

Name: Delaney	Grade/Subject: 8th Grade History	Date: 8-20-2024
<p>1. Texas Essential Knowledge and Skills (TEKS): (C2)</p> <p>The student is expected to identify reasons for English, Spanish, and French exploration and colonization of North America</p>		
<p>2. Deconstructing/Unpacking the TEKS: (C2) <i>What students will know and be able to do</i></p> <p>student will be able to analyze and articulate the specific motivations behind the exploration and colonization efforts of the English, Spanish, and French in North America.</p>		
<p>3. SMART Objective(s): (C3)</p> <p>Essential Question:</p>	<p>Students will identify and list at least three reasons for English exploration of North America and describe each reason in one sentence by the end of the lesson</p> <p>What motivated the English to explore and colonize North America, and how did these motivations shape their approach to colonization?</p>	
<p>4. Central Focus (C4) <i>How will this lesson link with other lessons in the unit?</i></p> <p>Learning Targets <i>I CAN statements that Clearly show alignment with TEKS</i></p>	<p>The lesson is designed to help students clearly identify and articulate the main reasons for English exploration of North America, which will aid in their overall understanding of European colonization motivations and prepare them for more in-depth analysis and comparisons in subsequent lessons.</p> <p>I can identify and list at least three reasons why the English explored and colonized North America, and describe each reason in one sentence.</p>	
<p>5. Academic Language (C5)</p> <p>Academic language represents the language of the discipline that students need to learn and use to engage in the content area in meaningful ways.</p> <p>There are 4 <u>language demands</u> to consider as you require students to read, write, speak, listen, demonstrate and perform.</p>	<p>Language Function <i>(an active verb that students will use to demonstrate their learning in the assessments; some examples are- explain, describe, predict, summarize, compare, evaluate, interpret, justify):</i></p> <p>Describe & Explaing</p> <p>Vocabulary <i>(words, phrases, and/or symbols that are used within disciplines):</i></p> <p>Exploration, Colonization, Motivations, Economic, Political, Religious</p> <p>Discourse <i>(Structures of written and oral language, how will they talk, write, and participate in knowledge construction: discussions, reports, essays, multi-media presentations, performance):</i></p> <p>Students will discuss and describe the reasons for English exploration and colonization of North America through classroom discussions, group work, and written responses. They will list and briefly explain at least three reasons, then share and review their explanations with peers to refine their understanding. This discourse helps students articulate their knowledge and engage with the lesson objectives comprehensively.</p> <p>Syntax <i>(The set of conventions for organizing symbols, words, and phrases together into structures, e.g., graphic organizers, formulas, charts, language rules, outlines, graphs, tables):</i></p> <p>Students use clear, concise sentences to list, describe, and compare reasons for English exploration in discussions and written responses.</p>	

6. Targeted Language Supports (C5)

The resources, representations, and strategies you will provide to help students understand, use, and practice the concepts and language they need to learn within the discipline

Site the researcher's name as you refer to the strategy.

Language Function *(How will you help them demonstrate the DO verb?)*

Students will be able to articulate and communicate understanding of historical motivations and their impacts through various forms of written and spoken expression

Vocabulary Strategies - (GO TO Page)

1. visual aids, contextual learning, interactive activities
2. analyze, evaluate, create

Discourse strategies - (GO TO Page)

- Write: create a KWL chart
- Talk: compare analyze evaluate, create

Syntax - (GO TO Page)

1. Organizing words and symbols together into phrases clauses, sentences, or visual representation
2. Organize language in order to convey meaning

Making Content Comprehensible (R9)

To support emergent bilingual students during the English Exploration Guided Reading Activity, I will use graphic organizers and visual supports to enhance comprehension. Before reading, I will provide a chart that categorizes the three main motivations—economic, political, and religious—along with images representing each. This will help students connect new vocabulary to familiar concepts.

As we read, I will pause to paraphrase complex sentences and use gestures or pictures to reinforce meaning. Students will work in pairs to complete the graphic organizer by listing key details from the text under each category. During discussions, I will provide sentence stems like “One reason the English explored North America was...” to support structured responses. This approach ensures that all students, especially those developing English proficiency, can engage with the content in a meaningful way.

7. Assessment/ Evaluation (C6)

Assessment(s) must be aligned to the TEKS, and objectives.

Assessment of your TEK

Formative:

- discussion in class
- hands on activity
- homework

Summative:

- quiz
- end of unit test

Assessment of your language demands:

Formative:

Observing how students use vocabulary when explaining their answers

Summative:

