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| **Subject: History** | **Grade Level: 6th** | **Campus:** | **Teacher Name:** |
| TLI.jpg | **Objective/TLW** | **CPQ/TTT** | **TEKS/****ELPS/ CCRS** | **Cognitive Strategy Routine** | **Materials/ Resources** | **Lesson Strategies** | **Student Activity/ Assessment** |
| **Week 1**4th Six Weeks | **TLW:** -Pose and answer geographic questions.-Locate and use geographic tools to locate seas, rivers, mountain ranges, and countries of Europe, Russia, and the Independent Republics.**Language** **Objective:** -Use visual and contextual support from peers and teachers to read grade-appropriate content-area text to enhance and confirm understanding. | **CPQ:** What are the distinctive features of European geography?**Think-Turn-Talk** **Questions:** -What do you know about Europe?-What geographical feature of Europe influenced the development of different cultures?-How can a country's geography provide it distinctive advantages?-Why were waterways important for the movement of people and goods? | **TEKS:** 6.3A, 6.15C**ELPS:** 4B, 4F, 5A**CCRS:**       | **[ ]  Making Connections****[ ]  Making Inferences & Predictions****[ ]  Creating Mental Images****[ ]  Asking Questions****[ ]  Determining Importance & Summarizing****[ ]  Monitoring and Clarifying** | **[x] Text PP#** **260-261** **Text Name:****A Land of Varied Riches****[x] Workbook** **PP#** **23-24****[x] Teacher Master PP#** **260-261****[ ] Audio/Video Equip** **[ ] Teacher Notes** **[ ] Advanced** **Tech :** **[ ] Other**  | **[ ] Lesson Focus/ Readiness** **[ ] Group Discussion** **[ ] Media/Tech Presentation** **[ ] Guided Practice** **[ ] Check for Understanding** **[ ] Inquiry Method****[ ] Independent Practice** **[ ] Teacher Modeling** **[ ] Manipulatives** **[ ] Cooperative Learning****[ ] Question/Answer** **[ ] Discovery Learning** | -Describe Europe's geography, climate, and natural resources?-View united streaming and write a summary of Europe.-Demonstrate mastery of skills-Describe and discuss the photo activity cards of Ancient Greece |
| **Week 2**4th Six Weeks | **TLW:** -Describe the geography of Greece, the development of Greek city-states, and the birth of democracy in Greece.-Use a chart to take notes (Land & Early History, Government, Colonization)**Language** **Objective:** Understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar and unfamiliar. | **CPQ:** How were Athens and Sparta alike?**Think-Turn-Talk** **Questions:** -If you were given a chance to join the military right now, would you do it? Why or why not?-In what ways are Greek achievements in arts and learning still important today?-Why was the fifth century B.C. a remarkable time in ancient Greek history? | **TEKS:** 4A, 12C**ELPS:** 2B, 2A, 4A, 4G**CCRS:**       | **[ ]  Making Connections****[ ]  Making Inferences & Predictions****[ ]  Creating Mental Images****[ ]  Asking Questions****[ ]  Determining Importance & Summarizing****[ ]  Monitoring and Clarifying** | **[x] Text PP# 278-282** **Text Name:Ancient Greece****[x] Workbook** **PP# 40-42, 80-81 (reading study guide)****[x] Teacher Master PP# 278-282****[ ] Audio/Video Equip****[ ] Teacher Notes** **[ ] Advanced** **Tech :****[ ] Other** | **[ ] Lesson Focus/ Readiness** **[ ] Group Discussion** **[ ] Media/Tech Presentation** **[ ] Guided Practice** **[ ] Check for Understanding** **[ ] Inquiry Method****[ ] Independent Practice** **[ ] Teacher Modeling** **[ ] Manipulatives** **[ ] Cooperative Learning****[ ] Question/Answer** **[ ] Discovery Learning** | -Power point on ancient Greece-Photo activity cards-Brain pop on Athens-United streaming on-line-Define vocabulary words using a vocabulary graphic chart-Create a museum brochure for Athens and Sparta-Include information about: --location of each state, --government, --arts/literature |
| **Subject:** | **Grade Level:** | **Campus:** | **Teacher Name:** |
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| **Week 3**4th Six Weeks | **TLW:** -Describe the Roman Republic and the spread of Roman power.-Compare the Roman Republic to today's government in the U.S. and make connections.-Explain the establishment and influence of the Roman Empire.-Describe the Fall of the Roman Empire.**Language** **Objective:** Monitor understanding of spoken language during classroom instruction. | **CPQ:** How have the ideas of the ancient Greeks and Romans influenced contemporary societies?**Think-Turn-Talk** **Questions:** -What are some ways used to transport water?-How do you think the Roman Empire inderectly helped the spread of Christianity?-What events caused the end of the Roman Republic? | **TEKS:** 6.1A, 6.2, 6.12B**ELPS:** 2D, 3D, 4C, 5B**CCRS:**       | **[ ]  Making Connections****[ ]  Making Inferences & Predictions****[ ]  Creating Mental Images****[ ]  Asking Questions****[ ]  Determining Importance & Summarizing****[ ]  Monitoring and Clarifying** | **[x] Text PP# 284-289** **Text Name:Ancient Rome****[x] Workbook** **PP# 82-83****[x] Teacher Master PP# 284-289****[ ] Audio/Video Equip****[ ] Teacher Notes** **[ ] Advanced** **Tech :****[ ] Other** | **[ ] Lesson Focus/ Readiness** **[ ] Group Discussion** **[ ] Media/Tech Presentation** **[ ] Guided Practice** **[ ] Check for Understanding** **[ ] Inquiry Method****[ ] Independent Practice** **[ ] Teacher Modeling** **[ ] Manipulatives** **[ ] Cooperative Learning****[ ] Question/Answer** **[ ] Discovery Learning** | -Identify words with Latin roots -Work in small groups to list as many words as they can for each root-Compare the rights and responsibilities of citizens in Ancient Rome with those of American citizens.-Choose and illustrate a Roman structure - comment on what you see.-Write a newspaper article on the fall of the Roman Empire |
| **Week 4**4th Six Weeks | **TLW:** -Describe Europe after the Fall of the Roman Empire-Identify Charlamagne and and describe the church's role in the middle ages.-Explain the relationships among people under feudalism and manorialism-Explain the changes that took place as towns developed and grew**Language** **Objective:** Spell familiar English words with increasing accuracy and employ English spelling patterns and rules with increasing accuracy as more English is required. | **CPQ:** What made Rome so important after the Fall of the Roman Empire? **Think-Turn-Talk** **Questions:** -What are factors that can create unsuccess?-What were the benefits of the manor system?-How did the church provide stability during the period after the Fall of the Roman Empire? | **TEKS:** 6.2A-B, 6.4A-C-F**ELPS:** 5C, 4A, 3G, 2H**CCRS:**       | **[ ]  Making Connections****[ ]  Making Inferences & Predictions****[ ]  Creating Mental Images****[ ]  Asking Questions****[ ]  Determining Importance & Summarizing****[ ]  Monitoring and Clarifying** | **[x] Text PP# 290-295** **Text Name:Time of Change: The Middle Ages****[x] Workbook** **PP# 84-85****[x] Teacher Master PP# 290-295****[ ] Audio/Video Equip****[ ] Teacher Notes** **[ ] Advanced** **Tech :****[ ] Other** | **[ ] Lesson Focus/ Readiness** **[ ] Group Discussion** **[ ] Media/Tech Presentation** **[ ] Guided Practice** **[ ] Check for Understanding** **[ ] Inquiry Method****[ ] Independent Practice** **[ ] Teacher Modeling** **[ ] Manipulatives** **[ ] Cooperative Learning****[ ] Question/Answer** **[ ] Discovery Learning** | -Write a diary entry from the perspective of a medieval monk or nun-Draw a Venn diagram describing Feudalism and Manoralism-Write a dialogue between a lord and his serf-United Streaming - The Middle Ages |

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| **Week 5**4th Six Weeks | **TLW:**      **Language** **Objective:**       | **CPQ:**      **Think-Turn-Talk** **Questions:**       | **TEKS:**      **ELPS:**      **CCRS:**       | **[ ]  Making Connections****[ ]  Making Inferences & Predictions****[ ]  Creating Mental Images****[ ]  Asking Questions****[ ]  Determining Importance & Summarizing****[ ]  Monitoring and Clarifying** | **[ ] Text PP#** **Text Name:****[ ] Workbook** **PP#****[ ] Teacher Master PP#****[ ] Audio/Video Equip****[ ] Teacher Notes** **[ ] Advanced** **Tech :****[ ] Other** | **[ ] Lesson Focus/ Readiness** **[ ] Group Discussion** **[ ] Media/Tech Presentation** **[ ] Guided Practice** **[ ] Check for Understanding** **[ ] Inquiry Method****[ ] Independent Practice** **[ ] Teacher Modeling** **[ ] Manipulatives** **[ ] Cooperative Learning****[ ] Question/Answer** **[ ] Discovery Learning** |       |
| **Week 6**4th Six Weeks | **TLW:**      **Language** **Objective:**       | **CPQ:**      **Think-Turn-Talk** **Questions:**       | **TEKS:**      **ELPS:**      **CCRS:**       | **[ ]  Making Connections****[ ]  Making Inferences & Predictions****[ ]  Creating Mental Images****[ ]  Asking Questions****[ ]  Determining Importance & Summarizing****[ ]  Monitoring and Clarifying** | **[ ] Text PP#** **Text Name:****[ ] Workbook** **PP#****[ ] Teacher Master PP#****[ ] Audio/Video Equip****[ ] Teacher Notes** **[ ] Advanced** **Tech :****[ ] Other** | **[ ] Lesson Focus/ Readiness** **[ ] Group Discussion** **[ ] Media/Tech Presentation** **[ ] Guided Practice** **[ ] Check for Understanding** **[ ] Inquiry Method****[ ] Independent Practice** **[ ] Teacher Modeling** **[ ] Manipulatives** **[ ] Cooperative Learning****[ ] Question/Answer** **[ ] Discovery Learning** |       |