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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** | **Text PP#** **260-261**  **Text Name:****A Land of Varied Riches**  **Workbook**  **PP#** **23-24**  **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** | **Text PP# 278-282**  **Text Name:Ancient Greece**  **Workbook**  **PP# 40-42, 80-81 (reading study guide)**  **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** | **Text PP# 284-289**  **Text Name:Ancient Rome**  **Workbook**  **PP# 82-83**  **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** | **Text PP# 290-295**  **Text Name:Time of Change: The Middle Ages**  **Workbook**  **PP# 84-85**  **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** |  |