**Teacher: 07**

**Topic: Ancient Rome Date: 2/9 and 2/10**

**Type of Class: Global 9 (ESL and non-ESL) Coach: 101**

1. **vocabulary (rate it, explication, fill in missing information)**
2. **read**

 **Some Classes ESL Classes**

* 1. **identify 4/2 key words a. identify 2/1 key word**
	2. **tell partner words and why b. tell partner word and why**
	3. **talk to create 1 sentence w/ 4 words c. talk to create 1 sentence with 2 words**
	4. **answer questions d. answer questions**
	5. **dual column notes w/ teacher e. dual column notes w/ teacher**
1. **closure = bell work next day with EVIDENCE from text cited**

**Language Objective(s) - SWBAT:**

* use new vocabulary in their reading, conversation, and written summary.
* ask and answer questions about the text with a partner.
* read, mark key details, answer questions, and summarize the text in writing with a partner.
* support a claim with evidence from the text.

**Content Objective(s): SWBAT:**

* label the Tigris and Euphrates Rivers on a map.
* explain how the geography of the Roman Empire influenced the Romans, how they adapted to it, and how they changed it.
* explain what the Romans accomplished and contributed to the world.

**ELA Common Core Learning Standard(s):**

**RI.9-10.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 9-10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

L.9-10.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening at the college and career readiness level

**Social Studies Commencement (C.3.2.5)**

Develop and test generalizations and conclusions and pose analytical questions based on the results of geographic inquiry

**Social Studies Commencement (C.3.2.3)**

Select and design maps graphs tables charts diagrams and other graphic representations to present geographic information

**Technology**

 *How is the technology being used to meet the objectives?*

The technology is being used to meet the objectives projecting the bell work, objectives, video clip, and the completed word sheets.

Activ Vote: students buzz in and select the answer.

**Assessment (How will you know students have met your objective?)**

*During guided practice:* Students will -

mark key ideas in their text

choose and defend key words

write a gist statement with a partner

answer questions in writing

summarize the text in dual-column notes

teacher observation of above activities and written documentation of each

*During independent practice:*

choose correct answers to questions and support their choices with evidence from the text

**Grouping Configurations**

**whole class and paired**

**Materials**

* Interactive white board.
* Word sheets.
* Scaffolded paragraph with key words/gist statements
* Closure - providing evidence sheet
* Computer
* Activ vote

**Key Vocabulary**

* Peninsula, Rome, Republic, Twelve Tables, Contribution, Mediterranean Sea

**SIOP Learning Strategies:** Choral reading

**Procedure**

*Connect to Prior Knowledge/Build Background*

Bell work - question from previous lesson - students must provide evidence from the text to support their answers

Students copy objectives that are in red.

You mentioned highlighting the speaking and listening standard.

Watch a video -

Depending on the video, options include:

1. A T-chart - See / Hear
2. Write down something that surprised you
3. Write down something you liked
4. Create a graphic organizer organizing the unit vocabulary by concept. Briefly introduce the words (2-3 minutes, tops!) and then ask students to check off the words they hear as they watch.

***Modeling (Teacher shows how)***

Model / Direct instruction - vocabulary - teacher explicates the meaning of the words with student friendly language and examples

Model - how to read, underline important information, circle two key words, discuss with partner, and write gist statement

***Guided Practice (Students try with support)***

With the whole class - Teacher works with students . . .

read, underline important information, circle two key words, defend their choices, and combine with partner’s key words to write one gist statement

Discuss what to underline in red

***Independent Practice***

Students read, underline important information, circle two key words, defend their choices, and combine with partner’s key words to write one gist statement

Discuss what to underline in red

***Closure:***

Students choose correct answer to multiple choice questions and then justify their answers with evidence from the text (in writing).