standardized questionnaires

<p>8. Hook (C7)</p> <p>Closure (C7)</p> <p>Student Assets (C7)</p>	<p>Hook activity (<i>make connections to prior learning</i>) Is it American?</p> <p>Closure Activity: (<i>make connections to prior learning</i>) Exit ticket, students will work a question from the material covered during the lesson</p> <p>Personal assets: the specific background information that students bring to the learning environment Cultural assets: refers to the cultural backgrounds and practices that students bring to the learning environment, such as traditions, languages, worldviews, literature, art, and so on, that a teacher can draw upon to support learning. Community assets: common backgrounds and experiences that students bring from the community where they live, such as resources, local landmarks, community events and practices, and so on, that a teacher can draw</p>
<p>9. Body of Lesson/ Teaching Strategies and Learning Task(s) (C9)</p> <p>Be sure to include: How will students learn and use <i>academic language</i>?</p> <p>Three higher order thinking questions.</p> <p>Marzano Strategy</p>	<p>I DO – The teacher will introduce the lesson by explaining the importance of understanding the English motivations for exploring North America, model three key reasons—economic opportunities, expansion of empire, and religious freedom—by writing and describing each on the board, and then explain how these reasons influenced exploration and settlement.</p> <p>WE DO – In guided practice, students will work in groups to create and share one-sentence descriptions of assigned reasons for English exploration, followed by a class discussion to refine and clarify their explanations.</p> <p>YOU DO – Students will individually write and describe at least three reasons for English exploration of North America, which will be assessed for accuracy and clarity, followed by a brief reflection on the importance of these reasons in studying history.</p> <p>Differentiation-(GO TO page) (<i>Tailoring instruction to meet individual needs; differentiating the content, process, product, and/or learning environment</i>):</p> <ul style="list-style-type: none"> ○ Second Language learners / Cultural Diversity: <ul style="list-style-type: none"> -flexible grouping ○ Gifted / advanced learners: <ul style="list-style-type: none"> -independent work -anchoring activities <p>Technology: -(GO TO page) google</p> <p>Marzano Strategy - (GO TO page) advanced organizers KWL chart cues & questions</p> <p>Higher Order Thinking Questions (GO TO page) 1. Analyze 2. Evaluating 3. Create</p> <p>Grouping / Partnering Technique: (Hattie) small group/ think pair share</p> <p>Potential misconceptions and your plan to address it:</p> <p>Have a class discussion making sure that students play an active role in discussion and interaction with peers and teacher</p>

<p>10. Resources and materials needed (C9) (E7)</p>	<p>-Diverse Materials: paper, pencil, textbook, -audiovisual material, photographs, maps, videos -materials for students with speech impairment: flashcards wall words <i>(How might you differentiate materials and resources for learners with various needs?)</i></p>
	<p>SUBMIT LPG and SELF EVALUATION RUBRIC – C9</p>
<p>11. Classroom Management Strategies (CBM5) <i>What procedures will you employ to manage transitions, behavior, passing out materials, engagement, etc.?</i> <i>Add 3 procedures</i></p>	<p>Transitions: Clear steps for moving between activities quickly and smoothly. Group Work: Set expectations for collaboration and participation. Questions/Participation: Guidelines for asking questions and joining discussions.</p>
<p>12. Academic Supports for Students (E6) <i>What instructional strategies and planned supports, will you employ to meet the needs of each student that has identified special learning needs?</i> (E11)</p>	<p>Accommodation(s)- <i>(A change that helps a student overcome or work around obstacles):</i></p> <ol style="list-style-type: none"> 1. Audio Support 2. Sentence Stems and Word Banks 3. Chunking Text and Guided Notes <p>Modification(s)- <i>(A change in what is being taught or what is expected from the student):</i></p> <ol style="list-style-type: none"> 1. Simplified Text 2. Reduced Number of Required Responses 3. Alternate Assessment Options <p>Strategies for ELLs <i>(strategies that support language acquisition)</i></p> <ol style="list-style-type: none"> 1. Visual Supports 2. Modeling and Think-Alouds 3. Peer Collaboration 4. Sentence Frames and Word Banks 5. Interactive Activities

DELIVERY PLAN

1. **Objective (Rigor)** - SMART and should be visible on your board daily.

2. **Opening (Retrieval)** – How will you "hook" your students into the lesson--at both the thinking and emotional level?

- What will you do to open the lesson to motivate and engage the students' interest in the content?
- How will you help students make connections to prior knowledge?
- How will you identify and present your essential questions, Central focus, and Learning Targets (I CAN statements)?
- How will you identify / teach / assess language demands?
- How will you introduce language supports?
- Is your opening congruent to the objective?

3. **Teacher Input (Relevance)** – What information is needed for the students to gain the knowledge/skill in the objective? (Be sure you have done a task analysis to break the information/skill into small manageable steps). How will you use strategies, technology, learning styles? What vocabulary and skills do the students need to master the material? Are the strategies you plan to use congruent to the objective?

- **Model (Routing)** – Outline your I DO activities. Be sure to model strategies and academic language supports needed.

- **Guided Practice** – Students demonstrate a grasp of new learning under the teacher’s direct supervision. The teacher moves around the room to provide individual remediation as needed. “Praise, prompt, and leave” is an excellent strategy to use. Outline your WE DO activities. Be sure to incorporate strategies and academic language supports that are needed.

- **Independent Practice (Retaining/Rehearsing)** – Students demonstrate an independent application of a new skill. Outline your YOU DO activities. Students demonstrate an independent application of new skill. Be sure to praise and assess strategies and academic language supports that are being used.

- **Check for Understanding (Recognizing)** – Practice doesn't make perfect; it makes permanent. So, make sure the students understand how to proceed before moving to the practice phase of the lesson. You may need to stop and reteach, so students practice correctly. How do you plan to assess understanding? **What HOTQs will you ask?** List at least 3

- **How will you check for understanding or reteach?**

4. **Assessment** – How will we know that the students have individually mastered the objective? What evidence will be collected? What will be an acceptable score? What evidence will be collected to demonstrate mastery of language demands?

5. **Resources** - What materials will you need for a successful lesson?

6. **Closure (Re-exposure)** – How will you have the students end the lesson/reflect upon what was learned?

NOTES: