| Name: Tasha Hunt | | | Grading Quarter: 1 | Week Beginning: September 4, 2023 | |
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| School Year: 2023 | | | Subject: World His | tory | |
| Monday | Notes: | NO SCHOOL LABOR DAY | | | Academic Standards: |
| Tuesday | Notes: | Lesson Overview Warm-up: Review Lecture/Notes: Re Closing: Snowball Academic Standar History HS.H1.1 Ex HS.H1.2 Explain an influenced state-b consequences that Explain how religio HS.H1.7 Analyze h development and conflict. HS.H2.2 A HS.H2.3 Evaluate t resolutions. HS.H3 respond to societa and belief systems time. HS.H3.3 Com political, economic balanced individua common good. HS have developed ar | e causes & effects of the I Art from the Renaissance formation rds: splain the process of state ad compare how social, cu uilding, expansion, and di t resulted from civilization ons and belief systems hav ow technological innovati transformed societies. HS analyze approaches to con the short- and long- term a.1 Analyze how societies, al needs and changes. HS.I s have influenced econom apare the ways in which e c, and social development al freedoms, responsibilitie .H4.2 Explain how artistic | Reformation & Counter-Reformation building, expansion, and dissolution. Itural, and environmental factors ssolution. HS.H1.3 Evaluate the al and cultural interactions. HS.H1.5 re affected the origins of societies. on and trade has affected economic .H2.1 Explain multiple causes of flict management and resolution. mpacts of conflicts and their leaders, institutions, and organizations H3.2 Analyze how ideologies, religion, c, political, and social institutions over conomic philosophies influenced s. HS.H3.4 Evaluate how societies have es, and human dignity versus the philosophical, and scientific ideas itutions. HS.H4.3 Examine how access d to influence society. | |

| Notes: Learning Objective: Students will gain a deeper understanding of the key events, figures, and ideas of the Reformation by creating and performing skits that highlight different aspects of this historical movement. Lesson Overview: Warm-up: Review key figures and points of the Reformation Group Activity: Rehearsal for Reformation Skits Performance of Reformation Skits Closing: Awards Best costume Best performance Most entertaining Academic Standards: History HS.H1.1 Explain the process of state-building, expansion, and dissolution. HS.H1.2 Explain and compare how social, cultural, and environmental factors influenced state-building, expansion, and dissolution. HS.H1.3 Evaluate the | | | | |
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| Thursday | Notes: | Learning Objective: SWBAT Recognize the significant scientists and philosophers of the Scientific Revolution, such as Galileo Galilei, Nicolaus Copernicus, Johannes Kepler, and Isaac Newton. Lesson Overview: Notes: Scientific Revolution Closing: Who am I? Newton, Copernicus, Kepler, etc. Academic Standards: History HS.H.1.1 Explain the process of state-building, expansion, and dissolution. HS.H.2. Explain and compare how social, cultural, and environmental factors influenced state-building, expansion, and dissolution. HS.H.1.2 Explain and compare how social, cultural, and environmental factors influenced state-building, expansion, and dissolution. HS.H.1.3 Explain belief systems have affected the origins of societies. HS.H.1.7 Analyze how technological innovation and trade has affected economic development and transformed societies. HS.H.2.1 Explain multiple causes of conflict. HS.H2.2 Analyze approaches to conflict management and resolution. HS.H3.1 Analyze how societies, leaders, institutions, and organizations respond to societial needs and changes. HS.H3.2 Analyze how ideologies, religion, and belief systems have influenced economic political, and social institutions over time. HS.H3.3 Compare the ways in which economic philosophies influenced political, economic, and social developments. HS.H3.4 Evaluate how societies have balanced individual freedoms, responsibilities, and human dignity versus the common good. HS.H4.2 Explain how artistic, philosophical, and scientific ideas have developed and shaped society and institutions. HS.H4.3 Examine how access to information and technology has been used to influence society. | |
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