

# SUMMER SCHOOL TEACHER GUIDE



## Social Studies/ 7<sup>th</sup> Grade

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## Summer School Curriculum Guide

The Elementary and Middle Summer School Program will be for 20 days. Students will have a total of 18 daily lessons and day 19 and 20 will be for reviewing lessons/quizzes and post-test.

- Eighteen (18) days of daily lessons
- One (1) day post-test review and post-test
- One (1) day of reviewing lessons, retake daily post-tests, and makeup missed lessons.

All students and staff will use Grade Results for their summer curriculum. Each lesson will open daily, and students will not be able to work ahead; however, students can work on previously opened lessons. Students can retake a daily post-test 3 times before it locks. If a student needs to retake a daily lesson post-test for a 4th time, then the teacher will have to open the lesson post-test again. Teachers should not delete any prior lesson post-test. Grade Results will post the highest grade from each students' lesson post-test.

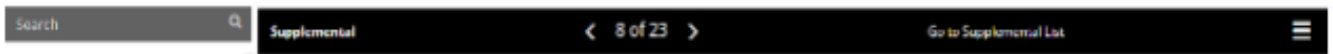
MS Classroom Schedule – Time below is an approximate breakdown of time.

- Attendance in PowerSchool – 5 minutes
- Lesson Introduction (I Do) – 5 minutes
- Lesson Activities/Supplemental (We Do) – 60 minutes
- Break – 10 Minutes (Site Administrator will work with teachers on breaks)
- Teacher Lesson Review – 5 minutes
- Independent Work – Student Lesson Review\*/Post-test (They Do) – 40 minutes
- Closing/Wrap Up– 5 minutes
- Total Time: 2 hours 10 minutes

\*Lesson Review – Students will review lesson for essential knowledge/information prior to the daily test.

The following will be used within Grade Results:

- Lessons with Content Area, Videos, and Activities
- Supplemental Teacher Resources:
  - o Click on Supplemental
  - o Click on Resource to view (Example: Flocabulary, BrainPOP, Others)
  - o Teacher will review with the students the items that need to be completed.
  - o Teachers can select additional Supplemental Resources as needed if time permits.
  - o To view another resource once you are in a resource, use the Toggle Sidebar in the top right-hand corner. It has three dashes. An example is listed below.



Post-Test – Each lesson will have a daily post-test.

Graded Work – The Post-Test will be the daily graded work. Graded work is automatically calculated by the Grade Results Software.

Anchor Charts – Some subjects may have Anchor Charts available with their lesson.

## Summer School Lesson Plan

Subject/Grade: Social Studies 7<sup>th</sup> grade

Day: 1

Topic/Lesson Title & Grade Results #: Lesson 1: Song Dynasties

**Objective(s):** Students will be able to do the following:

- Summarize the significance of agriculture during the Song dynasty.
- Discuss the advancement in technology during the Song dynasty.
- Describe commercial developments during the Song dynasty.

**Guiding Question(s):** What was the significance of the Song Dynasty?

**TN Curriculum Standard(s):** 7.03 Summarize agricultural, commercial, and technological developments during the Song Dynasties, and describe the role of Confucianism during the Song.

**Technology/ Materials/Resources Needed:** Teams, Grade Results Online Platform, Grade Results video, paper, pencil or notes in Grade Results' note taker

**Key Vocabulary/Terms:** Lesson 1: Vocabulary Words

- **Catapult:** Launched destructive items at the enemy during war.
- **Compass:** Shows the direction of magnetic north.
- **Cultivation:** Getting soil ready for farming.
- **Dragons Backbone:** Used to water the crops.
- **Export:** Sending (goods or services) to another country to sell.
- **Farmland:** Land used for farming.
- **Gunpowder:** Earliest known explosive.
- **Irrigation:** The supply of water to land or crops to help growth.

**Attendance in PowerSchool – 5 minutes**

**Lesson Introduction (I Do) 5 minutes:** Teacher shares the screen to review the **objectives** for the Song Dynasties and **vocabulary words** from the Grade Results website. Afterwards, have students summarize the objectives and discuss any key vocabulary that may need clarifying.

**Lesson Activities: (We Do) 60 minutes:**

- As a whole group **listen to or read slides (2-4):** Song Dynasties; Activity; Agriculture; Watch video clip- Dragons Backbone Rice Terrace Field and Discuss what was learned in sections 2-4
- As a whole group **listen to or read slides (5-7):** The Military and students answer and discuss the check question; Religion read and listen to Confucianism video clip; answer and discuss the check question; Religion read and listen to The Mongols video clip; answer and discuss the check question
- Allow students 10 minutes to answer the Quick Check question and complete the Drag and Drop Activity. Afterwards, discuss the students' responses.

**Break 10 Minutes**

**Teacher-Lesson Review (5 Minutes): Read as a group Slide 10-Lesson Review**

**Lesson Activities/Supplemental (We Do) 20 minutes:** Flocabulary Video: Ancient China and Read each of the Vocabulary cards. Read the Passage about the Ancient China and play the Vocabulary Game. Lyric Lab- Write a rhyme about the using the vocabulary words. Try to write at least 4 lines using Grade Results' note taker or paper and pencils.

