<table>
<thead>
<tr>
<th>Content Standards:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SS6H6</strong> The student will analyze the impact of European exploration and colonization on various world regions.</td>
</tr>
<tr>
<td>a. Identify the causes of European exploration and colonization; include religion, natural resources, a market for goods, and the contributions of Prince Henry the Navigator.</td>
</tr>
<tr>
<td>b. Trace the empires of Portugal, Spain, England, and France in Asia, Africa, and the Americas.</td>
</tr>
<tr>
<td>c. Trace the colonization of Australia by the United Kingdom</td>
</tr>
<tr>
<td>d. Explain the impact of European empire building in Africa and Asia on the outbreak of WWI.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SS6H7 The student will explain conflict and change in Europe to the 21st century.</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Describe major developments following World War I: the Russian Revolution, the Treaty of Versailles, worldwide depression, and the rise of Nazism.</td>
</tr>
</tbody>
</table>
Common Core Literacy Standards in Social Studies:

- **Key Ideas and Details**
  L.6-8RH1: Cite specific textual evidence to support analysis of primary and secondary sources.

- **Craft and Structure**
  L.6-8RH4: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
  L.6-8RH5: Describe how a text presents information (e.g., sequentially, comparatively, causally).
  L.6-8RH6: Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

- **Integration of Knowledge and Ideas**
  L.6-8RH7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
  L.6-8RH8: Distinguish among fact, opinion, and reasoned judgment in a text.
  L.6-8RH9: Analyze the relationship between a primary and secondary source on the same topic.

- **Range of Reading and Level of Text Complexity**
  LITCC6-8RHSS10: By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

Standards for Writing in Social Studies:

Text Types and Purposes

L.6-8WHST2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

e. Establish and maintain a formal style and objective tone.

f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

L.6-8WHST3: (See note; not applicable as a separate requirement)

- Production and Distribution of Writing

L.6-8WHST4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

L.6-8WHST5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

- Range of Writing

L.6-8WHST10: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
**Enduring Understandings/ Essential Questions: Overarching Understandings**

**CONFLICT and CHANGE:** The student will understand that when there is conflict between or within societies, change is the result.

- How did the existence of large European colonial empires in Africa and Asia impact the outbreak of WWI?
- How did the Russian Revolution contribute to instability in Europe during and after WWI?
- How did the Treaty of Versailles and world-wide depression impact Europe in the years between WWI and WWII?
- How did the idea of Nazism lead to WWII?

**MOVEMENT / MIGRATION:** The student will understand that the movement or migration of people and ideas affects all societies involved.

- How did European exploration impact European development?
- What factors, including the contributions of Prince Henry the Navigator, influenced European nations to begin overseas exploration?
- Why did European nations build colonial empires in Africa, Asia, the Americas, and Australia?
- What is the relationship between human capital, capital investment, and gross domestic product (GDP)? How does the unequal distribution of resources affect European countries?

<table>
<thead>
<tr>
<th>INSTRUCTIONAL STRATEGIES</th>
<th>Literacy Integration</th>
<th>Technology Integration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct Instruction</td>
<td>□ Graphic Organizers □ Short answer response □ Analyzing and interpreting literature</td>
<td></td>
</tr>
<tr>
<td>Compare and Contrast</td>
<td>□ Note-taking        □ Reading comprehension (finding main idea, key terms/concepts)</td>
<td></td>
</tr>
<tr>
<td>Reading for Meaning</td>
<td></td>
<td>Classroom Desktop Computers LCD Projector <a href="http://www.BrainPOP.com">www.BrainPOP.com</a> iPad/Tablets</td>
</tr>
<tr>
<td>- Association</td>
<td></td>
<td>Classroom Laptop Computers Video Clips <a href="http://www.unitedstreaming.com">www.unitedstreaming.com</a> <a href="http://www.youtube.com">www.youtube.com</a></td>
</tr>
<tr>
<td>- Summarizing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Context Connections</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teams – Games – Tournament</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Task Rotation</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Performance Task(s):**
- Presentation
- Visualization
- Student-created choice

**Writing Focus:**

**Production and Distribution of Writing**

ELACC7W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
**Reading Focus:**

**Range of Reading and Level of Text Complexity**

ELACC7RL10: By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently

**Academic & Content Vocabulary:**

**Vocabulary:**

<table>
<thead>
<tr>
<th>exploration</th>
<th>colonization</th>
<th>religion</th>
<th>natural resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Portugal</td>
<td>Spain</td>
<td>England</td>
<td>France</td>
</tr>
<tr>
<td>Africa</td>
<td>Americas</td>
<td>Australia</td>
<td>United Kingdom</td>
</tr>
<tr>
<td>WWI</td>
<td>depression</td>
<td>Europe</td>
<td>Russian Revolution</td>
</tr>
</tbody>
</table>

**How Will Learning Be Extended Or Remediated?**

**If Learning Does Not Occur (Intervention):**
Re-teaching of topics.  
Extended time and correction of unit assignments.  
Tutorial

**Extension Activities:**

**Daily Lesson:**  
[MC] = Media Center  
[LG] = Large Group  
[IND] = Independent  
[SG] = Small Group  
[Ps] = Pairs  
[NH] = Numbered Heads  
[TU/TD] = Thumbs Up/Down  
[TPS] = Think/Pair/Share  
[HOA] = Hands-on Activity  
[LC] = Learning Center  
[PR] = Partner Reading  
[CL] = Computer Lab  
[PP] Power Point Presentation

**Resources**

Textbook, UnitedStreaming, Graphic Organizers

**CONTENT RESOURCES:**

Teachers can find detailed *Teacher Notes* on this unit at  
[https://www.georgiastandards.org/Frameworks/GSO%20Frameworks/SS_Gr_6_Teacher_Notes_Europe_Final_8-1-09.pdf](https://www.georgiastandards.org/Frameworks/GSO%20Frameworks/SS_Gr_6_Teacher_Notes_Europe_Final_8-1-09.pdf).  
There is detailed information about individual European countries in this document.

**Materials Needed:**

- Graphic Organizer  
- Performance task and rubrics  
- Film clip (optional)

**Unit Checklist * See for Assignments/Activities**

Adapted from Gifted and Talented Department – CCGPS Unit Plan Template  
L. Robertson 10/2016
**INTERNET RESOURCES:**

<table>
<thead>
<tr>
<th>Title</th>
<th>Author</th>
<th>Corresponding Standard(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit: History</td>
<td>Subject: SS</td>
<td>Grade: 6th</td>
</tr>
<tr>
<td>---------------</td>
<td>-------------</td>
<td>------------</td>
</tr>
</tbody>
</table>
| Materials/Resources: | Videos: CNN Student News  
*History/European Exploration*: [www.unitedstreaming.com](http://www.unitedstreaming.com)  
Unit Checklists – *History/European Exploration* (class set)  
Activity: UnitedStreaming  
BrainPOP Answer Cards (class set)  
Students’ Learning Logs |
| CCGPS: | APS Gifted Standards: | Advanced Communication Skills: (ACS)  
Formulates and poses questions to engage others in meaningful discussion and reflection. |
| Objectives: | MOVEMENT / MIGRATION: The student will understand that the movement or migration of people and ideas affects all societies involved. |
| Opening: | Starter: | Daily Starter [LG] {5} |
| Enduring Understanding: | SWBAT understand that the movement or migration of people and ideas affects all societies involved. |
| Essential Question(s): | • How did European exploration impact European development?  
• What factors, including the contributions of Prince Henry the Navigator, influenced European nations to begin overseas exploration?  
• Why did European nations build colonial empires in Africa, Asia, the Americas, and Australia?  
• What is the relationship between human capital, capital investment, and gross domestic product (GDP)?  
• How does the unequal distribution of resources affect European countries?  
  What is an entrepreneur? |
| Hook: | * CNN Student News discussion linked to daily objective |
| Work Period/Lesson Framework: | Strategy: | New American Lecture |
| Guided/Independent Practice: | Unit Introduction: | Teacher will introduce the European Exploration unit by distributing and discussing the unit checklist, assignments and project choices. [LG] {10} |
| Learning Experience: | Students view the Video: *European Exploration*. The teacher pauses the video to highlight and discuss key terms. [LG] {10} |
| Graphic Organizer: | While watching the video, students complete the activity: Cornell Notes [IND] {5} |
| Learning Experience: | Students will be introduced to why the Europeans choose to explore the New World and the Effects. |
| Wrap Up: | Activity: Essential Question [LG] {10} |
| Assessment: Informal [IND/LG] {10} |
| Closing: | Informal |
| Class Discussion |
| Homework: | - Read a Novel (20 mins.)  
Select project choices.  
Continue to work on Economic Unit (Differentiated) |
## Unit: History  
**Subject:** SS  
**Grade:** 6th  
**Teacher:** L. Robertson  
**Time:** 50 mins.

