

Essential Data for Plan	Name	Date	Aug 3rd	Grade Level & Content Area	6th grade History	Estimated Instruction Time	34mins
<p>Utah Core Standard(s): <i>* Standards indicate what students should know or be able to do by the end of term/year.</i> <i>* Standards are copied here verbatim from the Utah Education Network website.</i></p>	<p>6.2.1- Recognize the origins of world religions and evaluate their roles in the development of civilizations 6.15- Use primary and secondary sources to compare the cultures of civilizations and identify examples of cultural expression.</p>						
<p>Learning Objective(s): <i>* Objectives are single sentence statements of intended learning. Objectives break standards/learning into smaller steps.</i> <i>* Objectives begin with Students will be able to...</i></p>	<ul style="list-style-type: none"> ➤ Students will discuss the origins of world traditions/holidays prominent in the culture they look up ➤ Students will know their roles in the development of civilizations ➤ Students will use primary and secondary sources to compare cultures of civilizations and identify examples of cultural expression- they will see how the cultures live, how they are different, what they believe, what we can learn from them, et cetera. 						
<p>Materials & Technology: <i>* List what is needed to teach this lesson.</i></p>	<p><u>Materials:</u> Class starter sheets. Pencils/Pens. <u>Technology:</u> Classroom computers (for student research/presentation). A projector and a computer to review with the class. Posters and markers if students choose a physical presentation rather than digital.</p>						

LESSON COMPONENTS												
Planning Elements	Action Steps	Evidence of Learning	Meet Learner Differences									
<p><i>* What will students and teachers do together in this lesson?</i> <i>• Describe instructional strategies and learning activities—listening is not sufficient.</i> <i>* Outline each component's steps and how long they will take.</i></p>	<p><i>* Describe activities students complete that provide evidence of learning.</i> <i>* How will you know all students have learned?</i> <i>• Identify criteria that connect to learning objectives and standard(s).</i></p>	<p><i>* Identify evidence-based practices to meet specific individual/group learner needs.</i> <i>* Consider content, process, product, and/or environment.</i></p>										
<p>BEGINNING</p>	<p>Learning Activity: Class starter sheet. <i>5mins.</i> Instructional Strategy: Preview what the lesson will look like today by explaining to the class that each group will use the country and the culture they researched to create a presentation. They will use the information that they learned about the culture there, including traditions, holidays, religion, et cetera. <i>2mins</i></p>	<p>Class starter sheet: Students will be asked to reflect on what they have learned in the previous class.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #d9ead3;">Starter Questions</th> <th style="background-color: #d9ead3;">Proficient</th> <th style="background-color: #d9ead3;">Needs Work</th> </tr> </thead> <tbody> <tr> <td style="background-color: #d9ead3;">Identify three things they learned from the previous class.</td> <td style="background-color: #d9ead3;">Discusses three things they learned</td> <td style="background-color: #d9ead3;">Names 2 or fewer things or discusses something off topic.</td> </tr> <tr> <td style="background-color: #d9ead3;">Name three things they are interested in about the</td> <td style="background-color: #d9ead3;">Names three things they are interested to learn</td> <td style="background-color: #d9ead3;">Names 2 or fewer things, or discusses something</td> </tr> </tbody> </table>	Starter Questions	Proficient	Needs Work	Identify three things they learned from the previous class.	Discusses three things they learned	Names 2 or fewer things or discusses something off topic.	Name three things they are interested in about the	Names three things they are interested to learn	Names 2 or fewer things, or discusses something	<p>Process Differentiation: The Starter Sheet will provide the support to recall what they learned prior to this class, and will benefit students with memory and attention challenges.</p>
Starter Questions	Proficient	Needs Work										
Identify three things they learned from the previous class.	Discusses three things they learned	Names 2 or fewer things or discusses something off topic.										
Name three things they are interested in about the	Names three things they are interested to learn	Names 2 or fewer things, or discusses something										

