carousel
Gallery
  Walk
Concentric
  Circles
Clock
  Buddies
Group
  QARs
Capsule
  Vocabulary
Power
  Thinking
Pattern
  Puzzles
Graphic
  Organizers
Venn
  Diagram/Comparison
Selective
  Underlining/Highlighting
	AFTERREADING,
	  Viewing, or Listening
	·how will students apply new knowledge in a new way?
	·how will students check to see if their understanding is correct?
	·how will students be prompted to reflect on what they learned?
	·how will students be prompted to reflect on how they learned it?
	[Also, Please Note: The
	  Assessment Occurs in the After Phase]
	
	Students
	  will write a one sentence summary statement about each section of the graphic
	  organizer.
	
	ASSESSMENT:
	
	Complete
	  form, summaries, and unit test
	
	Discussion
	Organizing
	Writing
	Vocabulary
	
	Think-Pair-Share
	Authentic
	  Questions
	Seed
	  Discussions
	Group
	  Pattern Puzzles
	Group
	  Graphic Organizers
	Carousel
	Gallery
	  Walk
	Concentric
	  Circles
	Clock
	  Buddies
	Group
	  QARs
	Capsule
	  Vocabulary
	Power
	  Thinking
	Pattern
	  Puzzles
	Graphic
	  Organizers
	Venn
	  Diagram/Comparison
	Selective
		Organizers
		Venn
		  Diagram/Comparison
		Selective
		  Underlining/Highlighting
		Column
		  Notes
		History
		  Frame/Story Map
		Sticky
		  Notes
		Opinion-Proof/Conclusion-Support
		Problem-Solution
		Summarizing
		Sum
		  It Up
		Framed
		  Paragraph
		
		  Writing Template
		Journal/Learning
		  Log
		RAFT
		Spool
		  Paper
		Sentence
		  Synthesis
		
		  Word Combining
		Word
		  Map
		Concept
		  of Definition Map
		Graphic
		  Organizers
		Sentence/Word
		  Expansion
		Word
		  Combining
		Capsule
		  Vocabulary
		Semantic
		  Feature Analysis
		Journal/Learning
		  Log
		
		RATIONALE
		·Why teach the lesson THIS WAY?
		·Why, given this lesson's objectives, are
		  THESE the best strategies to choose and use? Be specific!
		·Explain
		  why this sequence of activities best leads to cultivating the
		  behaviors or performing the skills or displaying the knowledge called for by
		  the objectives.
			Synthesis
			
			  Word Combining
			Word
			  Map
			Concept
			  of Definition Map
			Graphic
			  Organizers
			Sentence/Word
			  Expansion
			Word
			  Combining
			Capsule
			  Vocabulary
			Semantic
			  Feature Analysis
			Journal/Learning
			  Log
			
			Accommodations/Modifications/Extensions
			
			Allow
			  students to partner up when needed and give partial to complete notes.
				Sentence
				  Synthesis
				
				  Word Combining
				Word
				  Map
				Concept
				  of Definition Map
				Graphic
				  Organizers
				Sentence/Word
				  Expansion
				Word
				  Combining
				Capsule
				  Vocabulary
				Semantic
				  Feature Analysis
				Journal/Learning
				  Log
				
				Accommodations/Modifications/Extensions
				
				Allow
				  students to partner up when needed and give partial to complete notes.

Monday, January 06, 2014	Tuesday, January 07, 2014	Wednesday, January 08, 2014	Thursday, January 09, 2014	Friday, January 10, 2014
Day 78	Day 79	Day 80	Day 81	Day 82

Monday, January 06, 2014 — Day 78

Column
 Notes
History
 Frame/Story Map
Sticky
 Notes
Opinion-Proof/Conclusion-Support
Problem-Solution
Summarizing
Sum
 It Up
Framed
 Paragraph

 Writing Template
Journal/Learning
 Log
RAFT
Spool
 Paper
Sentence
 Synthesis

 Word Combining
Word
 Map
Concept
 of Definition Map
Graphic
 Organizers
Sentence/Word
 Expansion
Word
 Combining
Capsule
 Vocabulary
Semantic
 Feature Analysis
Journal/Learning
 Log

Tuesday, January 07, 2014 — Day 79

 Underlining/Highlighting
Column
 Notes
History
 Frame/Story Map
Sticky
 Notes
Opinion-Proof/Conclusion-Support
Problem-Solution
Summarizing
Sum
 It Up
Framed
 Paragraph

 Writing Template
Journal/Learning
 Log
RAFT
Spool
 Paper
Sentence
 Synthesis

 Word Combining
Word
 Map
Concept
 of Definition Map
Graphic
 Organizers
Sentence/Word
 Expansion
Word
 Combining
Capsule
 Vocabulary
Semantic
 Feature Analysis
Journal/Learning
 Log

Wednesday, January 08, 2014 — Day 80

Allows
 students to practice timeline creation,
summarizing material, and learn with
 a current, catchy tune.