**Independent Work /Posttest (They Do) 20 minutes: Lesson Post Test-** Explain to the students that they will be assessed and will work independently. Encourage them to think critically and do their very best on the Posttest. The Posttest will count as the grade for the daily lesson.

**Closing/Wrap Up 5 Minutes:** Whole group discussions around each objectives and topics. Ask: How does this relate to society today?

## Summer School Lesson Plan

Subject/Grade: Social Studies 7<sup>th</sup> grade

Day: 2

Topic/Lesson Title & Grade Results #: Lesson 2: The Civilizations of East Asia II

**Objective(s):** Students will be able to do the following:

- Describe the Mongol Empire and Genghis Khan.
- Summarize Mongol conquests under Kublai Khan.

**Guiding Question(s):** What was life like in the Mongol Empire under Genghis and Kublai Khan?

**TN Curriculum Standard(s):** 7.05 Describe Kublai Khan's conquest of China, and explain how he was able to maintain control of the Yuan Empire.

**Technology/ Materials/Resources Needed:** Teams, Grade Results Online Platform, Grade Results video, paper, pencil or notes in Grade Results

**Key Vocabulary/Terms:** Lesson 2: Vocabulary Words

- **Golden Horde:** Name given to Mongolian invaders by Europeans.

**Attendance in PowerSchool – 5 minutes**

**Lesson Introduction (I Do) 5 minutes:** Teacher shares the screen to review the **objectives** for The Mongol Empire and the **vocabulary words** from the Grade Results website. Afterwards, have students summarize the objectives and discuss any key vocabulary that may need clarifying.

**Lesson Activities: (We Do) 60 minutes:**

- As a whole group **listen to or read slides (2-4):** Read about The Mongol Empire and listen to the video clip; answer and discuss the check question; Mongol Conquests; Read about China Under the Mongols and listen to the video clip- Yuan Dynasty; discuss what was learned so far about the differences in China before and after the Mongols
- **slides (5):** Allow students 10 minutes complete the sorting activity and discuss the responses.

**Break 10 Minutes**

**Teacher-Lesson Review 5 Minutes: Read as a group slide 6- Lesson Review and Slide 7 Vocabulary**

**Lesson Activities/ Supplemental: (We Do) 20 minutes:** Flocabulary Video: Middle Ages: China and Read each of the Vocabulary cards. Flocabulary: Read the Passage about Middle Ages: China and play the Vocabulary Game; Flocabulary: Lyric Lab- Write a rhyme about the Middle Ages: China using the vocabulary words. Try to write at least 4 lines using Grade Results' note taker or paper and pencils.

**Independent Work /Posttest (They Do) 20 minutes: Lesson Posttest-** Explain to the students that they will be assessed and will work independently. Encourage them to think critically and do their very best on the Posttest. The Posttest will count as the grade for the daily lesson.

**Closing/Wrap Up: 5 Minutes-** Whole group discussions around each objectives and topics. Ask: How does this relate to society today?

## Summer School Lesson Plan

Subject/Grade: Social Studies 7<sup>th</sup> grade

Day: 3

Topic/Lesson Title & Grade Results #: Lesson 3: The Silk Road and Marco Polo

**Objective(s):** Students will be able to do the following:

- Describe the importance of trade during the Renaissance.
- Discuss the relationship between European cities and the demand for international goods.
- Identify the results of reopening the Silk Road between Europe and China.

**Guiding Question(s):** What happened during the European Renaissance?

**TN Curriculum Standard(s):** 7.06 Summarize the effects of the Mongolian empires on the Silk Roads, including the importance of Marco Polo's travels on the spread of Chinese technology and Eurasian trade.

**Technology/ Materials/Resources Needed:** Teams, Grade Results Online Platform, Grade Results video, paper, pencil or notes in Grade Results

**Key Vocabulary/Terms: Lesson 3: Vocabulary Words**

- **Export:** Send (goods or services) to another country for sale.
- **Gems:** A precious or semiprecious stone.
- **Humanism:** A system of thought that focuses on humans and their values on life.
- **Import:** Bringing (goods or services) into a country for resale.
- **Plague:** Known as the "Black Death" and caused the death of 60% of the population of Europe.
- **Renaissance:** Rebirth.
- **Textiles:** A type of cloth or woven fabric.

**Attendance in PowerSchool – 5 minutes**

**Lesson Introduction (I Do) 5 minutes:** Teacher shares the screen to review the **objectives** for The Silk Road and Marco Polo and the **vocabulary words** from the Grade Results website. Afterwards, have students summarize the objectives and discuss any key vocabulary that may need clarifying.

