

Stage 1- Identify Desired Results

Established Goals:

Common Core Standards

- Read and comprehend complex literary and informational texts independently and proficiently.
- **1.** Read closely to determine what the text says explicitly and to make logical inferences from it;
- **4.** Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- **6.** Assess how point of view or purpose shapes the content and style of a text.
- **8.** Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- **9.** Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

What essential questions will be considered?

- How are my friends and family connected to me?
 - What makes a good friend?
 - What do friends share together?
 - How is my family a part of who I am?
 - What do families share together?

What understandings are desired?

Students will understand that...

- Friends and family are part of our lives, community, and identity.
- Each letter makes a sound
- Using context clues, picture clues and classification can help to understand vocabulary
- Determining important information, making inferences and comparing and contrasting can help to comprehend text

What key knowledge and skills will students acquire as a result of this unit?

Students will know...

- Key terms—different, problems, connected, members, grin
- The characteristics of friends and families
- How to use comprehension strategies and skills
- How to spell short vowel words

Students will be able to...

- Make text to text, text to self and text to world connections in relation to friends and family
- Read using different comprehension skills and strategies
- Use vocabulary in reading and daily talk
- Use short vowel words in daily writing and spelling

Stage 2: Determine Acceptable Evidence

What Evidence will show that students understand?

Performance Tasks:

Friend Picture Book--Students will create a picture book answering the question "What are the different ways friends help you?" They will brainstorm ideas in a small group setting and share their final projects with the whole group.

Family and Friends Collage- Students will work in a small group to cut pages from magazines and newspapers to create a collage of friends and families. Students will share their final project with the whole group.

Differentiated Lesson Plan For History Ma Sample

Gary D. Borich



Differentiated Lesson Plan For History Ma Sample:

Differentiating Instruction Jacqueline S. Thousand, Richard A. Villa, Ann I. Nevin, 2014-11-14 The ultimate guide to leaving no child behind newly updated Now in its second edition this best selling book is your one stop resource for differentiated instruction Whether you re new to the concept or just looking to improve your approach you ll find tools to meet the needs of all your students You ll discover how Universal Design for Learning UDL and retrofitting can help you adapt general education curriculum to diverse learning styles Features of the new edition include A chapter on collaborative planning and evaluation Updated lesson plans tied to the Common Core Greater emphasis on cultural proficiency ELLs and gifted students New technology references and resources A strengthened link to RTI Mapping Comprehensive Units to the ELA Common Core Standards, 6-12 Kathy Tuchman Glass, 2013-05-09 Your blueprint for skilled Common Core literacy alignment This all in one instructional resource is your best guide to building high quality CCCS aligned curriculum units across Grades 6 12 easily manageably and effectively Master teacher Kathy Tuchman Glass provides thorough explanations and step by step exercises and templates centered around key CCCS ELA concepts to help you Challenge and engage students in all content areas using the CCCS ELA framework Use existing curriculum and materials to design new CCCS aligned units of study Identify CCCS ELA essential understandings for informational text evidence based writing and other critical competencies Conduct resource rich workshops and professional development **Teaching Practices from America's Best Urban Schools** Joseph F. Johnson, Jr., Cynthia L. Uline, Lynne G. Perez, 2019-05-15 Discover the teaching practices that make the biggest difference in student performance The new edition of this practical research based book gives leaders and teachers an even closer look at instructional practices from top award winning urban schools With refreshed examples from high performing teachers and detailed analyses of these practices the authors demystify the achievement of these schools while offering a practical guide to help educators apply these practices in their contexts Teaching Practices from America s Best Urban Schools is a valuable tool for any educator in both urban and non urban schools that serve diverse student populations including English language learners and children from low income families What s New Additional What It Is What It Isn t boxes help educators distinguish the subtle differences in the implementation of practices that lead to impressive learning results Practice Guides and Practical Next Steps for each of the 8 Success Factors encourage self assessment and collaboration Expansion of topics address current developments in education and additional examples from award winning elementary middle and high schools provide new insights **A Comprehensive RTI Model** Cara Shores, 2009-03-02 A must read for every educator Not only does Cara Shores provide the background information on RTI for academic achievement and behavior she also takes the reader step by step through effectively integrating the two processes Ronda Shelvan Special Education Teacher Washougal School District WA The book includes examples case studies and resources that are very useful for teachers and administrators Judy Rockley State Trainer Kansas State Department of Education Strengthen

schoolwide learning and behavior with a proven model for change Academic achievement and behavior are intertwined and students often struggle with challenges spanning both areas This research based and practical book helps educators apply proven Response to Intervention RTI methods in a new way as a highly effective comprehensive approach to addressing behavioral issues and related academic achievement Nationally known expert Cara Shores describes how schools have successfully used RTI to improve behavior in the general education K 12 environment Readers will learn how to implement RTI both in the individual classroom and schoolwide This guide includes Vignettes showing how educators can address behavioral issues with RTI s three tiers Guidance on building teams and leveraging resources to effectively reach at risk students Advice on the role of behavioral assessment within RTI including universal screening and progress monitoring for behavior Interactive exercises reproducibles and other tools Use RTI to address behavioral and academic performance and build a better foundation for learning for all students

