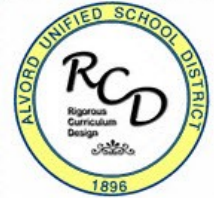




Rigorous Curriculum Design

Unit Planning Organizer



Subject:	World History	Grade:	7th
Unit Number:	5	Unit Name:	Medieval Europe
Unit Length	Days: 29 Buffer: 5 days		Minutes per day: 50
Unit Synopsis	Analyze the culture and diffusion of Medieval Europe		

	Current History Standards	Common Core Literacy Standards
Priority Standards	<p>7.6.3 Understand the development of feudalism, its role in the medieval European economy, the way in which it was influenced by physical geography (the role of the manor and the growth of towns), and how feudal relationships provided the foundation of political order.</p> <p>7.6.5 Know the significance of developments in medieval English legal and constitutional practices and their importance in the rise of modern democratic thought and representative institutions (e.g., Magna Carta, parliament, development of habeas corpus, an independent judiciary in England).</p> <p>7.6.8 Understand the importance of the Catholic church as a political, intellectual, and aesthetic institution (e.g., founding of universities, political and spiritual roles of the clergy, creation of monastic and mendicant religious orders, preservation of the Latin language and religious texts, St. Thomas Aquinas's synthesis of classical philosophy with Christian theology, and the concept of "natural law").</p>	<p>RH</p> <p>4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies</p> <p>7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p>WH</p> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</p>

	Current History Standards	Common Core Literacy Standards
Supporting Standards	<p>7.1.3 Describe the establishment by Constantine of the new capital in Constantinople and the development of the Byzantine Empire, with an emphasis on the consequences of the development of two distinct European civilizations, Eastern Orthodox and Roman Catholic, and their two distinct views on church-state relations.</p> <p>7.6.1 Study the geography of the Europe and the Eurasian land mass, including its location, topography, waterways, vegetation, and climate and their relationship to ways of life in Medieval Europe.</p> <p>7.6.2 Describe the spread of Christianity north of the Alps and the roles played by the early church and by monasteries in its diffusion after the fall of the western half of the Roman Empire.</p> <p>7.6.4 Demonstrate an understanding of the conflict and cooperation between the Papacy and European monarchs (e.g., Charlemagne, Gregory VII, Emperor Henry IV).</p> <p>7.6.6 Discuss the causes and course of the religious Crusades and their effects on the Christian, Muslim, and Jewish populations in Europe, with emphasis on the increasing contact by Europeans with cultures of the Eastern Mediterranean world.</p> <p>7.6.7 Map the spread of the bubonic plague from Central Asia to China, the Middle East, and Europe and describe its impact on global population.</p> <p>7.6.9 Know the history of the decline of Muslim rule in the Iberian Peninsula that culminated in the Reconquista and the rise of Spanish and Portuguese kingdoms</p>	<p>RH</p> <p>3. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).</p> <p>5. Describe how a text presents information (e.g., sequentially, comparatively, and causally).</p> <p>6. 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).</p> <p>8. Distinguish among fact, opinion, and reasoned judgment in a text.</p> <p>9. Analyze the relationship between a primary and secondary source on the same topic.</p> <p>Range of Reading and Level of Text Complexity</p> <p>10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.</p> <p>WH</p> <p>1. Write arguments focused on discipline-specific content.</p> <p>2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>5. 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.</p> <p>8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>9. Draw evidence from informational texts to support analysis, reflection, and research.</p>

Target ELD Standards	<p>Collaborative Adapting language choices to various contexts (based on task, purpose, audience, and text type).</p>
	<p>Interpretive Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language.</p>
	<p>Productive Writing literacy and informational texts to present, describe, and explain ideas and information, using appropriate technology. Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas.</p>