### Materials/Resources:
- Videos: CNN Student News
- History/European Exploration: [www.unitedstreaming.com](http://www.unitedstreaming.com)
- Unit Checklists – History/European Exploration (class set)
- Activity: UnitedStreaming
- BrainPOP Answer Cards (class set)
- Students’ Learning Logs

### CCGPS:
- APS Gifted Standards: Advanced Communication Skills: (ACS)
  - Formulates and poses questions to engage others in meaningful discussion and reflection.

### Objectives:
- MOVEMENT / MIGRATION: The student will understand that the movement or migration of people and ideas affects all societies involved.

### Opening:
- **Starter:** Daily Starter[LG] [5]
- **Enduring Understanding:** SWBAT understand that the movement or migration of people and ideas affects all societies involved.

### Essential Question(s):
- How did European exploration impact European development?
- What factors, including the contributions of Prince Henry the Navigator, influenced European nations to begin overseas exploration?
- Why did European nations build colonial empires in Africa, Asia, the Americas, and Australia?
- What is the relationship between human capital, capital investment, and gross domestic product (GDP)?
- How does the unequal distribution of resources affect European countries?
- What is an entrepreneur?

### Hook:
- * CNN Student News discussion linked to daily objective [LG] [5]

### Work Period/Lesson Framework:
- **Strategy:** New American Lecture

#### Transition Activity:
- Students review prior days objectives [LG] [5]

#### Learning Experience:
- (2Days) Students notes on European Exploration. [LG] [10]

#### Graphic Organizer:
- After note taking, students complete the Activity: Venn Diagram [IND] [10]

#### Wrap Up:
- After the venn diagram, students answer the questions form the Activity: British Empire (BrainPOP) [LG] [10]

#### Assessment:
- Informal [IND/LG] [10]

### Closing:
- **Assess Understanding: Open Response Question:**
  - Class Discussion
  - Summarize daily objective and what new information was gained [IND] [5]

### Homework:
- Read a Novel (20 mins.)
- Select project choices.
### Unit: History  |  Subject: SS  |  Grade: 6th  |  Teacher: L. Robertson  |  Time: 50 mins.

#### Materials:
- Videos: CNN Student News
- History/European Exploration: [www.unitedstreaming.com](http://www.unitedstreaming.com)
- Unit Checklists – History/European Exploration (class set)
- Activity: UnitedStreaming
- BrainPOP Answer Cards (class set)
- Students’ Learning Logs

#### CCGPS:
- APS Gifted Standards: Advanced Communication Skills: (ACS)
  - Formulates and poses questions to engage others in meaningful discussion and reflection.

#### Objectives:
- MOVEMENT / MIGRATION: The student will understand that the movement or migration of people and ideas affects all societies involved.

#### Opening:
- **Starter:** Daily Starter[LG] {5}
- **Enduring Understanding:** SWBAT understand that the movement or migration of people and ideas affects all societies involved.

#### Essential Question(s):
- How did European exploration impact European development?
- What factors, including the contributions of Prince Henry the Navigator, influenced European nations to begin overseas exploration?
- Why did European nations build colonial empires in Africa, Asia, the Americas, and Australia?
- What is the relationship between human capital, capital investment, and gross domestic product (GDP)?
- How does the unequal distribution of resources affect European countries?
- What is an entrepreneur?

#### Hook:
- * CNN Student News discussion linked to daily objective [LG] {5}

#### Work Period/Lesson Framework:

<table>
<thead>
<tr>
<th>Strategy: New American Lecture</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Guided/Independent Practice:</strong></td>
</tr>
<tr>
<td>[IND/SG/LG] {45}</td>
</tr>
<tr>
<td><strong>Transition Activity:</strong></td>
</tr>
<tr>
<td>Students review prior days objectives [LG] {5}</td>
</tr>
<tr>
<td><strong>Learning Experience:</strong></td>
</tr>
<tr>
<td>Students notes Brain Pop: British Empire. [LG] {10}</td>
</tr>
<tr>
<td><strong>Graphic Organizer:</strong></td>
</tr>
<tr>
<td>After note taking, students complete the Activity: [IND] {10}</td>
</tr>
<tr>
<td><strong>Wrap Up:</strong></td>
</tr>
<tr>
<td>After the venn diagram, students answer the questions form the Activity: British Empire (BrainPOP) [LG] {10}</td>
</tr>
<tr>
<td><strong>Assessment:</strong> Informal [IND/LG] {10}</td>
</tr>
</tbody>
</table>

#### Closing:
- **Informal Open Response Question:**
  - Class Discussion
  - Summarize daily objective and what new information was gained [IND] {5}

#### Homework:
- Read a Novel (20 mins.)
- Select project choices.
### Materials/Resources:
- Videos: CNN Student News
- History/European Exploration: [www.unitedstreaming.com](http://www.unitedstreaming.com)
- Unit Checklists – History/European Exploration (class set)
- Activity: United Streaming
- BrainPOP Answer Cards (class set)
- Students’ Learning Logs

### CCGPS:
- Advanced Communication Skills: (ACS)
  - Formulates and poses questions to engage others in meaningful discussion and reflection.

### Objectives:
- MOVEMENT / MIGRATION: The student will understand that the movement or migration of people and ideas affects all societies involved.

### Opening:
**Starter:**
Daily Starter[LG] {5}

**Enduring Understanding:**
SWBAT understand that the movement or migration of people and ideas affects all societies involved.

### Essential Question(s):
- How did European exploration impact European development?
- What factors, including the contributions of Prince Henry the Navigator, influenced European nations to begin overseas exploration?
- Why did European nations build colonial empires in Africa, Asia, the Americas, and Australia?
- What is the relationship between human capital, capital investment, and gross domestic product (GDP)?
- How does the unequal distribution of resources affect European countries?
- What is an entrepreneur?

**Hook:**
* CNN Student News discussion linked to daily objective [LG] {5}

### Work Period/Lesson Framework:
**Strategy:**
Reading for Meaning (Context Connections)

**Guided/Independent Practice:**
[IND/SG/LG] {45}
- **Pre-reading:** Engage in a brief discussion about the objective and students will make predictions about the reading assignment.
- **Active reading:** Students will read the provided information with purpose finding and collecting evidence that will either support or refute the given statements. Students should discuss and unknown vocabulary and make note.
  - After students have completed their reading, instruct them to discuss their findings with a partner to reach an agreement on whether the text supports or refutes each statement.
- **Post-reading:** Instruct students to generate a summary of the reading and use evidence from the text to answer the essential question. Teacher will engage students in a whole group discussion about the poem.
- **Synthesis activity:** Students will select a passage from the text they find most compelling/indicative of the authors theme. Students will write an analysis of the passage.
- **Assessment:** Informal [IND/LG] {10}

### Closing:
**Assess Understanding:**
- **Open Response Question:**
- **Class Discussion**
  - Summarize daily objective and what new information was gained [IND] {5}
### Homework:
- Read a Novel (20 mins.)
Select project choices.

### Unit: History  | Subject: SS  | Grade: 6th  | Teacher: L. Robertson  | Time: 50 mins.

### Materials:
- Videos: CNN Student News
- History/European Exploration: [www.unitedstreaming.com](http://www.unitedstreaming.com)
- Unit Checklists – History/European Exploration (class set)
- Activity: UnitedStreaming
- BrainPOP Answer Cards (class set)
- Students’ Learning Logs

### CCGPS:

### APS Gifted Standards:
Advanced Communication Skills: (ACS)
Formulates and poses questions to engage others in meaningful discussion and reflection.

### Objectives:
Movement / Migration: The student will understand that the movement or migration of people and ideas affects all societies involved.

### Opening:

#### Starter:
Daily Starter[LG] [5]

#### Enduring Understanding:
SWBAT understand that the movement or migration of people and ideas affects all societies involved.

#### Essential Question(s):
- How did European exploration impact European development?
- What factors, including the contributions of Prince Henry the Navigator, influenced European nations to begin overseas exploration?
- Why did European nations build colonial empires in Africa, Asia, the Americas, and Australia?
- What is the relationship between human capital, capital investment, and gross domestic product (GDP)?
- How does the unequal distribution of resources affect European countries?
- What is an entrepreneur?

#### Hook:
* CNN Student News discussion linked to daily objective [LG] [5]

### Work Period/Lesson Framework:

#### Strategy:
New American Lecture

#### Guided/Independent Practice:
[IND/SG/LG] [45]

#### Transition Activity:
Students review prior days objectives [LG] [5]

#### Learning Experience:
Students will work in collaborative teams on a Vocabulary activity/European History. [LG] [30]

#### Wrap Up:
After the diagram, students answer the questions form the Activity: [LG] [10]

#### Assessment:
Informal [IND/LG] [5]

### Closing:

#### Assess Understanding:
- **Open Response Question:**
  - **Class Discussion**
  - Summarize daily objective and what new information was gained [IND] [5]

#### Homework:
- Read a Novel (20 mins.)
Select project choices.
### Unit: History | Subject: SS | Grade: 6th | Teacher: L. Robertson | Time: 50 mins.
---
**Materials:**
- Videos: CNN Student News
- History/European Exploration: [www.unitedstreaming.com](http://www.unitedstreaming.com)
- Unit Checklists – History/European Exploration (class set)
- Activity: UnitedStreaming
- BrainPOP Answer Cards (class set)
- Students’ Learning Logs

**CCGPS:**

**APS Gifted Standards:**
- Advanced Communication Skills: (ACS)
  - Formulates and poses questions to engage others in meaningful discussion and reflection.