**Lesson Activities: (We Do) 60 minutes:**

- As a whole group **listen to or read slides (2-9):** Read about The Renaissance; The Famous People of the Renaissance; and listen to the video clip- Press and Renaissance Science, Leonardo da Vinci, Video Clip- Michelangelo; Famous People continued; Galileo video clip; Shakespeare Whole Group Discussion around the similarities and the differences between the artist
- As a whole group **listen to or read slides (11-14):** Watch to the video The Medici Combine Banking and Power; Florence, Italy; Read and Watch- The Silk Road; Allow Students 5 minutes to complete the Silk Road card activity
- As a whole group **listen to or read slides (15-16):** Marco Polo and check questions; Video Marco Polo

**Break 10 Minutes**

**Teacher-Lesson Review 5 Minutes: Activity 17- Vocabulary matching activity; Read as a group Content 18- Lesson Review.**

**Lesson Activities/ Supplemental: (We Do) 20 minutes: Silk Road Video (15 minutes)**

**Independent Work /Posttest (They Do) 20 minutes: Complete the Lesson posttest-** Explain to the students that they will be assessed and will work independently. Encourage them to think critically and do their very best on the Posttest. The Posttest will count as the grade for the daily lesson.

**Closing/Wrap Up: 5 Minutes-** Whole group discussions around each objectives and topics. Ask: How does this relate to society today?

## Summer School Lesson Plan

Subject/Grade: Social Studies 7<sup>th</sup> grade

Day: 4

Topic/Lesson Title & Grade Results #: Lesson 4: The Civilizations of East Asia III

**Objective(s):** Students will be able to do the following:

- Describe the physical setting of Japan.
- Summarize the early history of Japan.
- Trace the Chinese influence on Japanese culture.
- Identify key points in the history of Korea.

**Guiding Question(s):** How did civilizations evolve in Japan?

**TN Curriculum Standard(s):**

7.08 Describe the origins and central features of Shintoism: Key Person(s): None; Sacred Texts: No sacred text; Basic Beliefs: localized tradition that focuses on ritual practices that are carried out with discipline to maintain connections with ancient past; animism and Kami

7.09 Explain how Japanese culture changed through Chinese and Korean influences (including Buddhism and Confucianism) as shown in the Constitution of Prince Shotoku and the adoption of the Chinese writing system.

7.10 Describe how the Heian aristocracy contributed to the development of a Japanese national culture.

7.11 Analyze the rise of a military society in the late 12th century and the role of the shogun and samurai in Japanese society

**Technology/ Materials/Resources Needed:** Teams, Grade Results Online Platform, Grade Results video, paper, pencil or notes in Grade Results

**Key Vocabulary/Terms: Lesson 4 Vocabulary Words**

- **Central government:** A country's national government.
- **Daimyo:** One of the great territorial lords of Japan who dominated much of the country from about the eleventh century to the nineteenth century.
- **Kami:** The thousands of invisible and spirits and powers that intervene in human activity, according to Shinto beliefs.
- **Samurai:** A Japanese warrior whose main weapon and symbol was the sword.
- **Scriptures:** Sacred religious writings.
- **Shinto:** The traditional folk religion of Japan, meaning "way of the spirits."
- **Shogun:** Any of the hereditary generals of the Japanese army who successively exercised absolute rule under the nominal emperor between A.D. 1192 and 1867.
- **Shogunate:** The term of rule of a shogun.

**Attendance in PowerSchool – 5 minutes**

**Lesson Introduction (I Do) 5 minutes:** Teacher shares the screen to review the **objectives** for The Civilizations of East Asia and the **vocabulary words** from the Grade Results website. Afterwards, have students summarize the objectives and discuss any key vocabulary that may need clarifying.

**Lesson Activities: (We Do) 60 minutes:**

- As a whole group **listen to or read slides (2-6)**: Japan, Korea, and Southeast Asia; Video- The Geography of Japan and check question; Japan's Beginnings, Politics in Japan; The Perry Expedition; Korea
- As a whole group **listen to or read slides (7-8)**: Crossword and Drag and Drop Activity
- Create a comparison Venn- diagram comparing Japan and Korea using the paper and pencil or Grade Results' Notetaker. Share out responses whole group

**Break 10 Minutes**

**Teacher-Lesson Review: 5 Minutes: Read as a group Slide 8-Vocabulary matching and Slide 9 vocabulary**

**Lesson Activities/ Supplemental (We Do) 20 minutes:** Flocabulary Video: Art of War and Legalism each of the Vocabulary cards. Flocabulary: Read the Passage about the Art of War and Legalism and play the Vocabulary Game; Flocabulary: Lyric Lab- Write a rhyme about the Art of War and Legalism China using the vocabulary words. Try to write at least 4 lines using Grade Results' notetaker or paper and pencils.

**Independent Work /Posttest (They Do) 20 minutes: Lesson Posttest-** Explain to the students that they will be assessed and will work independently. Encourage them to think critically and do their very best on the Posttest. The Posttest will count as the grade for the daily lesson.

**Closing/Wrap Up: 5 Minutes-** Whole group discussions around each objectives and topics. Ask: How does this relate to society today?



## Summer School Lesson Plan

Subject/Grade: Social Studies 7<sup>th</sup> grade

Day: 5

Topic/Lesson Title & Grade Results #: Lesson 5: New Empires

**Objective(s):** Students will be able to do the following:

- Explain the early trials of the Byzantine Empire.
- Describe important events during the reign of Justinian I.
- Summarize the culture of Constantinople.
- Identify the different landscapes of the Arabian Peninsula.
- Explain how towns grew on the Arabian Peninsula.
- Describe how Islam grew into an empire.

**Guiding Question(s):** What was life like in the Byzantine Empires? How did the geography of the Arabian Peninsula shape its culture?