Unwrapped Priority Standards

“Unwrapped” Skills (Students need to be able to do)	“Unwrapped” Concepts (Students need to know)	Bloom’s Taxonomy (Level of Cognitive Rigor)	Depth of Knowledge (Target for Unit Mastery)
Understand	the development of feudalism, its role in the medieval European economy, the way in which it was influenced by physical geography, and how feudal relationships provided the foundation of political order.	Level 2	Level 3
Know	significance of developments in medieval English legal and constitutional practices and their importance in the rise of modern democratic thought and representative institutions (e.g., Magna Carta, parliament, development of habeas corpus, an independent judiciary in England).	Level 5	Level 4
Understand	the importance of the Catholic church as a political, intellectual, and aesthetic institution.	Level 2	Level 2

Learning Progressions of Skills and Concepts

Priority History Standard	7.6.3 Understand the development of feudalism, its role in the medieval European economy, the way in which it was influenced by physical geography, and how feudal relationships provided the foundation of political order.	
Previous Grade	Current Grade	Next Grade
6.7 Students analyze the geographic, political, economic, religious, and social structures during the development of Rome.		<p>8.2 Students analyze the political principles underlying the U.S. Constitution and compare the enumerated and implied powers of the federal government.</p> <p>1. Discuss the significance of the Magna Carta, the English Bill of Rights, and the Mayflower Compact.</p>

<i>Essential Questions</i>	<i>Corresponding Big Ideas</i>
<p><i>How did the geography, economy and feudal relationships contribute to a new political order in Western Europe?</i></p> <p><i>How did Medieval English politics lead to modern democratic thought and representational institutions?</i></p> <p><i>Why was the Catholic Church considered a political, intellectual and aesthetic institution?</i></p>	<p><i>The lack of leadership caused feudalism to rise in Western Europe.</i></p> <p><i>All people should have rights.</i></p> <p><i>Catholicism was a part of all Western Europeans' life, (i.e. universities, government, and art.)</i></p>

Unit Vocabulary Words	
Academic Cross-Curricular Vocabulary (Tier 2)	Content/Domain Specific Vocabulary (Tier 3)
<p>Research, edit, revise, cite, analyze, prioritize, pertinent, create, acknowledge, judge, elicit, report, produce, define, compare, contrast</p>	<p>Byzantine: Constantine, Constantinople, Justinian Code, Icons, Byzantium/Byzantine, Empress Theodora, Nike Riots</p> <p>Medieval Europe: Feudalism, hierarchy, lord-vassal system, feudal system, monarch, clergy, serf, peasant, nobility, castle, manor, cathedral, joust, knight, chivalry, pope, papacy, Vatican, Catholic, monastery, scriptorium, calligraphy, illumination, Bible, monks, Crusades, habeas corpus, Magna Carta, Independent, judiciary, Bubonic Plague, pandemic, parliament</p>

Resources for Vocabulary Development (Strategies, Routines and Activities)

- **“Talk Show Host”** (practicing unit vocabulary activity) –5 Students are up at front of room, each of the 5 add a word to complete a sentence about one vocabulary word. (Minimum of 8 words). Each student passes microphone to other student to complete the sentence. The “audience” (the rest of the class) writes the sentence on their own paper as the 5 students say it. Then 5 students choose 5 from the audience to take their places.
- **Budget vocabulary matrix**
- **Word Wall**
- **Vocabulary Frayer models**

Unit Assessments

Pre-Assessment	Post-Assessment
Test Description: CFA Unit 5 Pre Test Please see www.alvordschools.org/cfa for the most current EADMS CFA ID numbers.	Test Description: CFA Unit 5 Post Test Please see www.alvordschools.org/cfa for the most current EADMS CFA ID numbers.

Scoring Guides and Answer Keys

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Assessment Differentiation

Students with Disabilities	<p>Reference IEP</p> <p>Accommodations</p> <ul style="list-style-type: none"> Preferential seating More pictures/Visuals Premade copy of notes student can mark on. Peer reader <p>Modifications</p> <ul style="list-style-type: none"> Change number of items Give more time Different test Shorter answers Sentence frames
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Engaging Scenario Overview
(Situation, challenge, role, audience, product or performance)

Goal: Students will analyze the events of the middle ages and report on the causes and effects of the lists below. Students will show the changes from the early middle ages to the late middle ages.

Days: 5

Description:

Situation: While walking to school you stumble upon a time traveling device. You pick it up and begin pressing buttons.