**Objectives:**
- MOVEMENT / MIGRATION: The student will understand that the movement or migration of people and ideas affects all societies involved.

---

### Opening:

**Starter:**
- Daily Starter[LG] {5}

**Enduring Understanding:**
- SWBAT understand that the movement or migration of people and ideas affects all societies involved.

**Essential Question(s):**
- How did European exploration impact European development?
- What factors, including the contributions of Prince Henry the Navigator, influenced European nations to begin overseas exploration?
- Why did European nations build colonial empires in Africa, Asia, the Americas, and Australia?
- What is the relationship between human capital, capital investment, and gross domestic product (GDP)?
- How does the unequal distribution of resources affect European countries?
  - What is an entrepreneur?

**Hook:**
- * CNN Student News discussion linked to daily objective [LG] {5}

### Work Period/Lesson Framework:

**Strategy:**
- New American Lecture

**Guided/Independent Practice:**
- [IND/SG/LG] {45}

**Transition Activity:**
- Students review prior days objectives [LG] {5}

**Learning Experience:**
- Students will evaluate their performance on the Common Assessment on Europe from Friday. Each student will use their assigned key pad and participate in an activity that will give the students immediate feedback on their choices from the assessment [LG] {30}

**Wrap Up:**
- After the diagram, students answer the questions form the Activity: [LG] {10}

**Assessment:**
- Informal [IND/LG] {5}

### Closing:

**Assess Understanding:**
- Open Response Question:
  - Class Discussion
  - Summarize daily objective and what new information was gained [IND] {5}

**Homework:**
- Read a Novel (20 mins.)
- Select project choices.
## Materials:
- Videos: CNN Student News
- History/European Exploration: [www.unitedstreaming.com](http://www.unitedstreaming.com)
- Unit Checklists – History/European Exploration (class set)
- Activity: UnitedStreaming
- BrainPOP Answer Cards (class set)
- Students’ Learning Logs

### CCGPS:
### APS Gifted Standards:
- Advanced Communication Skills: (ACS)
  - Formulates and poses questions to engage others in meaningful discussion and reflection.

### Objectives:
- **MOVEMENT / MIGRATION:** The student will understand that the movement or migration of people and ideas affects all societies involved.

## Opening:
- **Starter:** Daily Starter [LG] {5}

## Enduring Understanding:
- SWBAT understand that the movement or migration of people and ideas affects all societies involved.

## Essential Question(s):
- How did European exploration impact European development?
- What factors, including the contributions of Prince Henry the Navigator, influenced European nations to begin overseas exploration?
- Why did European nations build colonial empires in Africa, Asia, the Americas, and Australia?
- What is the relationship between human capital, capital investment, and gross domestic product (GDP)?
- How does the unequal distribution of resources affect European countries?

### Hook:
- * CNN Student News discussion linked to daily objective [LG] {5}

## Work Period/Lesson Framework:
### Strategy:
- New American Lecture

#### Guided/Independent Practice:
- [IND/SG/LG] {45}

#### Transition Activity:
- Students review prior days objectives [LG] {5}

#### Learning Experience:
- Students will participate in a TCI activity in their differentiated groups on European Exploration [LG] {30}

#### Wrap Up:
- After the diagram, students answer the questions form the Activity: [LG] {10}

#### Assessment:
- Informal [IND/LG] {5}

## Closing:
### Asses Understanding:
- **Open Response Question:**
  - *Class Discussion*
  - Summarize daily objective and what new information was gained [IND] {5}

### Homework:
- Read a Novel (20 mins.)
- Select project choices.

Unit: **History** | Subject: SS | Grade: 6th | Teacher: L. Robertson | Time: 50 mins.
---|---|---|---|---
Materials: | Videos: CNN Student News
History/European Exploration: [www.unitedstreaming.com](http://www.unitedstreaming.com)
Unit Checklists – *History/European Exploration* (class set)
Activity: *UnitedStreaming*
BrainPOP Answer Cards (class set)
Students’ Learning Logs

### CCGPS:

### APS Gifted Standards:
Advanced Communication Skills: (ACS)
Formulates and poses questions to engage others in meaningful discussion and reflection.

### Objectives:
MOVEMENT / MIGRATION: The student will understand that the movement or migration of people and ideas affects all societies involved.

### Opening:

**Starter:**
Daily Starter [LG] {5}

**Enduring Understanding:**
SWBAT understand that the movement or migration of people and ideas affects all societies involved.

**Essential Question(s):**
- How did European exploration impact European development?
- What factors, including the contributions of Prince Henry the Navigator, influenced European nations to begin overseas exploration?
- Why did European nations build colonial empires in Africa, Asia, the Americas, and Australia?
- What is the relationship between human capital, capital investment, and gross domestic product (GDP)?
- How does the unequal distribution of resources affect European countries?

**Hook:**
* CNN Student News discussion linked to daily objective [LG] {5}

### Work Period/Lesson Framework:

**Strategy:**
New American Lecture

**Transition Activity:**
Students review prior days objectives [LG] {5}

**Learning Experience:**
Students will evaluate each others European Exploration project through their presentations. Each student will give constructive feedback after each presentation. [LG] {30}

**Wrap Up:**
After the diagram, students answer the questions form the Activity: [LG] {10}

**Assessment:** Informal [IND/LG] {5}

### Closing:

**Assess Understanding:**
Open Response Question:
Class Discussion
Summarize daily objective and what new information was gained [IND] {5}

**Homework:**
- Read a Novel (20 mins.)
- Select project choices.

**Unit:** History
**Subject:** SS
**Grade:** 6th
**Teacher:** L. Robertson
**Time:** 50 mins.

**Materials:**
Videos: CNN Student News
*History/European Exploration: [www.unitedstreaming.com](http://www.unitedstreaming.com)*
Unit Checklists – *History/European Exploration* (class set)
### Activity: UnitedStreaming
**BrainPOP Answer Cards (class set)**
**Students’ Learning Logs**

<table>
<thead>
<tr>
<th>CCGPS:</th>
<th>APS Gifted Standards:</th>
<th>Objectives:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Advanced Communication Skills: (ACS)</td>
<td>MOVEMENT / MIGRATION: The student will understand that the movement or migration of people and ideas affects all societies involved.</td>
</tr>
<tr>
<td>Formulates and poses questions to engage others in meaningful discussion and reflection.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Opening:

#### Starter:
Daily Starter[LG] {5}

#### Enduring Understanding:
SWBAT understand that the movement or migration of people and ideas affects all societies involved.

<table>
<thead>
<tr>
<th>Essential Question(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>• How did European exploration impact European development?</td>
</tr>
<tr>
<td>• What factors, including the contributions of Prince Henry the Navigator, influenced European nations to begin overseas exploration?</td>
</tr>
<tr>
<td>• Why did European nations build colonial empires in Africa, Asia, the Americas, and Australia?</td>
</tr>
<tr>
<td>• What is the relationship between human capital, capital investment, and gross domestic product (GDP)?</td>
</tr>
<tr>
<td>• How does the unequal distribution of resources affect European countries?</td>
</tr>
</tbody>
</table>

#### Hook:
* CNN Student News discussion linked to daily objective [LG] {5}

### Work Period/Lesson Framework:

#### Strategy:
New American Lecture

<table>
<thead>
<tr>
<th>Transition Activity:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students review prior days objectives [LG] {5}</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning Experience:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will evaluate their performance on the Common Assessment on Europe from Friday. Each student will used their assigned key pad and participate in an activity that will give the students immediate feedback on their choices from the assessment [LG] {30}</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Wrap Up:</th>
</tr>
</thead>
<tbody>
<tr>
<td>After the diagram, students answer the questions form the Activity: [LG] {10}</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Informal [IND/LG] {5}</td>
</tr>
</tbody>
</table>

### Closing:

<table>
<thead>
<tr>
<th>Assess Understanding:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Open Response Question:</td>
</tr>
<tr>
<td>Class Discussion</td>
</tr>
<tr>
<td>Summarize daily objective and what new information was gained [IND] {5}</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Homework:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Read a Novel (20 mins.)</td>
</tr>
<tr>
<td>Select project choices.</td>
</tr>
</tbody>
</table>

**Unit: History**

**Subject: SS**

**Grade: 6th**

**Teacher: L. Robertson**

**Time: 50 mins.**

**Materials:**
Videos: CNN Student News
History/WWI : [www.unitedstreaming.com](http://www.unitedstreaming.com)
Unit Checklists – (class set)
Activity: UnitedStreaming
BrainPOP Answer Cards (class set)

---

Adapted from Gifted and Talented Department – CCGPS Unit Plan Template

L. Robertson 10/2016
### Students' Learning Logs

<table>
<thead>
<tr>
<th>CCGPS:</th>
<th>APS Gifted Standards:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Advanced Communication Skills: (ACS)</td>
</tr>
<tr>
<td></td>
<td>Formulates and poses questions to engage others in meaningful discussion and reflection.</td>
</tr>
</tbody>
</table>

| Objectives: | MOVEMENT / MIGRATION: The student will understand that the movement or migration of people and ideas affects all societies involved. |

### Opening:

| Starter: | Daily Starter[LG] [5] |

### Enduring Understanding:

| SWBAT understand that the movement or migration of people and ideas affects all societies involved. |

### Essential Question(s):

- How did European exploration impact European development?
- What factors, including the contributions of Prince Henry the Navigator, influenced European nations to begin overseas exploration?
- Why did European nations build colonial empires in Africa, Asia, the Americas, and Australia?
- What is the relationship between human capital, capital investment, and gross domestic product (GDP)?
- How does the unequal distribution of resources affect European countries?
- What is an entrepreneur?