Writing for Understanding Donovan R. Walling, 2009-08-25 While we have all heard of writing across the curriculum areas Walling gives us an understanding of what this really means and provides examples that any teacher can modify to expand lessons to a more meaningful level thus enhancing both writing and critical thinking skills in students Mark S Strauss Principal Virginia Schuman Young Montessori Magnet Elementary School Ft Lauderdale FL Walling demonstrates through student writing samples and classroom dialogues how all content teachers can use various writing modes to enrich students content knowledge to the level of innovation and greater clarity Carol Conway Gerhardt President Catholic Schools Education Alliance of the Bay Area Inc Develop effective writing assignments to boost student achievement in the content areas You don t have to be a writing instructor or English teacher to use writing in the classroom Writing for Understanding focuses on using writing as an essential instructional tool to deepen and expand student understanding in the content areas Written specifically for non language arts teachers this book debunks myths about using writing in the classroom and offers practical approaches for the upper elementary grades through high school Writing activates higher level thinking skills and engages students in concepts and content Through sample writing prompts and classroom dialogues Donovan R Walling shows you how to create writing lessons that Guide students in using narrative descriptive expository persuasive and argumentative writing Are adaptable to various subjects and disciplines Require students to process content using critical thinking skills This valuable resource helps teachers in any subject incorporate writing as a tool of effective instruction

History Lessons S.G. Grant, 2014-04-04 In this book extended case studies of two veteran teachers and their students are combined with the extant research literature to explore current issues of teaching learning and testing U S history It is among the first to examine these issues together and in interaction While the two teachers share several similarities the teaching practices they construct could not be more different To explore these differences the author asks what their teaching practices look like how their instruction influences their students understandings of history and what role statewide exams play in their classroom decisions History Lessons Teaching

Learning and Testing in U S High School Classrooms is a major contribution to the emerging body of empirical research in the field of social studies education chiefly in the subject area of history which asks how U S students make sense of history and how teachers construct their classroom practices Three case study chapters are paired with three essay review chapters intended to help readers analyze the cases by looking at them in the context of the current research literature Two concluding chapters extend the cases and analyses the first looks at how and why the teachers profiled in this book construct their individual teaching practices in terms of three distinct but interacting sets of influences personal organizational and policy factors the second explores the prospects for promoting what the author defines as ambitious teaching and learning Many policymakers assume that standards based reforms support the efforts of ambitious teachers but until we better understand how they and the students in their classes think and act that assumption is hollow at best This book is a must have for faculty and students in the field of social studies education and broadly relevant across the fields of curriculum studies and educational policy

Common Core Curriculum: English, Grades 6-8 Great Minds,2014-05-06 Common Core s English resources empower educators to meet the expectations of the Common Core State Standards CCSS for English Language Arts ELA and build essential content knowledge for students in grades 6 8 Each grade in The Wheatley Portfolio features a comprehensive coherent sequence of thematic units that engage students in deep study of worthwhile texts and topics Features of this book include Six thematic units for each grade each centered on a curated collection of literary and informational texts Focus standards for each unit that complement the topic and promote student mastery of essential literacy skills Suggested texts and activities to incorporate science art and history into English instruction This revised second edition includes a sample text study that guides students through a close read of an exemplary text updated web resources and refreshed suggested works Educators who create their curriculum based on Common Core s Wheatley Portfolioguarantee that students are exposed to content rich instruction and have ample opportunity to master the reading writing speaking listening and language skills articulated in the CCSS for ELA

Common Core Curriculum: English, Grades K-5 Great Minds,2014-05-06 Common Core s English resources empower educators to meet the expectations of the Common Core State Standards CCSS for English Language Arts ELA and build essential content knowledge for students in grades K 5 Each grade in The Wheatley Portfolio features a comprehensive coherent sequence of thematic units that engage students in deep study of worthwhile texts and topics Features of this book include Six thematic units for each grade each centered on a curated collection of literary and informational texts Focus standards for each unit that complement the topic and promote student mastery of essential literacy skills Suggested texts and activities to incorporate science art and history into English instruction This revised second edition includes a sample text study that guides students through a close read of an exemplary text updated web resources and refreshed suggested works Educators who create their curriculum based on Common Core s Wheatley Portfolioguarantee that students are exposed to content rich instruction and have ample

opportunity to master the reading writing speaking listening and language skills articulated in the CCSS for ELA