Minutes/Day:

Challenge: Working in cooperative groups, students will gather information while they are using the time traveling device, write about their findings, and share their results with classmates.

Role: You are transported back into the European middle ages. Groups will be responsible for incorporating all ideas from the "Group" list in their presentation.

Group 1 (optional)	Group 2	Group 3
Constantine	Feudalism	Crusades
Architecture	Manor / Castle	Changes in farming
Justinian Code	Monarchy	Changes in warfare
Empress Theodora	Knighthood	King John / Magna Carta
Nike Riots	Peasant / Serf	Church / Pope
Crusades	Armor / Shield	Cathedrals
Great Schism	Role of the Church	Urbanization
Greek Orthodoxy	Charlemagne	Plague
Icons	Battle of Hastings / William the Conqueror	King Edward I / Model Parliament

Audience: Students present Powtoon presentation, newspaper, pop-up book, or Power Point presentation to the class and/ or share presentation with 6th grade classes and other 7th grade history classes.

Product: Powtoon presentation, newspaper, pop-up book, or Power Point presentation of your time travel discoveries.

Performance: Students present Powtoon presentation, newspaper, pop-up book, or Power Point presentation to the class.

Resources: <http://www.makemynewspaper.com/>
http://www.readwritethink.org/files/resources/interactives/Printing_Press/
<http://www.powtoon.com/>



Plan Your
Newspaper.the
scoop

Engaging Learning Experiences
Synopsis of Authentic Performance Tasks

Authentic Performance Tasks	Description	Suggested Length of Time
National History Day Task #5 (Final)	Students will have finished NHD projects and will compete in school wide competition or class presentation.	Final
Task 1:	Byzantine Empire-create a travel advertisement. Students will create a travel advertisement encouraging inhabitants of Western Europe to vacation or migrate to Byzantium! Teacher's choice of destination.	Days:3 Minutes/Day:
Task 2:	Heraldry –students will research their family name and create a shield. Representing where their family is from (map), family values, symbol of values, etc. Teacher's choice on criteria for HeraldryShield.	Days:2 Minutes/Day:
Task 3:	Compare and contrast feudalism in Japan to feudalism in Europe. "Samurai and Knights: Were the Similarities Greater Than the Differences?" DBQ- May use entire DBQ if time, or pull out a few documents (A, C, D, E)	Days:4 Minutes/Day:
Task 4:	Annotated Time Line- students will create political, military, and/or society changes in medieval times. Teacher's choice-key events/ideas to include.	Days:3 Minutes/Day:

Interdisciplinary Connections	<p>Math- Castle and cathedral architecture- parallel, perpendicular, geometry angles – ratio, proportions, % and fractions (taking about plague victims)</p> <p>Science- contagious diseases, hygiene, plague- leeches- progress-pandemics</p>
Scoring Rubric	

21st Century Skills

- | | |
|--|---|
| <input type="checkbox"/> Creativity and Innovation
<input type="checkbox"/> Critical Thinking and Problem Solving
<input type="checkbox"/> Communication and Collaboration
<input type="checkbox"/> Flexibility and Adaptability
<input type="checkbox"/> Globally and Financially Literate
<input type="checkbox"/> Information and Media Literacy | <input type="checkbox"/> Initiative and Self-Direction
<input type="checkbox"/> Social and Cross-Cultural Skills
<input type="checkbox"/> Productivity and Accountability
<input type="checkbox"/> Leadership and Responsibility
<input type="checkbox"/> _____
<input type="checkbox"/> _____ |
|--|---|