### Hook:

| * CNN Student News discussion linked to daily objective [LG] [5] |

### Work Period/Lesson Framework:

| Strategy: | New American Lecture |

#### Transition Activity:

Students review prior days objectives [LG] [5]

#### Learning Experience:

Students will evaluate their performance on the Performance Task on European Exploration. [LG] [30]

#### Wrap Up:

After the diagram, students answer the questions form the Activity: [LG] [10]

#### Assessment: Informal [IND/LG] [5]

### Closing:

<table>
<thead>
<tr>
<th>Assess Understanding:</th>
<th>Open Response Question:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Open Class Discussion</td>
<td></td>
</tr>
<tr>
<td>Summarize daily objective and what new information was gained [IND] [5]</td>
<td></td>
</tr>
</tbody>
</table>

| Homework: | - Read a Novel (20 mins.)  |
| Select project choices. |

| Unit: History | Subject: SS | Grade: 6th | Teacher: L. Robertson | Time: 50 mins. |

<p>| Materials: | Videos: CNN Student News  |
| History/European Exploration: <a href="http://www.unitedstreaming.com">www.unitedstreaming.com</a>  |
| Unit Checklists – History/European Exploartaion (class set)  |
| Activity: UnitedStreaming  |
| BrainPOP Answer Cards (class set)  |
| Students’ Learning Logs  |</p>
<table>
<thead>
<tr>
<th>CCGPS:</th>
</tr>
</thead>
</table>
| APS Gifted Standards: | Advanced Communication Skills: (ACS)  
Formulates and poses questions to engage others in meaningful discussion and reflection. |
| Objectives: | MOVEMENT / MIGRATION: The student will understand that the movement or migration of people and ideas affects all societies involved. |

### Opening:

**Starter:**  
Daily Starter[LG] {5}

**Enduring Understanding:**  
SWBAT understand that the movement or migration of people and ideas affects all societies involved.

### Essential Question(s):

- How did European exploration impact European development?  
- What factors, including the contributions of Prince Henry the Navigator, influenced European nations to begin overseas exploration?  
- Why did European nations build colonial empires in Africa, Asia, the Americas, and Australia?  
- What is the relationship between human capital, capital investment, and gross domestic product (GDP)?  
- How does the unequal distribution of resources affect European countries?  
- What is an entrepreneur?

**Hook:**  
* CNN Student News discussion linked to daily objective [LG] {5}

### Work Period/Lesson Framework:

**Strategy:**  
New American Lecture

**Guided/Independent Practice:**  
[IND/SG/LG] {45}

### Closing:

**Assess Understanding:**  
Class Discussion  
Summarize daily objective and what new information was gained [IND] {5}

**Homework:**  
- Read a Novel (20 mins.)  
  Select project choices.

### Unit:

| History | Subject: SS | Grade: 6th | Teacher: L. Robertson | Time: 50 mins. |

### Materials:

- Videos: CNN Student News  
  History/European Exploration: [www.unitedstreaming.com](http://www.unitedstreaming.com)  
- Unit Checklists – History/European Exploartaion (class set)  
- Activity: UnitedStreaming  
- BrainPOP Answer Cards (class set)  
- Students’ Learning Logs

---

Adapted from Gifted and Talented Department – CCGPS Unit Plan Template  
L. Robertson 10/2016
### APS Gifted Standards:

**Advanced Communication Skills: (ACS)**
Formulates and poses questions to engage others in meaningful discussion and reflection.

### Objectives:

**MOVEMENT / MIGRATION:** The student will understand that the movement or migration of people and ideas affects all societies involved.

### Opening:

**Starter:** Daily Starter [LG] {5}

**Enduring Understanding:** SWBAT understand that the movement or migration of people and ideas affects all societies involved.

**Essential Question(s):**
- How did European exploration impact European development?
- What factors, including the contributions of Prince Henry the Navigator, influenced European nations to begin overseas exploration?
- Why did European nations build colonial empires in Africa, Asia, the Americas, and Australia?
- What is the relationship between human capital, capital investment, and gross domestic product (GDP)?
- How does the unequal distribution of resources affect European countries?
- What is an entrepreneur?

**Hook:** * CNN Student News discussion linked to daily objective [LG] {5}

### Work Period/Lesson Framework:

**Strategy:** New American Lecture

**Guided/Independent Practice:** [IND/SG/LG] {45}

**Pre-reading:** Engage in a brief discussion about the objective and students will make predictions about the reading assignment.

**Active reading:** Students will read the provided information with purpose finding and collecting evidence that will either support or refute the given statements. Students should discuss and unknown vocabulary and make note.

After students have completed their reading, instruct them to discuss their findings with a partner to reach an agreement on whether the text supports or refutes each statement.

**Post-reading:** Instruct students to generate a summary of the reading and use evidence from the text to answer the essential question. Teacher will engage students in a whole group discussion about the poem.

**Synthesis activity:** Students will select a passage from the text they find most compelling/indicative of the authors theme. Students will write an analysis of the passage.

**Assessment:** Informal [IND/LG] {10}

### Closing:

**Assess Understanding:**
- Open Response Question: Class Discussion
  Summarize daily objective and what new information was gained [IND] {5}

**Homework:**
- Read a Novel (20 mins.)
- Select project choices.

**Unit:** History, **Subject:** SS, **Grade:** 6th, **Teacher:** L. Robertson, **Time:** 50 mins.

**Materials:**
- Videos: CNN Student News
- History/European Exploration: www.unitedstreaming.com
- Unit Checklists – History/European Exploartaion (class set)
- Activity: UnitedStreaming
- BrainPOP Answer Cards (class set)
### Students’ Learning Logs

<table>
<thead>
<tr>
<th>CCGPS:</th>
<th>Students’ Learning Logs</th>
</tr>
</thead>
</table>

| APS Gifted Standards: | Advanced Communication Skills: (ACS)  
Formulates and poses questions to engage others in meaningful discussion and reflection. |
|----------------------|--------------------------------------------------------------------------------|

<table>
<thead>
<tr>
<th>Objectives:</th>
<th>MOVEMENT / MIGRATION: The student will understand that the movement or migration of people and ideas affects all societies involved.</th>
</tr>
</thead>
</table>

### Opening:

<table>
<thead>
<tr>
<th>Starter:</th>
<th>Daily Starter[LG] {5}</th>
</tr>
</thead>
</table>

### Enduring Understanding:

<table>
<thead>
<tr>
<th>SWBAT understand that the movement or migration of people and ideas affects all societies involved.</th>
</tr>
</thead>
</table>

### Essential Question(s):

- How did European exploration impact European development?
- What factors, including the contributions of Prince Henry the Navigator, influenced European nations to begin overseas exploration?
- Why did European nations build colonial empires in Africa, Asia, the Americas, and Australia?
- What is the relationship between human capital, capital investment, and gross domestic product (GDP)?
- How does the unequal distribution of resources affect European countries?
- What is an entrepreneur?

### Hook:

* CNN Student News discussion linked to daily objective [LG] {5}

### Work Period/Lesson Framework:

#### Strategy:

- New American Lecture

#### Guided/Independent Practice:

<table>
<thead>
<tr>
<th>[IND/SG/LG] {45}</th>
</tr>
</thead>
</table>

#### Transition Activity:

Students review prior days objectives [LG] {5}

#### Learning Experience:

Students will take notes on *Russian Revolution, Treaty of Versailles* [LG] {30}

#### Wrap Up:

After the diagram, students answer the questions form the Activity: [LG] {10}

#### Assessment:

Informal [IND/LG] {5}

### Closing:

#### Assess Understanding:

- **Class Discussion**
  - Summarize daily objective and what new information was gained [IND] {5}

#### Homework:

- Read a Novel (20 mins.)
- Select project choices.
## Unit: History  |  Subject: SS  |  Grade: 6th  |  Teacher: L. Robertson  |  Time: 50 mins.