Common Core Curriculum: English, Grades 9-12 Great Minds,2014-04-16 Common Core s English resources empower educators to meet the expectations of the Common Core State Standards CCSS for English Language Arts ELA and build essential content knowledge for students in grades 9 12 Each grade in The Wheatley Portfolio features a comprehensive coherent sequence of thematic units that engage students in deep study of worthwhile texts and topics Features of this book include Six thematic units for each grade each centered on a curated collection of literary and informational texts Focus standards for each unit that complement the topic and promote student mastery of essential literacy skills Suggested texts and activities to incorporate science art and history into English instruction This revised second edition includes a sample text study that guides students through a close read of an exemplary text updated web resources and refreshed suggested works Educators who create their curriculum based on Common Core s Wheatley Portfolioguarantee that students are exposed to content rich instruction and have ample opportunity to master the reading writing speaking listening and language skills articulated in the CCSS for ELA Biography-Driven Culturally Responsive Teaching Socorro G. Herrera,2022 This popular resource has transformed classrooms for thousands of teachers by providing how to guidance for success with culturally and linguistically diverse CLD students It illustrates how to use strategies that recognize and leverage all the cultural and linguistic assets that students bring to their learning This new edition situates biography driven instruction at the intersection of culturally responsive teaching culturally sustaining pedagogies and antiracist education Herrera provides updated vignettes and student work artifacts to reflect the diversity of learners in today s historically and culturally situated spaces Teaching strategies tools and interactional processes provide practical proven ways to restructure classrooms for relational equity Increased attention on each learner s biopsychosocial history will help educators to cultivate classroom ecologies that nurture and challenge CLD learners to reach their potentials With lesson planning and strategy templates tips for grouping students teacher reflections assessment aids a classroom observation tool and more features to foster classroom and schoolwide change this edition shows teachers and administrators how to take the next steps toward critical consciousness and authentic relationships that will accelerate content learning and foster more extensive use and development of language Book Features Lesson planning guide that can be used with any curriculum Strategy tools and templates to foster engaged learning Voices of CLD families that highlight benefits of asset driven practices Journaling process for critical reflection on assumptions and perspectives Book study discussion guide to scaffold collaboration and goal setting Classroom observation tool for coaching mentoring and self assessment Observation Skills for Effective Teaching Gary D. Borich,2016-01-08 Thoroughly updated for the new era of Common Core Standards this seventh edition of Observational Skills for Effective Teaching is vital in this time of educational change It offers a detailed yet easily accessible handbook for teachers to prepare for and design their first classroom experiences Updated with the newest

research on effective teaching and learning the book cogently introduces such topics as learning climate classroom management and lesson clarity with the newest findings that lead to desirable cognitive social and emotional outcomes in learners *Hollywood or History?* Scott L. Roberts, Charles J. Elfer, 2021-01-01 The challenges of teaching history are acute where we consider the world history classroom Generalized world history courses are a part of many if not most K 12 curricular frameworks in the United States While United States history tends to dominate the scholarship and conversation there are an equally wide number of middle level and secondary students and teachers engaged in the study of world history in our public schools And the challenges are real In the first place if we are to mark content coverage as a curricular obstacle in the history classroom generally then we must underscore that concern in the world history classroom and for obvious reasons The curricular terrain to choose from is immense and forever expanding dealing with the development of numerous civilizations over millennia and across a wide geographic expanse In addition to curricular concerns world historical topics are inherently farther away from most students lives not just temporally but often geographically and culturally Thus the rationale for the present text *Hollywood or History An Inquiry Based Strategy for Using Film to Teach World History* The reviews of the first volume *Hollywood or History An Inquiry Based Strategy for Using Film to Teach United States History* strategy have been overwhelmingly positive especially as it pertains to the application of the strategy for practitioner Classroom utility and teacher practice have remained our primary objectives in developing the *Hollywood or History* strategy and we are encouraged by the possibilities of Volume II and the capacity of this most recent text to impact teaching and learning in world history We believe that students connection to film along with teachers ability to use film in an effective manner will help alleviate some of the challenges of teaching world history The book provides 30 secondary lesson plans grades 6 12 that address nine eras in world history Holt United States History Holt Rinehart & Winston, 2007

Catalogue Louisiana Polytechnic Institute, 1925 **The Effective School Leader's Guide to Management** Jane L. Sigford, 2005-10-07 This essential guide for new and veteran school leaders explores 15 vital topics strategies and examples for achieving successful school leadership through effective management Differentiation in Practice Carol A. Tomlinson, Cindy A. Strickland, 2005 This third book in the *Differentiation in Practice* series presents annotated lesson plans to illustrate how real teachers incorporate differentiation principles and strategies throughout an entire instructional unit

Resources in Education , 2000 *Designing and Teaching the Secondary Science Methods Course* Aaron J. Sickel, Stephen B. Witzig, 2017-04-13 The improvement of science education is a common goal worldwide Countries not only seek to increase the number of individuals pursuing careers in science but to improve scientific literacy among the general population As the teacher is one of the greatest influences on student learning a focus on the preparation of science teachers is essential in achieving these outcomes A critical component of science teacher education is the methods course where pedagogy and content coalesce It is here that future science teachers begin to focus simultaneously on the knowledge

dispositions and skills for teaching secondary science in meaningful and effective ways This book provides a comparison of secondary science methods courses from teacher education programs all over the world Each chapter provides detailed descriptions of the national context course design teaching strategies and assessments used within a particular science methods course and is written by teacher educators who actively research science teacher education The final chapter provides a synthesis of common themes and unique features across contexts and offers directions for future research on science methods courses This book offers a unique combination of behind the scenes thinking for secondary science methods course designs along with practical teaching and assessment strategies and will be a useful resource for teacher educators in a variety of international contexts *Bridges* Debra Bayles Martin, 2004 **Bihar STET Paper II : History 2024**

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