Connections between 21st Century Skills, CCCSS, and Unit Overview:

from P21 and Costa & Kallick, 2008, <http://www.p21.org/about-us/p21-framework>

Authentic Performance Task 1

Task Description	Byzantine Empire-create a travel advertisement.	Suggested Length	Days:2 Minutes/Day:
Standards Addressed	Priority Standard(s)		
	Supporting Standard(s)		
	<p>7.1.3 Describe the establishment by Constantine of the new capital in Constantinople and the development of the Byzantine Empire, with an emphasis on the consequences of the development of two distinct European civilizations, Eastern Orthodox and Roman Catholic, and their two distinct views on church-state relations.</p>		
	Target ELD Standard(s)		
<p>Collaborative Adapting language choices to various contexts (based on task, purpose, audience, and text type).</p> <p>Interpretive Reading closely literary and informational texts and viewing multimedia to determine how meanings are conveyed explicitly and implicitly through language.</p> <p>Productive Writing literacy and informational texts to present, describe, and explain ideas and information, using appropriate technology. Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas.</p>			
Essential Question(s)	<i>How did the geography, economy and feudal relationships contribute to a new political order in Western Europe?</i>		
Big Idea(s)	<i>The lack of leadership caused feudalism to rise in Western Europe.</i>		
Bloom's Level 2		DOK Level 2	
		Scoring Rubric	

(Suggested Instructional Strategies and Tasks)

Teaching and Learning Sequence

Go over Ch 6 Byzantine Empire-TCI Text

Resources and Materials

(e.g., Textbook References, Multi-Media Sources, Additional Print Sources and Artifacts)

Ch 2-6 of TCI Text



Travel Brochure
Template.potx

Strategies for Differentiation


All Students	SWD	ELs	Enrichment
	Reference IEP <i>Accommodations</i> Preferential seating More pictures/Visuals Premade copy of notes student can mark on. Peer reader <i>Modifications</i> Change number of items Give more time Different test Shorter answers Sentence frames	Emerging Expanding Bridging	

Scoring Rubric

Authentic Performance Task 2

Task Description	Heraldry –students will research their family name and create a shield. Shields will represent where their family is from (map), the meaning of their name, values, etc.	Suggested Length	Days:2 Minutes/Day:
Standards Addressed	Priority Standard(s)		
	7.6.3 Understand the development of feudalism, its role in the medieval European economy, the way in which it was influenced by physical geography (the role of the manor and the growth of towns), and how feudal relationships provided the foundation of political order.		
	Supporting Standard(s)		
	7.6.1 Study the geography of the Europe and the Eurasian land mass, including its location, topography, waterways, vegetation, and climate and their relationship to ways of life in Medieval Europe.		
	Target ELD Standard(s)		
<p>Collaborative Adapting language choices to various contexts (based on task, purpose, audience, and text type).</p> <p>Interpretive Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language.</p> <p>Productive Writing literacy and informational texts to present, describe, and explain ideas and information, using appropriate technology. Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas.</p>			
Essential Question(s)	<i>How did the geography, economy and feudal relationships contribute to a new political order in Western Europe?</i>		
Big Idea(s)	<i>The lack of leadership caused feudalism to rise in Western Europe.</i>		

Bloom's	DOK	Scoring Rubric
Level 2	Level 3	
Teaching and Learning Sequence	(Suggested Instructional Strategies and Tasks)	
	Ch 2 TCI Text	

Resources and Materials	<p style="text-align: center;">(e.g., Textbook References, Multi-Media Sources, Additional Print Sources and Artifacts)</p> <p>Ch 2 TCI Text</p>  <p>design_your_own_crest.pdf</p> <p>www.houseofnames.com</p> <p>http://www.yourchildlearns.com/heraldry_activity.htm</p>
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Strategies for Differentiation

All Students	SWD	ELs	Enrichment
	<p>Reference IEP <i>Accommodations</i> Preferential seating More pictures/Visuals Premade copy of notes student can mark on. Peer reader</p> <p><i>Modifications</i> Change number of items Give more time Different test Shorter answers Sentence frames</p>	<p style="text-align: center;">Emerging</p> <hr/> <p style="text-align: center;">Expanding</p> <hr/> <p style="text-align: center;">Bridging</p>	

Scoring Rubric	
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Authentic Performance Task 3

Task Description	Compare and contrast feudalism in Japan to feudalism in Europe. “Samurai and Knights: Were the Similarities Greater Than the Differences?” DBQ- May use entire DBQ if time, or pull out a few documents (A, C, D, E)	Suggested Length	Days:4 Mins/Day:
Standards Addressed	Priority Standard(s)		
	7.6.3 Understand the development of feudalism, its role in the medieval European economy, the way in which it was influenced by physical geography (the role of the manor and the growth of towns), and how feudal relationships provided the foundation of political order.		
	Supporting Standard(s)		
	7.6.1 Study the geography of the Europe and the Eurasian land mass, including its location, topography, waterways, vegetation, and climate and their relationship to ways of life in Medieval Europe.		
	Target ELD Standard(s)		
<p>Collaborative Adapting language choices to various contexts (based on task, purpose, audience, and text type).</p> <p>Interpretive Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language.</p> <p>Productive Writing literacy and informational texts to present, describe, and explain ideas and information, using appropriate technology. Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas.</p>			
Essential Question(s)	How did the geography, economy and feudal relationships contribute to a new political order in Western Europe?		
Big Idea(s)	The lack of leadership caused feudalism to rise in Western Europe.		

Bloom's	DOK	Scoring Rubric	
Level 2	Level 3		
Teaching and Learning Sequence	(Suggested Instructional Strategies and Tasks)		
	<p>“Samurai and Knights: Were the Similarities Greater Than the Differences?” DBQ-A, C, D, E</p>		
Resources and Materials	(e.g., Textbook References, Multi-Media Sources, Additional Print Sources and Artifacts)		
<p>“Samurai and Knights: Were the Similarities Greater Than the Differences?” DBQ-A, C, D, E</p> <p>Ch 2-6 TCI Text</p> <p>Ch 22 TCI Text</p>			
Strategies for Differentiation			
	<p>Reference IEP <i>Accommodations</i> Preferential seating More pictures/Visuals Premade copy of notes student can mark on. Peer reader</p> <p>Modifications Change number of items Give more time Different test Shorter answers Sentence frames</p>	Emerging	
		Expanding	
		Bridging	

Scoring Rubric	
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Authentic Performance Task 4

Task Description	Annotated Time Line- students will create political, military, and/or society changes in medieval times. Teacher's choice-key events/ideas to include.	Suggested Length	Days:3 Minutes/Day:
Standards Addressed	Priority Standard(s)		
	<p>7.6.3 Understand the development of feudalism, its role in the medieval European economy, the way in which it was influenced by physical geography (the role of the manor and the growth of towns), and how feudal relationships provided the foundation of political order.</p> <p>7.6.5 Know the significance of developments in medieval English legal and constitutional practices and their importance in the rise of modern democratic thought and representative institutions (e.g., Magna Carta, parliament, development of habeas corpus, an independent judiciary in England).</p> <p>7.6.8 Understand the importance of the Catholic church as a political, intellectual, and aesthetic institution (e.g., founding of universities, political and spiritual roles of the clergy, creation of monastic and mendicant religious orders, preservation of the Latin language and religious texts, St. Thomas Aquinas's synthesis of classical philosophy with Christian theology, and the concept of "natural law").</p>		

Supporting Standard(s)

7.1.3 Describe the establishment by Constantine of the new capital in Constantinople and the development of the Byzantine Empire, with an emphasis on the consequences of the development of two distinct European civilizations, Eastern Orthodox and Roman Catholic, and their two distinct views on church-state relations.

7.6.1 Study the geography of the Europe and the Eurasian land mass, including its location, topography, waterways, vegetation, and climate and their relationship to ways of life in Medieval Europe.

7.6.2 Describe the spread of Christianity north of the Alps and the roles played by the early church and by monasteries in its diffusion after the fall of the western half of the Roman Empire.

7.6.4 Demonstrate an understanding of the conflict and cooperation between the Papacy and European monarchs (e.g., Charlemagne, Gregory VII, and Emperor Henry IV).

7.6.6 Discuss the causes and course of the religious Crusades and their effects on the Christian, Muslim, and Jewish populations in Europe, with emphasis on the increasing contact by Europeans with cultures of the Eastern Mediterranean world.

7.6.7 Map the spread of the bubonic plague from Central Asia to China, the Middle East, and Europe and describe its impact on global population.

7.6.9 Know the history of the decline of Muslim rule in the Iberian Peninsula that culminated in the Reconquista and the rise of Spanish and Portuguese kingdoms

Target ELD Standard(s)**Collaborative**

Adapting language choices to various contexts (based on task, purpose, audience, and text type).