### Materials:
- Videos: CNN Student News
- History/European Exploration: [www.unitedstreaming.com](http://www.unitedstreaming.com)
- Unit Checklists – History/European Exploration (class set)
- Activity: UnitedStreaming
- BrainPOP Answer Cards (class set)
- Students’ Learning Logs

### CCGPS:
- APS Gifted Standards: Advanced Communication Skills: (ACS)
- Formulates and poses questions to engage others in meaningful discussion and reflection.

### Objectives:
- MOVEMENT / MIGRATION: The student will understand that the movement or migration of people and ideas affects all societies involved.

### Opening:
- Starter: Daily Starter [LG] {5}
- Enduring Understanding: SWBAT understand that the movement or migration of people and ideas affects all societies involved.
- Essential Question(s):
  - How did European exploration impact European development?
  - What factors, including the contributions of Prince Henry the Navigator, influenced European nations to begin overseas exploration?
  - Why did European nations build colonial empires in Africa, Asia, the Americas, and Australia?
  - What is the relationship between human capital, capital investment, and gross domestic product (GDP)?
  - How does the unequal distribution of resources affect European countries?
  - What is an entrepreneur?

### Hook:
- * CNN Student News discussion linked to daily objective [LG] {5}

### Work Period/Lesson Framework:
- Strategy: New American Lecture

#### Transition Activity:
- Students review prior days objectives [LG] {5}

#### Learning Experience:
- Students will take notes on *World War I* [LG] {30}
- Students will work in differentiated groups and complete a cause and effect chart.

#### Wrap Up:
- After the diagram, students answer the questions from the Promethean Activity: [LG] {10}

### Assessment:
- Informal [IND/LG] {5}

### Closing:
- Assess Understanding: Open Response Question:
  - Class Discussion
  - Summarize daily objective and what new information was gained [IND] {5}
- Homework: - Read a Novel (20 mins.)
Select project choices.

<table>
<thead>
<tr>
<th>Unit: <strong>History</strong></th>
<th>Subject: SS</th>
<th>Grade: 6th</th>
<th>Teacher: L. Robertson</th>
<th>Time: 50 mins.</th>
</tr>
</thead>
</table>
| **Materials:**   | Videos: CNN Student News  
History/European Exploration: [www.unitedstreaming.com](http://www.unitedstreaming.com)  
Unit Checklists – History/European Exploration (class set)  
Activity: UnitedStreaming  
BrainPOP Answer Cards (class set)  
Students’ Learning Logs | **Rated:** Advanced Communication Skills: (ACS)  
Formulates and poses questions to engage others in meaningful discussion and reflection. | **Objective:** MOVEMENT / MIGRATION: The student will understand that the movement or migration of people and ideas affects all societies involved. |

**Opening:**

**Starter:** Daily Starter[LG] [5]

**Enduring Understanding:** SWBAT understand that the movement or migration of people and ideas affects all societies involved.

**Essential Question(s):**
- How did European exploration impact European development?
- What factors, including the contributions of Prince Henry the Navigator, influenced European nations to begin overseas exploration?
- Why did European nations build colonial empires in Africa, Asia, the Americas, and Australia?
- What is the relationship between human capital, capital investment, and gross domestic product (GDP)?
- How does the unequal distribution of resources affect European countries?

**Hook:** * CNN Student News discussion linked to daily objective [LG] [5]

**Work Period/Lesson Framework:**

**Strategy:** New American Lecture

**Transition Activity:**
Students review prior days objectives [LG] [5]

**Learning Experience:**
Students will take notes from BrainPop: WWI

**Wrap Up:**
After the diagram, students answer the questions from the Promethean Activity: [LG] [10]

**Assessment:** BrainPop Quiz: WWI [IND/LG] [5]

**Weekly Assignments are due along with the independent/partner project**

**Closing:**

**Assess Understanding:** Open Response Question:
Class Discussion
Summarize daily objective and what new information was gained [IND] [5]

**Homework:** - Read a Novel (20 mins.)
Select project choices.

<table>
<thead>
<tr>
<th>Unit: History</th>
<th>Subject: SS</th>
<th>Grade: 6th</th>
<th>Teacher: L. Robertson</th>
<th>Time: 50 mins.</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCGPS:</td>
<td>Advanced Communication Skills: (ACS) Formulates and poses questions to engage others in meaningful discussion and reflection.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Objectives:</td>
<td>MOVEMENT / MIGRATION: The student will understand that the movement or migration of people and ideas affects all societies involved.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Opening:**

Starter: Daily Starter[LG] [5]

Enduring Understanding: SWBAT understand that the movement or migration of people and ideas affects all societies involved.

Essential Question(s):
- How did European exploration impact European development?
- What factors, including the contributions of Prince Henry the Navigator, influenced European nations to begin overseas exploration?
- Why did European nations build colonial empires in Africa, Asia, the Americas, and Australia?
- What is the relationship between human capital, capital investment, and gross domestic product (GDP)?
- How does the unequal distribution of resources affect European countries?
- What is an entrepreneur?

Hook: * CNN Student News discussion linked to daily objective [LG] [5]

**Work Period/Lesson Framework:**

Strategy: New American Lecture

Transition Activity:
Students review prior days objectives [LG] [5]

Assessment: Formal (Map-European Exploration/WWI) [IND/LG] [45]

**Closing:**

Assess Understanding: Open Response Question:
- Class Discussion
- Summarize daily objective and what new information was gained [IND] [5]

Homework: - Read a Novel (20 mins.)
Select project choices.

<table>
<thead>
<tr>
<th>Unit: History</th>
<th>Subject: SS</th>
<th>Grade: 6th</th>
<th>Teacher: L. Robertson</th>
<th>Time: 50 mins.</th>
</tr>
</thead>
</table>
| **Materials:** | Videos: CNN Student News  
History/European Exploration: [www.unitedstreaming.com](http://www.unitedstreaming.com)  
Unit Checklists – History/European Exploration (class set)  
Activity: UnitedStreaming  
BrainPOP Answer Cards (class set)  
Students’ Learning Logs |  |  |  |
| **CCGPS:** | Advanced Communication Skills: (ACS)  
Formulates and poses questions to engage others in meaningful discussion and reflection. |  |  |  |
| **Objectives:** | MOVEMENT / MIGRATION: The student will understand that the movement or migration of people and ideas affects all societies involved. |  |  |  |

**Opening:**

**Starter:** Daily Starter [LG] {5}

**Enduring Understanding:** SWBAT understand that the movement or migration of people and ideas affects all societies involved.

**Essential Question(s):**
- How did European exploration impact European development?
- What factors, including the contributions of Prince Henry the Navigator, influenced European nations to begin overseas exploration?
- Why did European nations build colonial empires in Africa, Asia, the Americas, and Australia?
- What is the relationship between human capital, capital investment, and gross domestic product (GDP)?
- How does the unequal distribution of resources affect European countries?
- What is an entrepreneur?

**Hook:** * CNN Student News discussion linked to daily objective [LG] {5}

**Work Period/Lesson Framework:**

**Strategy:** New American Lecture

**Transition Activity:**

Students review prior days objectives [LG] {5}

**Learning Experience:**

Students will complete an analysis of their assessment to provide them with immediate feedback. (LG) {45}

**Assessment:** Informal [IND/LG] {5}

**Closing:**

**Assess Understanding:**

**Class Discussion**

Summarize daily objective and what new information was gained [IND] {5}

**Homework:**

- Read a Novel (20 mins.)

Adapted from Gifted and Talented Department – CCGPS Unit Plan Template L. Robertson 10/2016
### Select project choices.

<table>
<thead>
<tr>
<th><strong>Unit:</strong> History</th>
<th><strong>Subject:</strong> SS</th>
<th><strong>Grade:</strong> 6th</th>
<th><strong>Teacher:</strong> L. Robertson</th>
<th><strong>Time:</strong> 50 mins.</th>
</tr>
</thead>
</table>

#### Materials:
- Videos: CNN Student News History/European Exploration: [www.unitedstreaming.com](http://www.unitedstreaming.com)
- Unit Checklists – History/European Exploration (class set)
- Activity: UnitedStreaming
- BrainPOP Answer Cards (class set)
- Students’ Learning Logs

#### CCGPS:

#### APS Gifted Standards:
- Advanced Communication Skills: (ACS)
  Formulates and poses questions to engage others in meaningful discussion and reflection.

#### Objectives:
- MOVEMENT / MIGRATION: The student will understand that the movement or migration of people and ideas affects all societies involved.