		<table border="1"> <tr> <td data-bbox="1042 53 1419 115">country/culture they researched.</td> <td data-bbox="1419 53 1731 115">about the country/culture.</td> <td data-bbox="1731 53 2032 115">off topic</td> </tr> <tr> <td data-bbox="1042 115 1419 267">Bonus points if they name prominent religions or traditions from the specific country they chose.</td> <td data-bbox="1419 115 1731 267">Can discuss something about the culture/country they researched.</td> <td data-bbox="1731 115 2032 267">Does not answer, or discusses something off topic.</td> </tr> </table>	country/culture they researched.	about the country/culture.	off topic	Bonus points if they name prominent religions or traditions from the specific country they chose.	Can discuss something about the culture/country they researched.	Does not answer, or discusses something off topic.				
country/culture they researched.	about the country/culture.	off topic										
Bonus points if they name prominent religions or traditions from the specific country they chose.	Can discuss something about the culture/country they researched.	Does not answer, or discusses something off topic.										
MIDDLE	<p>Instructional Strategy: Discuss how each country/culture has unique holidays and traditions, and how those are things that are part of who that culture is, and how holidays and traditions can make an impact or be meaningful to people in different ways. <i>3mins</i></p> <p>Learning Activity: Create a presentation. Students will take the information they have gathered about their country's culture, and use it to create a presentation that accurately and respectfully talks about the country and culture(s) <i>20mins.</i></p>	<p>Students will be using their research: Presentation Project. It will help analyze the students' understanding of culture, religion, peoples, traditions, and diversity.</p> <p>Criteria for the Assessment:</p> <ul style="list-style-type: none"> ➤ Use their gathered information on the country they researched. ➤ Include traditions, holidays, religion, et cetera about the country. ➤ Include something about the country that they were personally interested in learning about. <p>What makes this country interesting? Discuss their traditions/culture.</p> <table border="1"> <tr> <td data-bbox="1042 716 1212 777"></td> <td data-bbox="1212 716 1709 777">Proficient</td> <td data-bbox="1709 716 2032 777">Needs Work</td> </tr> <tr> <td data-bbox="1042 777 1212 898">What makes this country interesting?</td> <td data-bbox="1212 777 1709 898">Uses accurate information to talk about the country.</td> <td data-bbox="1709 777 2032 898">Uses inaccurate information or does not talk about the country.</td> </tr> <tr> <td data-bbox="1042 898 1212 1050">Discuss their traditions/culture.</td> <td data-bbox="1212 898 1709 1050">Discusses something about their traditions, holidays, religion, et cetera. Mentions how they are the same/different than the student's own culture.</td> <td data-bbox="1709 898 2032 1050">Discusses something that is not from the country/doesn't make sense/other.</td> </tr> </table>		Proficient	Needs Work	What makes this country interesting?	Uses accurate information to talk about the country.	Uses inaccurate information or does not talk about the country.	Discuss their traditions/culture.	Discusses something about their traditions, holidays, religion, et cetera. Mentions how they are the same/different than the student's own culture.	Discusses something that is not from the country/doesn't make sense/other.	<p>Product Differentiation: The students are welcome to create their presentation in a format that they choose/makes sense to them. This can be a video recording, slide presentation, poster presentation, et cetera. It gives the students multiple ways to express what they are learning and allows students to highlight their strengths in visual, verbal, or artistic learning. It reminds the class that they can have fun with the process because what matters is the content they learn.</p>
	Proficient	Needs Work										
What makes this country interesting?	Uses accurate information to talk about the country.	Uses inaccurate information or does not talk about the country.										
Discuss their traditions/culture.	Discusses something about their traditions, holidays, religion, et cetera. Mentions how they are the same/different than the student's own culture.	Discusses something that is not from the country/doesn't make sense/other.										
END	<p>Learning Activity: Think, Pair, Share: Think about the information they have learned about the cultures they researched in class. With a partner, discuss their favorite part about the country/culture they have researched so far. <i>3mins</i></p> <p>Instructional Strategy: Preview the next day. <i>1min</i></p>	<p>Think, Pair, Share: Students will think about the information they have gathered about their country and its culture(s). It will help analyze through discussion students' understanding of diversity across the world.</p> <p>Criteria:</p> <ul style="list-style-type: none"> ➤ Have an understanding of the country they chose. ➤ Be able to have a discussion about what they learned. ➤ Listen and acknowledge the insights their peers share with them about the country they learned about. 	<p>Environmental Supports: Think-Pair-Share provides the student with low-stakes/low-pressure interaction among their peers where they can learn from one another, and sharing in a smaller setting gets students comfortable with their classmates 1:1 before larger presentations. It is helpful for students who are introverts, ELLs, and good for building confidence to speak what they think in conversations.</p>									