Interpretive



Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language.

Productive

Writing literacy and informational texts to present, describe, and explain ideas and information, using appropriate technology.

Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas.

<p>Essential Question(s)</p>	<p>How did the geography, economy and feudal relationships contribute to a new political order in Western Europe?</p> <p>How did Medieval English politics lead to modern democratic thought and representational institutions? Why the Catholic Church was considered a political, intellectual and aesthetic institution?</p>		
<p>Big Idea(s)</p>	<p>The lack of leadership caused feudalism to rise in Western Europe. All people should have rights.</p> <p>Catholicism was a part of all Western Europeans' life, (i.e. universities, government, art.)</p>		
<p>Bloom's</p>		<p>DOK</p>	<p>Scoring Rubric</p>
<p>Teaching and Learning Sequence</p>	<p>(Suggested Instructional Strategies and Tasks)</p> <p>After teaching Ch 2-6 TCI and "Samurai and Knights: Were the Similarities Greater Than the Differences?" DBQ-A, C, D, E</p>		

Resources and Materials	<p style="text-align: center;">(e.g., Textbook References, Multi-Media Sources, Additional Print Sources and Artifacts)</p> <p>Ch 2-6 TCI and "Samurai and Knights: Were the Similarities Greater Than the Differences?" DBQ-A, C, D, E</p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;">  timeline-template-example[1].png </div> <div style="text-align: center;">  Screen shot 2012-01-07 at 4.06.3 </div> </div>
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Strategies for Differentiation			
All Students	SWD	ELs	Enrichment
	<p>Reference IEP <i>Accommodations</i> Preferential seating More pictures/Visuals Premade copy of notes</p> <p>student can mark on. Peer reader</p> <p>Modifications Change number of items Give more time Different test Shorter answers Sentence frames</p>	<p style="text-align: center;">Emerging</p> <hr/> <p style="text-align: center;">Expanding</p> <hr/> <p style="text-align: center;">Bridging</p>	

Scoring Rubric	
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Engaging Scenario

Detailed Description (situation, challenge, role, audience, product or performance)

Goal: Students will analyze the events of the middle ages and report on the causes and effects of the lists below. Students will show the changes from the early middle ages to the late middle ages.

Description:

Situation: While walking to school you stumble upon a time traveling device. You pick it up and begin pressing buttons.

Challenge: Working in cooperative groups, students will gather information while they are using the time traveling device, write about their findings, and share their results with classmates.

Role: You are transported back into the European Middle Ages. Groups will be responsible for incorporating all ideas from the "Group" list in their presentation.

Group 1 (optional)	Group 2	Group 3
Constantine	Feudalism	Crusades
Architecture	Manor / Castle	Changes in farming
Justinian Code	Monarchy	Changes in warfare
Empress Theodora	Knighthood	King John / Magna Carta
Nike Riots	Peasant / Serf	Church / Pope
Crusades	Armor / Shield	Cathedrals
Great Schism	Role of the Church	Urbanization
Greek Orthodoxy	Charlemagne	Plague
Icons	Battle of Hastings / William the Conqueror	King Edward I / Model Parliament

Audience: Students present Powtoon presentation, newspaper, pop-up book, or Power Point presentation to the class and/ or share presentation with 6th grade classes and other 7th grade history classes.

Product: Powtoon presentation, newspaper, pop-up book, or Power Point presentation of your time travel discoveries.

Performance: Students present Powtoon presentation, newspaper, pop-up book, or Power Point presentation to the class.

Strategies for Differentiation			
All Students	SWD	ELs	Enrichment
	Reference IEP Accommodations Preferential seating More pictures/Visuals Premade copy of notes student can mark on. Peer reader Modifications Change number of items Give more time Different test Shorter answers Sentence frames	Emerging	
		Expanding	
		Bridging	

Feedback to Curriculum Team		
Reflect on the teaching and learning process within this unit of study. What were some successes and challenges that might be helpful when refining this unit of study?		
	Successes	Challenges
Student Perspective		
Teacher Perspective		