

Name:	Andrew J. Androscopic	Week:	1	Day(s):	2-5
Subject:	Modern World History	School:	Meadville Area Senior High		

Students will engage in:	independent activities cooperative learning peer tutoring visuals	pairing hands-on whole-group instruction technology integration	centers lecture a project simulations
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State/National Standards: 8.4.9.B – Analyze historical documents, material artifacts, and historic sites important to world history before 1500.
8.4.9.C – Analyze how continuity and change throughout history has impacted belief systems and religions, commerce and industry, innovations, settlement patterns, social organization, transportation and roles of women before 1500.

Bell Ringer: Students will answer the following questions in a think/pair/share activity:
“What is one thing you know now that you didn’t know before yesterday?”
“Why do you believe this is important to know?”
“I found the following answer to my question from yesterday:…”

Review: Class discussion – students will share some of their answers from the think/pair/share.

Objectives:

- I. Students will be able to explain the origins of the Renaissance.**
 - a. Define the word *Renaissance*.
 - b. Explain why this era is called the Renaissance.
 - c. Identify the characteristics of the city-states of Italy that gave rise to the Renaissance.
 - i. Physical makeup of city-states
 - ii. Financial success of city-states
 - iii. Influence of Roman ruins
 - iv. Hierarchy of society in city-states

Presentation/ Agenda:

1. Bell ringer/review
2. Introduction to learning menu for the objective covered in the unit – students will receive a menu of learning/assessment options from which they will choose assignments to complete. This will allow students to select assignments that interest them, play to their strengths/intelligences, and allow the teacher to assess their understanding and progress. Rubrics will be provided for each assignment (when applicable).
3. Students will complete a few assignments on the list that are required, and select others from a list of options. All assignments will be due by the end of the week.
4. Students will complete an exit card before they leave each day. Exit cards will answer the following questions:
“What are three things you learned today?”
“What is one question you have after completing your work for the day?”
“What grade do you feel you earned today for your effort in class? What did you do well? What can you improve on?”
5. At the end of class Friday, students will complete a journal entry on

the objective (EEK) for the week in place of an exit card. The journal entry will answer the following questions:

“Describe the conditions in Italy that gave rise to the Renaissance. Why was this era called the Renaissance?”

“What did we do in class this week that you enjoyed the most?”

“If we took a test on this objective today, how do you think you would score? What areas do you feel you would struggle with the most? Why?”

*Students will complete a bell ringer at the beginning of the class each day, answering the questions listed in the bell ringer section above.

Practice/ Corrective Feedback:	Corrective feedback will happen continuously through both student completion of projects from the learning menu, as well as feedback from teacher as facilitator of learning.
Review/Reteach:	Review of concepts will take place through learning menu projects, exit cards, and bell-ringers the following day.
Closure:	Closure will take place through exit cards, in which students will review what they have learned on this day.
Homework:	Students should try to find the answer to their question from the exit card to share in class tomorrow.
Materials:	<ol style="list-style-type: none">1. Copies of learning menu2. Copies of rubrics for each menu items (when applicable)3. Copies of handouts/worksheets for menu items4. Textbooks5. Exit cards6. Laptop, LCD projector, and polyvision board7. Student laptops8. Poster paper9. Markers, colored pencils, crayons10. Scissors11. Glue
Differentiated Strategies/ Assessment:	Differentiation will include learning options and centers, and assessment will take place through teacher observing while moving about the room, journal, class discussion and exit cards. As exit cards are read each night, teacher may find need to conference with individual students to discuss their progress – possibly praising their progress or re-teaching concepts/skills they are having difficulty with.
Teacher Notes:	