

Agenda: February 14th – Social Studies Common Planning

- SIR
- School-wide Benchmark (Cause & Effect)
- Explicit Corrective Feedback
- Rigor in the Classroom/Lesson
- Data Driven Lessons/Small Groups
- Lesson Planning Break-offs
- Happy Valentine's Day!

Notes:

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Wendy Kasbfsky

Marlene Lana

Estela Atapay

Marco Siervo

Dave Hall

Ahmed Ward

Kim Hill

Ashley Noffo


- Wendy
m. Lana
Estela
Marco
Dave
Ahmed
Kim
Ashley

Ms. Kaslofsky's World History Lesson Plans – 9th Grade

Date(s): February 6-10

Special Notes: _____

Switch Board of Miami

	<u>Primary Benchmark:</u> Cause and Effect	<u>Lesson Objectives/</u> <u>Additional Benchmarks:</u> Understand the effects of Industrial Revolution SS.A.3.4.8	<u>Essential Question:</u> Explain the contributing factors of the Industrial Revolution and the factors that influence change in industry today.
<u>Essential Vocabulary:</u> Entrepreneur Cottage industry Industrial Capitalism Socialism		<u>Higher Order Questions:</u> 1. Distinguish the social impact of the IR in Europe with the impact on the USA. 2. Why was the railroad import to the IR? 3. Compare the working conditions during the IR to today's worker.	
<u>Opening Activity:</u> Bell Ringer: Vocabulary Word Maps Entrepreneur	<u>Whole Group/ Core Instruction</u> <u>Daily Lesson: Textbook Correlations and/or Supplemental Activities</u> <u>Textbook Page (s): p. 581-588</u> <u>Activity/Lessons:</u> 1. KWL on Child labor laws 2. Discovery Learning Video 3. Cloze Read p. 581-588		
<u>Data Driven Differentiation: (Data used for Differentiated Instruction/Include in Data Binder)</u>			
2010 FCAT Data FAIR Baseline Interim Assessment FCIM/IFC Assessment Other: _____			
<u>Differentiated Instruction</u> <u>Small Group: Intensive – Teacher Lead</u> <u>Assignment (s):</u> P .588 # 4 Describe the importance of the railroads in the growth of cities in Europe and North America. <u>Student(s):</u> Lower Level		<u>Differentiated Instruction</u> <u>Small Group: Proficient</u> <u>Assignment (s):</u> p. 588 #7 Cause and effect: use the diagram below to list the cause and effects of the industrial revolution. <u>Student(s):</u> Higher Level	
<u>Closing Activity:</u> Review of Essential Questions and HOQ's Face book Exit Slip	<u>Assessments/Progress Monitoring:</u> 1. KWL 2. Word Map 3. Cloze Read 4. DI Activities 5. Essay/article		<u>Home Learning:</u> 1. Write an article depicting the working conditions in cotton mills and an explanation of how owners defended such conditions.

12/8/10

Agenda

Reflections

Feedback from previous camp

Analysis of work

Next topics

Essential questions


HOTS

Hands on activity

Explicit Instruction

Student Data

Camp Plan Product

	<u>Primary Benchmark:</u> LA.910.3.2.2 The student will draft writing by establishing a logical organizational pattern with supporting details that are substantial, specific, and relevant.	<u>Lesson Objectives/ Additional Benchmarks:</u> <ul style="list-style-type: none"> Understand the FCAT Writing Rubric Respond to other writers and provide feedback on writing. 	<u>Essential Question:</u> Discuss the impact that various organizational patterns can have on the effectiveness of a persuasive essay.		
	<div> <div> <u>Essential Vocabulary:</u> Thesis Evidence Introduction Body Conclusion </div> <div> <u>Higher Order Questions:</u> 1. How does the use of allusion further develop a persuasive idea? 2. Evaluate an essay and justify the score. 3. Organize a prewritten essay based upon the author's use of transitional devices. 4. Develop a writing plan, and create an introduction paragraph employing the persuasive techniques. </div> </div>				
<u>Opening Activity:</u> Dr. Suess <u>Green Eggs and Ham</u> sentence scramble	<u>Whole Group/ Core Instruction</u> <u>Activity/Lessons:</u> Whole Group-Discussion of persuasive techniques including: Repetition, thoughtful metaphor, and allusion.				
<u>Data Driven Differentiation: (Data used for Differentiated Instruction/Include in Data Binder)</u>					
<u>2010 FCAT Data</u>	<u>FAIR</u>	<u>Baseline</u>	<u>Interim Assessment</u>	<u>FCIM/IFC Assessment</u>	<u>Other: Folio</u>
<u>Differentiated Instruction</u> Rubric using calibration paper-Students will use the rubric to score a calibration paper, and then debrief with teacher (FOCS).		<u>Differentiated Instruction</u> Timed writing to FCAT prompt- Students will plan and write an intro to the following prompt, and then share with group: All-girl schools have been gaining popularity in recent years because of the belief that girls learn better when they aren't competing with or intimidated by boys, who statistically get more attention in the classroom. Do you think single-sex schools are a good idea? Why or why not? Use specific reasons and examples to support your position.		<u>Differentiated Instruction</u> Folio essay scramble and score- Using a folio paper from a Homestead student, students will organize the paper and justify their reasons for their answers. Then they will score the paper.	
<u>Closing Activity:</u> Name three things learned in camp today.	<u>Assessments/Progress Monitoring:</u> Student responses from blue books.			<u>Home Learning:</u> Finish essay from small group	

Common Planning Sign in sheet

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