### Opening:

<table>
<thead>
<tr>
<th><strong>Starter:</strong></th>
<th>Daily Starter[LG] {5}</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Enduring Understanding:</strong></td>
<td>SWBAT understand that the movement or migration of people and ideas affects all societies involved.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Essential Question(s):</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>- How did European exploration impact European development?</td>
</tr>
<tr>
<td>- What factors, including the contributions of Prince Henry the Navigator, influenced European nations to begin overseas exploration?</td>
</tr>
<tr>
<td>- Why did European nations build colonial empires in Africa, Asia, the Americas, and Australia?</td>
</tr>
<tr>
<td>- What is the relationship between human capital, capital investment, and gross domestic product (GDP)?</td>
</tr>
<tr>
<td>- How does the unequal distribution of resources affect European countries?</td>
</tr>
<tr>
<td>- What is an entrepreneur?</td>
</tr>
</tbody>
</table>

| **Hook:** | * CNN Student News discussion linked to daily objective [LG] {5} |

### Work Period/Lesson Framework:

<table>
<thead>
<tr>
<th><strong>Strategy:</strong></th>
<th>New American Lecture</th>
</tr>
</thead>
</table>

| **Transition Activity:** | Students review prior days objectives [LG] {5} |
| **Learning Experience:** | Students will present their World War I projects[LG] {40} |

| **Wrap Up/Assessment:** | Informal [IND/LG] {5} |

### Closing:

<table>
<thead>
<tr>
<th><strong>Assess Understanding:</strong></th>
<th>Open Response Question:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Class Discussion</strong></td>
<td>Summarize daily objective and what new information was gained [IND] {5}</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Homework:</strong></th>
<th>- Read a Novel (20 mins.)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Select project choices.</td>
</tr>
</tbody>
</table>
## Unit: History  
### Subject: SS  
### Grade: 6th  
### Teacher: L. Robertson  
### Time: 50 mins.

### Materials:
- Videos: CNN Student News
- History/European Exploration: [www.unitedstreaming.com](http://www.unitedstreaming.com)
- Unit Checklists – History/ (class set)
- Activity: UnitedStreaming
- BrainPOP Answer Cards (class set)
- Students’ Learning Logs

### CCGPS:
- APS Gifted Standards: Advanced Communication Skills: (ACS)
  - Formulates and poses questions to engage others in meaningful discussion and reflection.

### Objectives:
- MOVEMENT / MIGRATION: The student will understand that the movement or migration of people and ideas affects all societies involved.

### Opening:
- **Starter:** Daily Starter [LG] {5}

### Enduring Understanding:
- SWBAT understand that the movement or migration of people and ideas affects all societies involved.

### Essential Question(s):
- How did European exploration impact European development?
- What factors, including the contributions of Prince Henry the Navigator, influenced European nations to begin overseas exploration?
- Why did European nations build colonial empires in Africa, Asia, the Americas, and Australia?
- What is the relationship between human capital, capital investment, and gross domestic product (GDP)?
- How does the unequal distribution of resources affect European countries?
- What is an entrepreneur?

### Hook:
- * CNN Student News discussion linked to daily objective [LG] {5}

### Work Period/Lesson Framework:
- **Strategy:** New American Lecture

- **Guided/Independent Practice:** [IND/SG/LG] {45}

- **Transition Activity:**
  - Students review prior days objectives [LG] {5}

- **Learning Experience:**
  - Students will be introduced to the New Weekly Assignment Sheet on WWII.
  - Students will work with a partner and define, illustrate, and use each term correctly in a sentence from the unit. [LG] {40}

- **Wrap Up:**
  - After the diagram, students answer the questions form the Promethean Activity: [LG] {10}

- **Assessment:** Informal/Essential Question [IND/LG] {5}

### Closing:
- **Assess Understanding:**
  - **Open Response Question:**
  - **Class Discussion**
  - Summarize daily objective and what new information was gained [IND] {5}

---

Adapted from Gifted and Talented Department – CCGPS Unit Plan Template  
L. Robertson 10/2016
**Homework:**
- Read a Novel (20 mins.)
  Select project choices.

**Weekly Assignments along with the independent/partner project/WWII Propaganda Poster**

**Unit:** History  **Subject:** SS  **Grade:** 6th  **Teacher:** L. Robertson  **Time:** 50 mins.

**Materials:**
- Videos: CNN Student News
- History/European Exploration: [www.unitedstreaming.com](http://www.unitedstreaming.com)
- Unit Checklists – History/ (class set)
- Activity: UnitedStreaming
- BrainPOP Answer Cards (class set)
- Students’ Learning Logs

**CCGPS:**

**APS Gifted Standards:**
- Advanced Communication Skills: (ACS)
  Formulates and poses questions to engage others in meaningful discussion and reflection.

**Objectives:**
- MOVEMENT / MIGRATION: The student will understand that the movement or migration of people and ideas affects all societies involved.

**Opening:**

**Starter:**
- Daily Starter[LG] {5}

**Enduring Understanding:**
- SWBAT understand that the movement or migration of people and ideas affects all societies involved.

**Essential Question(s):**
- How did European exploration impact European development?
- What factors, including the contributions of Prince Henry the Navigator, influenced European nations to begin overseas exploration?
- Why did European nations build colonial empires in Africa, Asia, the Americas, and Australia?
- What is the relationship between human capital, capital investment, and gross domestic product (GDP)?
- How does the unequal distribution of resources affect European countries?
- What is an entrepreneur?

**Hook:**
- * CNN Student News discussion linked to daily objective [LG] {5}

**Work Period/Lesson Framework:**

**Strategy:**
- New American Lecture

**Guided/Independent Practice:**
- [IND/SG/LG] {45}

**Computer Lab:**

**Transition Activity:**
- Students review prior days objectives [LG] {5}

**Learning Experience:**
- Students will be introduced to the New Weekly Assignment Sheet on WWII.
- Students will work to research WWII Propaganda. [LG] {40}

**Wrap Up:**
- Students will complete a cause an effect chart Activity: [LG] {10}

**Assessment:**
- Informal/Essential Question [IND/LG] {5}

**Closing:**

**Assess Understanding:**
- Open Response Question: [Class Discussion]
  Summarize daily objective and what new information was gained [IND] {5}

**Homework:**
- - Read a Novel (20 mins.)
<table>
<thead>
<tr>
<th>Unit: <strong>History</strong></th>
<th>Subject: SS</th>
<th>Grade: 6th</th>
<th>Teacher: L. Robertson</th>
<th>Time: 50 mins.</th>
</tr>
</thead>
</table>
| **Materials:** | Videos: CNN Student News  
 **History/European Exploration:** www.unitedstreaming.com  
 Unit Checklists – History/(class set)  
 Activity: UnitedStreaming  
 BrainPOP Answer Cards (class set)  
 Students’ Learning Logs |  |  |  |
| **CCGPS:** |  |  |  |  |
| **APS Gifted Standards:** | Advanced Communication Skills: (ACS)  
 Formulates and poses questions to engage others in meaningful discussion and reflection. |  |  |  |
| **Objectives:** | MOVEMENT / MIGRATION: The student will understand that the movement or migration of people and ideas affects all societies involved. |  |  |  |

**Opening:**

**Starter:** Daily Starter[LG] {5}

**Enduring Understanding:** SWBAT understand that the movement or migration of people and ideas affects all societies involved.

**Essential Question(s):**
- How did European exploration impact European development?
- What factors, including the contributions of Prince Henry the Navigator, influenced European nations to begin overseas exploration?
- Why did European nations build colonial empires in Africa, Asia, the Americas, and Australia?
- What is the relationship between human capital, capital investment, and gross domestic product (GDP)?
- How does the unequal distribution of resources affect European countries?
- What is an entrepreneur?

**Hook:** * CNN Student News discussion linked to daily objective [LG] {5}

**Work Period/Lesson Framework:**

**Strategy:** New American Lecture

**Guided/Independent Practice:** [IND/SG/LG] {45}

**Transition Activity:**
Students review prior days objectives [LG] {5}

**Learning Experience:**
Students will be introduced to the New Weekly Assignment Sheet on WWII. Students will work Students will work to research Causes and Effects of WWII. [LG] {40}

**Wrap Up:**
After the diagram, students answer the questions form the Promethean Activity: [LG] {10}

**Assessment:** BrainPop: Causes of WWII/Essential Question [IND/LG] {5}

**Closing:**

**Assess Understanding:**
- Open Response Question: Class Discussion  
 Summarize daily objective and what new information was gained [IND] {5}

**Homework:** - Read a Novel (20 mins.)  
 Select project choices.  
 **Weekly Assignments along with the independent/partner project/WWII Propaganda Poster**
<table>
<thead>
<tr>
<th>Unit: <strong>History</strong></th>
<th>Subject: SS</th>
<th>Grade: 6th</th>
<th>Teacher: L. Robertson</th>
<th>Time: 50 mins.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Materials:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Videos: CNN Student News</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>History/European Exploration: <a href="http://www.unitedstreaming.com">www.unitedstreaming.com</a></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unit Checklists – History/ (class set)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activity: UnitedStreaming</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BrainPOP Answer Cards (class set)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students’ Learning Logs</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>CCGPS:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>APS Gifted Standards:</td>
<td>Advanced Communication Skills: (ACS)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Formulates and poses questions to engage others in meaningful discussion and reflection.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Objectives:</strong></td>
<td>MOVEMENT / MIGRATION: The student will understand that the movement or migration of people and ideas affects all societies involved.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Opening:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Starter:</td>
<td>Daily Starter[LG] [5]</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Enduring Understanding:</strong></td>
<td>SWBAT understand that the movement or migration of people and ideas affects all societies involved.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Essential Question(s):</td>
<td>• How did European exploration impact European development?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• What factors, including the contributions of Prince Henry the Navigator, influenced European nations to begin overseas exploration?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Why did European nations build colonial empires in Africa, Asia, the Americas, and Australia?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• What is the relationship between human capital, capital investment, and gross domestic product (GDP)?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• How does the unequal distribution of resources affect European countries?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>What is an entrepreneur?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hook:</td>
<td>* CNN Student News discussion linked to daily objective [LG] [5]</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Work Period/Lesson Framework:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strategy:</td>
<td>New American Lecture</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transition Activity:</td>
<td>Students review prior days objectives [LG] [5]</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning Experience:</td>
<td>Students will be introduced to the New Weekly Assignment Sheet on WWII.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Students will take Cornell notes on video: Holocaust and work in their differentiated groups to create a summary.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Students will watch a true story of a young boy that survived the Holocaust: Teen Experience [LG] [40]</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wrap Up/:Assessment: Informal/Essential Question [IND/LG] [5]</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Closing:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assess Understanding:</td>
<td>Open Response Question:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Class Discussion</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Summarize daily objective and what new information was gained [IND] [5]</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Homework:</td>
<td>- Read a Novel (20 mins.)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Select project choices.

**Weekly Assignments along with the independent/partner project/WWII Propaganda Poster**

<table>
<thead>
<tr>
<th>Unit: History</th>
<th>Subject: SS</th>
<th>Grade: 6th</th>
<th>Teacher: L. Robertson</th>
<th>Time: 50 mins.</th>
</tr>
</thead>
</table>
| **Materials:** | Videos: CNN Student News  
*History/European Exploration*: www.unitedstreaming.com  
Unit Checklists – *History/* (class set)  
Activity: UnitedStreaming  
BrainPOP Answer Cards (class set)  
Students’ Learning Logs |  |  |  |
| **CCGPS:** |  |  |  |  |
| **APS Gifted Standards:** | Advanced Communication Skills: (ACS)  
Formulates and poses questions to engage others in meaningful discussion and reflection. |  |  |  |
| **Objectives:** | MOVEMENT / MIGRATION: The student will understand that the movement or migration of people and ideas affects all societies involved. |  |  |  |
| **Opening:** |  |  |  |  |
| **Starter:** | Daily Starter[LG] {5} |  |  |  |
| **Enduring Understanding:** | SWBAT understand that the movement or migration of people and ideas affects all societies involved. |  |  |  |
| **Essential Question(s):** | • How did European exploration impact European development?  
• What factors, including the contributions of Prince Henry the Navigator, influenced European nations to begin overseas exploration?  
• Why did European nations build colonial empires in Africa, Asia, the Americas, and Australia?  
• What is the relationship between human capital, capital investment, and gross domestic product (GDP)?  
• How does the unequal distribution of resources affect European countries?  
What is an entrepreneur? |  |  |  |
| **Hook:** | * CNN Student News discussion linked to daily objective [LG] {5} |  |  |  |
| **Work Period/Lesson Framework:** |  |  |  |  |
| **Strategy:** | New American Lecture |  |  |  |
| **Guided/Independent Practice:** |  |  |  |  |
| Transition Activity: | Students review prior days objectives [LG] {5} |  |  |  |
| Learning Experience: | Students will be introduced to the New Weekly Assignment Sheet on WWII.  
Students will take notes on WWII Propaganda and work in their differentiated groups to create an example.  
Students will work in differentiated groups on vocabulary  
Vocabulary flash cards [LG] {40} |  |  |  |
| Wrap Up/Assessment: | Informal/Essential Question [IND/LG] {5} |  |  |  |
| **Closing:** |  |  |  |  |
| Assess Understanding: | Open Response Question:  
Class Discussion  
Summarize daily objective and what new information was gained [IND] {5} |  |  |  |
| Homework: | - Read a Novel (20 mins.) |  |  |  |
### Unit: History

**Subject:** SS  
**Grade:** 6th  
**Teacher:** L. Robertson  
**Time:** 50 mins.

#### Materials:
- Videos: CNN Student News
- History/European Exploration: [www.unitedstreaming.com](http://www.unitedstreaming.com)
- Unit Checklists – History/ (class set)
- Activity: UnitedStreaming
- BrainPOP Answer Cards (class set)
- Students’ Learning Logs

#### CCGPS:
- Advanced Communication Skills: (ACS)
  - Formulates and poses questions to engage others in meaningful discussion and reflection.

#### Objectives:
- MOVEMENT / MIGRATION: The student will understand that the movement or migration of people and ideas affects all societies involved.

### Opening:
- **Starter:** Daily Starter[LG] [5]
- **Enduring Understanding:** SWBAT understand that the movement or migration of people and ideas affects all societies involved.

### Essential Question(s):
- How did European exploration impact European development?
- What factors, including the contributions of Prince Henry the Navigator, influenced European nations to begin overseas exploration?
- Why did European nations build colonial empires in Africa, Asia, the Americas, and Australia?
- What is the relationship between human capital, capital investment, and gross domestic product (GDP)?
- How does the unequal distribution of resources affect European countries?
- What is an entrepreneur?

#### Hook:
- * CNN Student News discussion linked to daily objective [LG] [5]

### Work Period/Lesson Framework:

#### Strategy:
- New American Lecture

#### Transition Activity:
- Students review prior days objectives [LG] [5]

#### Learning Experience:
- Students will be introduced to the New Weekly Assignment Sheet on WWII.
- Students will read about Women in Baseball during WWII and work in their differentiated groups to create a summary.
- Students will work in differentiated groups on vocabulary
  - 3-Vocabulary puzzle
  - 1-2 Vocabulary flash cards [LG] [40]

#### Wrap Up:/Assessment:
- Informal/Essential Question [IND/LG] [5]

### Closing:

#### Assess Understanding:
- **Open Response Question:**
  - Class Discussion
  - Summarize daily objective and what new information was gained [IND] [5]

#### Homework:
- Read a Novel (20 mins.)
- Select project choices.
- **Weekly Assignments along with the independent/partner project**

---

Adapted from Gifted and Talented Department – CCGPS Unit Plan Template  
L. Robertson 10/2016
<table>
<thead>
<tr>
<th>Unit: <strong>History</strong></th>
<th>Subject: SS</th>
<th>Grade: 6th</th>
<th>Teacher: L. Robertson</th>
<th>Time: 50 mins.</th>
</tr>
</thead>
</table>

**Materials:**
- Videos: CNN Student News
- History/European Exploration: [www.unitedstreaming.com](http://www.unitedstreaming.com)
- Unit Checklists – History/ (class set)
- Activity: UnitedStreaming
- BrainPOP Answer Cards (class set)
- Students’ Learning Logs

**CCGPS:**

**APs Gifted Standards:**
- Advanced Communication Skills: (ACS)
- Formulates and poses questions to engage others in meaningful discussion and reflection.

**Objectives:**
- MOVEMENT / MIGRATION: The student will understand that the movement or migration of people and ideas affects all societies involved.

---

**Opening:**

- **Starter:**
  - Daily Starter[LG] [5]

- **Enduring Understanding:**
  - SWBAT understand that the movement or migration of people and ideas affects all societies involved.

- **Essential Question(s):**
  - How did European exploration impact European development?
  - What factors, including the contributions of Prince Henry the Navigator, influenced European nations to begin overseas exploration?
  - Why did European nations build colonial empires in Africa, Asia, the Americas, and Australia?
  - What is the relationship between human capital, capital investment, and gross domestic product (GDP)?
  - How does the unequal distribution of resources affect European countries?
  - What is an entrepreneur?

- **Hook:**
  - * CNN Student News discussion linked to daily objective [LG] [5]

---

**Work Period/Lesson Framework:**

- **Strategy:**
  - New American Lecture

- **Guided/Independent Practice:**
  - Transition Activity: Students review prior days objectives [LG] [5]

  - **Learning Experience:**
    - Students will be introduced to the New Weekly Assignment Sheet on WWII.
    - Students will take detailed notes on Propaganda and analyze different examples.
    - Students will work in differentiated groups on vocabulary
      - 3-Vocabulary puzzle
      - 1-2 Vocabulary flash cards [LG] [40]

  - **Wrap Up/Assessment:** Informal/Essential Question [IND/LG] [5]

---

**Closing:**

- **Assess Understanding:**
  - Open Response Question: Class Discussion
    - Summarize daily objective and what new information was gained [IND] [5]

- **Homework:**
  - Read a Novel (20 mins.)
  - Select project choices.

  - Weekly Assignments along with the independent/partner project
### Unit: History | Subject: SS | Grade: 6th | Teacher: L. Robertson | Time: 50 mins.

#### Materials:
- Videos: CNN Student News
- History/European Exploration: [www.unitedstreaming.com](http://www.unitedstreaming.com)
- Unit Checklists – History/ (class set)
- Activity: UnitedStreaming
- BrainPOP Answer Cards (class set)
- Students’ Learning Logs

#### CCGPS:
- APS Gifted Standards: Advanced Communication Skills: (ACS)
- Formulates and poses questions to engage others in meaningful discussion and reflection.

#### Objectives:
- MOVEMENT / MIGRATION: The student will understand that the movement or migration of people and ideas affects all societies involved.

#### Opening:
- Starter: Daily Starter [LG] {5}
- Enduring Understanding: SWBAT understand that the movement or migration of people and ideas affects all societies involved.
- Essential Question(s):
  - How did European exploration impact European development?
  - What factors, including the contributions of Prince Henry the Navigator, influenced European nations to begin overseas exploration?
  - Why did European nations build colonial empires in Africa, Asia, the Americas, and Australia?
  - What is the relationship between human capital, capital investment, and gross domestic product (GDP)?
  - How does the unequal distribution of resources affect European countries?
  - What is an entrepreneur?
- Hook: * CNN Student News discussion linked to daily objective [LG] {5}

### Work Period/Lesson Framework:
#### Strategy: New American Lecture

- **Transition Activity:** Students review prior days objectives [LG] {5}
- **Learning Experience:** Students will be introduced to the New Weekly Assignment Sheet on WWII. Students will work with a partner in their differentiated groups to create their own Propaganda Poster from WWII. Students will work in differentiated groups on vocabulary
  - 3-Vocabulary puzzle
  - 1-2 Vocabulary flash cards [LG] {40}
- **Wrap Up/Assessment:** Informal/Essential Question [IND/LG] {5}

#### Closing:
- **Assess Understanding:** Open Response Question:
  - Class Discussion
  - Summarize daily objective and what new information was gained [IND] {5}
- **Homework:** - Read a Novel (20 mins.)
  - Select project choices.
  - **Weekly Assignments along with the independent/partner project**
<table>
<thead>
<tr>
<th><strong>Unit:</strong> History</th>
<th><strong>Subject:</strong> SS</th>
<th><strong>Grade:</strong> 6th</th>
<th><strong>Teacher:</strong> L. Robertson</th>
<th><strong>Time:</strong> 50 mins.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Materials:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Videos: CNN Student News</td>
<td>History/European Exploration: <a href="http://www.unitedstreaming.com">www.unitedstreaming.com</a></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unit Checklists – History/(class set)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activity: UnitedStreaming</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BrainPOP Answer Cards (class set)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students’ Learning Logs</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>CCGPS:</strong></td>
<td>Advanced Communication Skills: (ACS)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>APS Gifted Standards:</strong></td>
<td>Formulates and poses questions to engage others in meaningful discussion and reflection.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Objectives:</strong></td>
<td>MOVEMENT / MIGRATION: The student will understand that the movement or migration of people and ideas affects all societies involved.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Opening

**Starter:**

Daily Starter [LG] {5}

**Enduring Understanding:**

SWBAT understand that the movement or migration of people and ideas affects all societies involved.

**Essential Question(s):**

- How did European exploration impact European development?
- What factors, including the contributions of Prince Henry the Navigator, influenced European nations to begin overseas exploration?
- Why did European nations build colonial empires in Africa, Asia, the Americas, and Australia?
- What is the relationship between human capital, capital investment, and gross domestic product (GDP)?
- How does the unequal distribution of resources affect European countries?
- What is an entrepreneur?

**Hook:**

* CNN Student News discussion linked to daily objective [LG] {5}

### Work Period/Lesson Framework

**Strategy:**

New American Lecture

**Guided/Independent Practice:**

**Transition Activity:**

Students review prior days objectives [LG] {5}

**Learning Experience:**

2 Days/Students will watch the [Historical Fiction Movie: A League of Their Own](http://www.unitedstreaming.com) while completing a movie analysis assignment [LG] {40}

**Wrap Up/Assessment:**

Informal/Essential Question [IND/LG] {5}

### Closing

**Assess Understanding:**

Class Discussion

Summarize daily objective and what new information was gained [IND] {5}

**Homework:**

- Read a Novel (20 mins.)
- Select project choices.

**Weekly Assignments along with the independent/partner project**
<table>
<thead>
<tr>
<th>Unit: <strong>History</strong></th>
<th>Subject: SS</th>
<th>Grade: 6th</th>
<th>Teacher: L. Robertson</th>
<th>Time: 50 mins.</th>
</tr>
</thead>
</table>
| **Materials:** | Videos: **CNN Student News**  
*History/European Exploration*: [www.unitedstreaming.com](http://www.unitedstreaming.com)  
Unit Checklists – History/ (class set)  
Activity: **UnitedStreaming**  
BrainPOP Answer Cards (class set)  
Students’ Learning Logs |
| **CCGPS:** | **APS Gifted Standards:** | Advanced Communication Skills: (ACS)  
Formulates and poses questions to engage others in meaningful discussion and reflection. |
| **Objectives:** | **MOVEMENT / MIGRATION:** The student will understand that the movement or migration of people and ideas affects all societies involved. |

**Opening:**
- **Starter:** Daily Starter [LG] {5}

**Enduring Understanding:**  
SWBAT understand that the movement or migration of people and ideas affects all societies involved.

**Essential Question(s):**
- How did European exploration impact European development?
- What factors, including the contributions of Prince Henry the Navigator, influenced European nations to begin overseas exploration?
- Why did European nations build colonial empires in Africa, Asia, the Americas, and Australia?
- What is the relationship between human capital, capital investment, and gross domestic product (GDP)?
- How does the unequal distribution of resources affect European countries?
- What is an entrepreneur?

**Hook:**  
* CNN Student News discussion linked to daily objective [LG] {5}

**Work Period/Lesson Framework:**
- **Strategy:** New American Lecture

  **Transition Activity:**  
  Students review prior days objectives [LG] {5}

  **Learning Experience:**  
  2 Days/Students will watch the [Historical Fiction Movie: A League of Their Own](http://www.unitedstreaming.com) while completing a movie analysis assignment [LG] {40}

  **Wrap Up/Assessment:** Informal/Essential Question [IND/LG] {5}

**Closing:**
- **Assess Understanding:**  
  [Class Discussion](http://www.unitedstreaming.com)  
  Summarize daily objective and what new information was gained [IND] {5}

**Homework:**  
- Read a Novel (20 mins.)
- Select project choices.

**Weekly Assignments along with the independent/partner project**
<table>
<thead>
<tr>
<th>Unit: <strong>History</strong></th>
<th>Subject: SS</th>
<th>Grade: 6th</th>
<th>Teacher: L. Robertson</th>
<th>Time: 50 mins.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Materials:</strong></td>
<td>Videos: CNN Student News&lt;br&gt;History/European Exploration: <a href="http://www.unitedstreaming.com">www.unitedstreaming.com</a>&lt;br&gt;Unit Checklists – <em>History/</em> (class set)&lt;br&gt;Activity: <em>UnitedStreaming</em>&lt;br&gt;BrainPOP Answer Cards (class set)&lt;br&gt;Students’ Learning Logs</td>
<td><strong>CCGPS:</strong></td>
<td><strong>APS Gifted Standards:</strong></td>
<td>Advanced Communication Skills: (ACS)&lt;br&gt;Formulates and poses questions to engage others in meaningful discussion and reflection.</td>
</tr>
<tr>
<td><strong>CCGPS:</strong></td>
<td><strong>APS Gifted Standards:</strong></td>
<td><strong>Objectives:</strong></td>
<td><strong>Enduring Understanding:</strong></td>
<td>SWBAT understand that the movement or migration of people and ideas affects all societies involved.</td>
</tr>
<tr>
<td><strong>Opening:</strong></td>
<td><strong>Hook:</strong></td>
<td>* CNN Student News discussion linked to daily objective [LG] {5}</td>
<td><strong>Strategy:</strong></td>
<td>New American Lecture</td>
</tr>
<tr>
<td><strong>Strategy:</strong></td>
<td><strong>Guided/Independent Practice:</strong></td>
<td>Transition Activity:&lt;br&gt;Students review prior days objectives [LG] {5}</td>
<td><strong>Learning Experience:</strong></td>
<td>Students will take detailed notes on Propaganda and analyze different examples.&lt;br&gt;Students will work in differentiated groups on creating their own WWII Propaganda Poster [LG] {40}</td>
</tr>
<tr>
<td><strong>Closing:</strong></td>
<td><strong>Assess Understanding:</strong></td>
<td>Open Response Question:&lt;br&gt;Class Discussion&lt;br&gt;Summarize daily objective and what new information was gained [IND] {5}</td>
<td><strong>Homework:</strong></td>
<td>- Read a Novel (20 mins.)&lt;br&gt;Select project choices.&lt;br&gt;<strong>Weekly Assignments along with the independent/partner project</strong></td>
</tr>
</tbody>
</table>