**TN Curriculum Standard(s):**

7.04 Examine the rise of the Mongol Empire, including the conquests of Genghis Khan.

7.12 Identify the continuation of the Eastern Roman Empire as the Byzantine Empire, and describe the diffusion of Christianity and the Latin language.

7.13 Explain the importance of Justinian's political, social, and architectural achievements.

7.14 Analyze the importance of regional geography and the location of Constantinople in maintaining European culture.

**Technology/ Materials/Resources Needed:** Teams, Grade Results Online Platform, Grade Results video, paper, pencil or notes in Grade Results

**Key Vocabulary/Terms: Lesson 5 Vocabulary Words**

- **Aqueduct:** A fresh water concrete pipeline which carries water from its source to a city.
- **Caliph:** A successor to Muhammad.
- **Catholic:** Followers of the Catholic Church.
- **Envoy:** A special visit from a diplomat of another country.
- **Icon:** A holy picture, carving or statue of Christ or other deity.
- **Ideal:** A standard principle in which people strongly believe.
- **Islam:** A religion based on the messages given by God through Muhammad.
- **Justinian Code:** A set of laws which took old Roman laws and made them easier to understand.
- **Khan:** A strong Mongol leader.
- **Khanate:** Smaller territories of the large Mongol Empire.
- **Minaret:** High tower in which calls are given five times each day for prayer.
- **Monopoly:** When a country or a company has complete control of a certain item.
- **Mosque:** House of worship.
- **Muslim:** A follower of Islam.
- **Orthodox:** A traditional view.
- **Patriarch:** The leaders of the Eastern Orthodox Church.
- **Peninsula:** A narrow piece of land that is surrounded by water on three sides.
- **Plunder:** To carry away goods by force.
- **Qur'an:** The book of Islam.
- **Shi'i:** Muslims who remain loyal to Ali, the fourth caliph, and his descendants.
- **Siege:** A style of warfare in which an army traps a city and cuts off all supply to it.
- **Steppe:** A plain which is often dry and covered with patches of grass.
- **Sunni:** Muslims who accept the change in caliph families.
- **Typhoon:** A large storm with high winds and heavy rain.

### **Attendance in PowerSchool – 5 minutes**

**Lesson Introduction (I Do) 5 minutes:** Teacher shares the screen to review the **1<sup>st</sup> set of objectives** The Byzantine Empire and for **vocabulary words** from the Grade Results website. Afterwards, have students summarize the objectives and discuss any key vocabulary that may need clarifying.

### **Lesson Activities: (We Do) 60 minutes:**

- As a whole group **listen to or read slides (2-5):** The Byzantine Empire; Flavius Belisarius; Watch the video- Hippodrome of Constantinople; Allow 5 minutes for drag and drop activity
- Teacher shares the screen to review the **2<sup>nd</sup> set of objectives** The Rise of Islam and for **vocabulary words** from the Grade Results website. Afterwards, have students summarize the objectives and discuss any key vocabulary that may need clarifying.
- As a whole group **listen to or read slides (7-11):** Muhammad and Islam and check question; Allow 5 minutes for drag and drop activity and discuss responses.
- As a whole group **listen to or read slides (12-16):** Mongolia Today; Temujin-Genghis Khan; Kublai Khan; Question Check; Allow 5 minutes for drag and drop activity and discuss responses.

### **Break 10 Minutes**

### **Teacher-Lesson Review: 5 minutes: Read as a group Slide 17-Lesson Vocabulary**

**Lesson Activities/ Supplemental: (We Do) 20 minutes: Supplemental:** Flocabulary Video: The Byzantine Empire each of the Vocabulary cards. Flocabulary: Read the Passage about the Byzantine Empire and play the Vocabulary Game; Flocabulary: Lyric Lab- Write a rhyme about The Byzantine Empire using the vocabulary words. Try to write at least 4 lines using Grade Results' note taker or paper and pencils.

**Independent Work /Posttest (They Do) 20 minutes: Lesson Posttest-** Explain to the students that they will be assessed and will work independently. Encourage them to think critically and do their very best on the Posttest. The Posttest will count as the grade for the daily lesson.

**Closing/Wrap Up: 5 Minutes-** Whole group discussions around each objectives and topics. Ask: How does this relate to society today?

## Summer School Lesson Plan

Subject/Grade: Social Studies 7<sup>th</sup> grade

Day: 6

Topic/Lesson Title & Grade Results #: Lesson 6: The Islamic World I

**Objective(s):** Students will be able to do the following:

- Explain the effects of geography on the people of the Arabian Peninsula.
- Describe the life and times of the Prophet Muhammad.
- Summarize important events in the development of Islam.
- Describe the faith of Islam and its main beliefs.

**Guiding Question(s):** What were the effects of geography on the people of the Arabian Peninsula?

**TN Curriculum Standard(s):**

7.16 Describe the origins and central features of Islam: Key Person(s): Mohammad; Sacred Texts: The Quran and The Sunnah; Basic Beliefs: monotheism, Five Pillars

7.17 Describe the diffusion of Islam, its culture, and the Arabic language.

**Technology/ Materials/Resources Needed:** Teams, Grade Results Online Platform, Grade Results video, paper, pencil or notes in Grade Results

**Key Vocabulary/Terms: Lesson 6 Vocabulary Words**

- **Bedouin:** A nomadic Arab herder.
- **Hijrah:** Muhammad's journey from Mecca to Medina.
- **Jihad:** The struggle to defend the faith.
- **Monotheist:** A person who believes in one God.
- **Polytheist:** A person who believes in many Gods.
- **Sheikh:** The leader of an Arab tribe.

**Attendance in PowerSchool – 5 minutes**

**Lesson Introduction (I Do) 5 minutes:** Teacher shares the screen to review the *objectives* for The Islamic World-I and the *vocabulary words* from the Grade Results website. Afterwards, have students summarize the objectives and discuss any key vocabulary that may need clarifying.

**Lesson Activities: (We Do) 60 minutes:**

- As a whole group **listen to or read slides (2-6):** The Islamic World and Watch the video- Geography of the Arabian Peninsula; The Prophet Muhammad; The Faith of Islam and Watch the video- Islam; Allow 10 minutes for the two drag and drop activity and discuss responses

**Break 10 Minutes**

**Teacher-Lesson Review: 5 minutes: Read as a group Slide 7-Lesson Review and Slide 8 Vocabulary**

**Lesson Activities/ Supplemental (We Do) 30 minutes: Supplemental:** Flocabulary Video: Islamic Empires and Read each of the Vocabulary cards. Flocabulary: Read the Passage about the Islamic Empires and play the Vocabulary Game.

Flocabulary: Lyric Lab- Write a rhyme about the Islamic Empires using the vocabulary words. Try to write at least 4 lines using Grade Results' notetaker or paper and pencils

**Independent Work /Posttest (They Do) 20 minutes: Lesson Posttest-** Explain to the students that they will be assessed and will work independently. Encourage them to think critically and do their very best on the Posttest. The Posttest will count as the grade for the daily lesson.

**Closing/Wrap Up: 5 Minutes-** Whole group discussions around each objectives and topics. Ask: How does this relate to society today?

## Summer School Lesson Plan

**Subject/Grade:** Social Studies 7<sup>th</sup> grade

**Day:** 7

**Topic/Lesson Title & Grade Results #:** Lesson 7: The Islamic World II

**Objective(s):** Students will be able to do the following:

- Explain how the Muslims expanded their empire.
- Discuss the cause of the Islamic community divide.
- Describe Muslim society, trade, and family life.
- Discuss the Muslim achievements made in science and other areas.
- Explain the Islamic influence in Arab art and literature.
- Talk about other world religions.

**Guiding Question(s):** Why did the Islamic empires spread so rapidly?

**TN Curriculum Standard(s):** 7.18 Summarize the contributions of the region's scholars in the areas of: Art; Medicine; Geography; Philosophy; Literature; Science; Mathematics

**Technology/ Materials/Resources Needed:** Teams, Grade Results Online Platform, Grade Results video, paper, pencil or notes in Grade Results

**Key Vocabulary/Terms:** Lesson 7 Vocabulary Words

- **Caliph:** Successor to the Prophet.
- **Moors:** Muslims who made Spain their home.
- **Sufi:** Muslim mystics.

**Attendance in PowerSchool – 5 minutes**

**Lesson Introduction (I Do) 5 minutes:** Teacher shares the screen to review the **objectives** for The Islamic World- II and the **vocabulary words** from the Grade Results website. Afterwards, have students summarize the objectives and discuss any key vocabulary that may need clarifying.

**Lesson Activities: (We Do) 60 minutes:**

- As a whole group **listen to or read slides (2-5):** The Spread of Islam and watch the video- Sunni vs. Shia; The Empire Continues to Spread; Government and Society; Mathematics and Arts and Watch the video- Islam's Contributions to the World. Whole group discussion the contributions to the world today.
- As a whole group **listen to or read slides (6-9):** Other World Religions; Confucianism, Christianity, and Islam; Allow 10 minutes to complete the Drag and Drop Activity and Crossword Activity; Discuss and review the responses

**Break 10 Minutes**

**Teacher-Lesson Review: 5 minutes: Read as a group Slide 10-Lesson Review and Slide 11 Vocabulary**

**Lesson Activities/ Supplemental (We Do) 20 minutes:** Watch Islam Empire of Faith PBS video and notes to their Venn-diagram; Whole group discussion about new items added to the chart. Students compare the similarities and differences three religious beliefs using a Venn- diagrams

**Independent Work /Posttest (They Do) 20 minutes: Lesson Posttest-** Explain to the students that they will be assessed and will work independently. Encourage them to think critically and do their very best on the Posttest. The Posttest will count as the grade for the daily lesson.

**Closing/Wrap Up: 5 Minutes-** Whole group discussions around each objectives and topics. Ask: How does this relate to society today?

## Summer School Lesson Plan

Subject/Grade: Social Studies 7<sup>th</sup> grade

Day: 8

Topic/Lesson Title & Grade Results #: Lesson 8: The Growth of Trade

**Objective(s):** Students will be able to do the following:

- Interpret how control of western African trade routes made those who controlled them wealthy.
- Identify important empires which controlled the western African trade routes.
- Explain the succession of empires in western Africa.
- Explain how trade in the Muslim Empire led to the development of new ideas.
- Describe how diverse cultures merged in the Muslim Empire.
- Explain how trade developed in the Indian Ocean.
- Describe the different types of boats used by traders from different parts of the world.
- Summarize how trading communities developed into large city-states.
- Explain how different empires gained control of trade routes in the Mediterranean Sea.
- Describe how dangerous situations on the trade routes led Europeans to find a different route to trade with China.

**Guiding Question(s):** How did control of western African trade routes lead to wealthy empire?

**TN Curriculum Standard(s):**

7.20 Analyze the development of trade routes throughout Asia, Africa, and Europe and the expanding role of merchants.

7.26 Explain the importance of the Malian king Mansa Musa and his pilgrimage to Mecca in 1324.

**Technology/ Materials/Resources Needed:** Teams, Grade Results Online Platform, Grade Results video, paper, pencil or notes in Grade Results

**Key Vocabulary/Terms: Lesson 8 Vocabulary Words**

- **Archipelago:** A group of islands.
- **Caravansary:** An inn along the most traveled trade routes.
- **Cartographer:** Someone who makes maps.
- **Dhow:** An Arab trading boat.
- **Diplomat:** A person who arranges treaties with other countries.
- **Doge:** The title given to the leader of Venice.
- **Embargo:** A band on trade.
- **Factor:** A person or group which buys and sells goods for profit.
- **Greek fire:** A firebomb used by the Byzantine navy to destroy ships that opposed them.
- **Hansa:** Member of the Hanseatic League.
- **Junk:** A large wooden Chinese ship.
- **Lateen sail:** A triangular sail which allows a sailboat to travel into the wind.
- **Mansa:** The name given to Malinke rulers.
- **Outrigger:** Small boats with wooden frames on each side which kept the boats from tipping over in high waves.
- **Passport:** Documents which gave someone permission to travel.
- **Star path:** The paths stars take as the Earth rotates.
- **Tariff:** A tax on goods.
- **Treaty:** An official agreement.
- **Zenith:** The high point of something.

**Attendance in PowerSchool – 5 minutes: Read as a group Slide 25 Lesson Vocabulary**

**Lesson Introduction (I Do) 5 minutes:** Teacher shares the screen to review the **1<sup>st</sup> set of objectives** for The Growth of Trade **vocabulary words** from the Grade Results website. Afterwards, have students summarize the objectives and discuss any key vocabulary that may need clarifying.

**Lesson Activities: (We Do) 60 minutes:**

- As a whole group **listen to or read slides (2-7):** The Growth of Trade in Africa and watch the video- The Ghana Empire and check question; Ghana; Mali and Mansa Musa; Songhai and check question; Allow students 5 minutes to complete the Drag and Drop Activity and Review responses.
- Teacher shares the screen to review the **2nd set of objectives** for Trade Links Asia, Africa, and Europe; **listen to or read slides (8-13):** Trade in in Muslim Empire; Time of Cultural Exchange; Mongol Control; Watch the video- Shadows of the Silk Road and check question; Ghana; Mali and Mansa Musa; Songhai and check question; Allow students 5 minutes to complete the Drag and Drop Activity and Review responses.
- Teacher shares the screen to review the **3rd set of objectives** for Ocean Trade; **listen to or read slides (14-19):** The Trade Revolution; Watch the video- Indian Ocean Trade Routes and check question; Chinese Junks; The Pacific Islands; Allow students 5 minutes to complete the Drag and Drop Activity and Review responses.

**Break 10 Minutes**

**Teacher-Lesson Review: 5 minutes**

**Lesson Activities/ Supplemental (We Do) 20 minutes:**

- Teacher shares the screen to review the **4<sup>th</sup> set of objectives** for European Sea Trade; **listen to or read slides (20-24):** Byzantine Trade; Rise of Italian City-States and Watch the video- The Ottoman Empire and check question; The Hanseatic League; Allow students 5 minutes to complete the Drag and Drop Activity and Review responses.
- **Supplemental:** Flocabulary Video: Middle Ages Africa and Read each of the Vocabulary cards.

**Independent Work /Posttest (They Do) 20 minutes: Lesson Posttest-** Explain to the students that they will be assessed and will work independently. Encourage them to think critically and do their very best on the Posttest. The Posttest will count as the grade for the daily lesson.

**Closing/Wrap Up: 5 Minutes-** Whole group discussions around each objectives and topics. Ask: How does this relate to society today?

## Summer School Lesson Plan

**Subject/Grade:** Social Studies 7<sup>th</sup> grade

**Day:** 9

**Topic/Lesson Title & Grade Results #:** Lesson 9: Kingdoms of West Africa

**Objective(s):** Students will be able to do the following:

- Discuss the changes that occurred in West Africa once the trade routes were taken from the Berbers.
- Identify reasons for the rise and fall of Ghana, Mali, and Songhai.
- Describe religion in the kingdoms.
- Identify the available resources in West Africa.

**Guiding Question(s):** What led to the rise and fall of West African empires?

**TN Curriculum Standard(s):** 7.21 Identify and locate the geographical features of West Africa, including: Atlantic Ocean, Niger River, Djenne, The Sahara, Gulf of Guinea, Timbuktu

7.23 Analyze the growth of the kingdoms of Ghana, Mali, and Songhai, including cities such as Djenne and Timbuktu as centers of trade, culture, and learning.

7.24 Describe the role of the Trans-Saharan caravan trade in the changing religious and cultural characteristics of West Africa and in the exchange of salt, gold, and slaves.

**Technology/ Materials/Resources Needed:** Teams, Grade Results Online Platform, Grade Results video, paper, pencil or notes in Grade Results

**Key Vocabulary/Terms: Lesson 9 Vocabulary Words**

- **Agriculture:** Cultivating land, raising crops, and feeding animals
- **Bank:** Borders a river
- **Caravan:** A group traveling together for safety.
- **Commerce:** An exchange of goods or commodities, on a large scale between different countries or between
- **Culture:** The behaviors and beliefs of a group of people.
- **Desert:** A region that has little rainfall.
- **Farmer:** A person who farms
- **Forests:** A large area covered with trees
- **Invention:** The creation of something new.
- **Kingdom:** Trading centers in West Africa that grew and became wealthy.
- **Mosque:** A Muslim place of worship.
- **Physical geography:** The branch of geography concerned with landforms, drainage features, climates, soils, and vegetation.
- **River:** A large natural stream of water flowing in a channel to the sea
- **Route:** A road for passage or travel
- **Salt:** A mineral used for seasoning food
- **Technology:** A branch of knowledge that deals with the creation

**Attendance in PowerSchool – 5 minutes: Read as a group Slide 16-Lesson Review and Slide 17 Lesson Vocabulary**

**Lesson Introduction (I Do) 5 minutes:** Teacher shares the screen to review the *objectives* for West Africa and the *vocabulary words* from the Grade Results website. Afterwards, have students summarize the objectives and discuss any key vocabulary that may need clarifying.

**Lesson Activities: (We Do) 60 minutes:**

- As a whole group **listen to or read slides (2-6):** Ghana Empires and watch the video- Africa Sahara Trade; Ghana's Decline; Allow students 5 minutes to complete the Drag and Drop Activity and Review responses.
- As a whole group **listen to or read slides (7-11):** The Mali Empire and watch the video- Africa Sahara Trade; Ghana's Decline; Allow students 10 minutes to complete the three Activities and Review responses; watch the video-The Road to Timbuktu.
- As a whole group **listen to or read slides (12-15):** The Fall of Mali and activity; The Songhai Empire; watch video Medieval Guns; Allow students 5 minutes to complete the Drag and Drop Activity and Review responses.

**Break 10 Minutes**

**Teacher-Lesson Review: 5 minutes**

**Lesson Activities/ Supplemental (We Do) 20 minutes:** Flocabulary Video: African Proverbs and Read each of the Vocabulary cards. Flocabulary: Read the Passage about the Islamic Empires and play the Vocabulary Game.

**Independent Work /Posttest (They Do) 20 minutes: Lesson Posttest-** Explain to the students that they will be assessed and will work independently. Encourage them to think critically and do their very best on the Posttest. The Posttest will count as the grade for the daily lesson.

**Closing/Wrap Up: 5 Minutes-** Whole group discussions around each objectives and topics. Ask: How does this relate to society today?



## Summer School Lesson Plan

**Subject/Grade:** Social Studies 7<sup>th</sup> grade

**Day:** 10

**Topic/Lesson Title & Grade Results #:** Lesson 10: Europe and the Western Hemisphere

**Objective(s):** Students will be able to do the following:

- Explain how changes in medieval Europe led to the decline of feudalism.
- Describe the practices of the Catholic Church in the Middle Ages.

**Guiding Question(s):** What changes in medieval Europe led to the decline of feudalism?

**TN Curriculum Standard(s):** 7.28 Describe the role of monasteries in the preservation of knowledge and spread of the Catholic Church beyond the Alps.

7.39 Explain the significance of the Reconquista, Inquisition, and the rise of Spanish and Portuguese kingdoms in the Iberian Peninsula.

7.40 Explain how the location of the Italian Peninsula impacted the movement of resources, knowledge, and culture throughout Italy's independent trade cities.

7.41 Identify the importance of Florence, Italy and the Medici Family in the early stages of the Renaissance.

7.42 Explain humanism, and describe how Thomas Aquinas's writings influenced humanistic thought and fostered a balance between reason and faith.

7.44 Analyze Johannes Gutenberg's printing press and William Tyndale's translation of the Bible into the English language as vehicles for the spread of books, growth of literacy, and dissemination of knowledge.

7.45 Explain the significant causes of the Protestant Reformation, including: the Catholic Church's taxation policies, the selling of indulgences, and Martin Luther's 95 Theses.

7.46 Analyze the development of the Protestant Reformation and the split with the Catholic Church, including: the emphasis on scripture alone, salvation by faith, and predestination.

7.47 Explain the political and religious roles of Henry VIII and Mary I in England's transition between Catholicism and Protestantism.

7.48 Analyze how the Catholic Counter-Reformation emerged as a response to Protestantism and revitalized the Catholic Church, including the significance of: St. Ignatius of Loyola, the Jesuits, and the Council of Trent.

7.49 Examine the Golden Age of the Tudor dynasty (i.e., Queen Elizabeth I), including the defeat of the Spanish Armada and the rise of English power in Europe.

7.63 Locate and identify the European regions that remained Catholic and those that became Protestant and how that division affected the distribution of religions in the New World

7.64 Explain the impact of the Columbian Exchange on people, plants, animals, technology, culture and ideas....

**Technology/ Materials/Resources Needed:** Teams, Grade Results Online Platform, Grade Results video, paper, pencil or notes in Grade Results

**Key Vocabulary/Terms:** Lesson 10 Vocabulary Words

- **Armada:** A fleet of many warships.
- **Astrolabe:** An instrument used by sailors which measured star patterns to help sailors navigate on the open sea.
- **Burghers:** The class of traders and craft workers.
- **Caravel:** A mid-sized sturdy wooden sail boat which is capable of withstanding ocean conditions at fast speeds for long periods of time.
- **Cathedrals:** Large Christian Church buildings.
- **Circumnavigation:** A journey completely around the world by sea.
- **Colonization:** The process of establishing a permanent settlement.
- **Columbian Exchange:** The movement of people, animals, plants, ideas, and diseases between Europe and the Americas.
- **Conquistador:** Explorers who entered the new world to gain glory, search for new sources of gold, and spread Catholicism.
- **Coureur de bois:** French fur trappers and traders.
- **Crusaders:** Soldiers of the Crusades.
- **Crusades:** Holy wars declared against the Turks in order to retake the city of Jerusalem.
- **Encomienda:** A Spanish system of colonization.
- **Guilds:** Trade associations.
- **Heresy:** A controversial challenge to a system of beliefs -- especially religion.
- **Humanism:** The revival of classical culture in art, literature, music, and history.
- **Immunity:** Resistance to sicknesses.
- **Indigenous:** Native to a place.
- **Indulgence:** A Roman Catholic belief that pardons someone from punishment for their sins in purgatory.
- **Knights:** Armored cavalry soldiers.
- **Magna Carta:** A contract written in 1215 which gave people more freedoms.
- **Movable type:** The system of printing that uses movable components to reproduce the elements of a document.
- **Protestant:** Martin Luther's followers who protested against the Catholic Church.
- **Reconquista:** The driving out of Muslim Moors from Spain by King Ferdinand and Queen Isabella.
- **Reformation:** The ideas of Martin Luther spread across Europe and caused changes in church policy.
- **Renaissance:** A period of new ideas about nature, art, science, language, and learning.
- **Scientific Method:** A method of discovering knowledge about the natural world based in making predictions, testing them, and developing theories that best explain them.
- **Vernacular:** The national language.

**Attendance in PowerSchool – 5 minutes: Read as a group Slide 27-Crossword Puzzle and Slide 28 Lesson Vocabulary**

**Lesson Introduction (I Do) 5 minutes:** Teacher shares the screen to review the **1<sup>st</sup> set of objectives** for Europe and the Western Hemisphere and **vocabulary words** from the Grade Results website. Afterwards, have students summarize the objectives and discuss any key vocabulary that may need clarifying.

**Lesson Activities: (We Do) 60 minutes:**

- As a whole group **listen to or read slides (2-5):** The Catholic Church in the Middle Ages; The Crusades; European Trade Cities; Complete the Quick check
- Teacher shares the screen to review the **2nd set of objectives** for The Renaissance; **listen to or read slides (6-11):** The Renaissance; New Ways of Thinking and Seeing; Spread of Ideas; Check Question
- Teacher shares the screen to review the **3rd set of objectives** for The Reformation Objectives; **listen to or read slides (12-15):** The Renaissance and the Church; Reformation; Check Question

**Break 10 Minutes**

**Teacher-Lesson Review: 5 minutes**

**Lesson Activities/ Supplemental (We Do) 20 Minutes:**

- Teacher shares the screen to review the **4th set of objectives** for The Age of Exploration; **listen to or read slides (16-27):** New Routes to Asia; Portugal; Spain; England and the Spanish Armada and check questions; Colonization of Americas; Cultural Change and Exchange; The Encomienda and Slavery and check questions; Quick review of covered objectives; Drag and Drop; Crossword

**Independent Work /Posttest (They Do) 20 minutes: Lesson Posttest-** Explain to the students that they will be assessed and will work independently. Encourage them to think critically and do their very best on the Posttest. The Posttest will count as the grade for the daily lesson.

**Closing/Wrap Up: 5 Minutes-** Whole group discussions around each objectives and topics. Ask: How does this relate to society today?

## Summer School Lesson Plan

Subject/Grade: Social Studies 7<sup>th</sup> grade

Day: 11

Topic/Lesson Title & Grade Results #: Lesson 11: Feudalism and Manorialism in Medieval Europe

**Objective(s):** Students will be able to do the following:

- Describe the development of feudalism and manorialism.
- Identify ways the physical geography influenced the manor and growth of towns.
- Identify the reason farmers gave up their land to live in a manor.

**Guiding Question(s):** How did feudalism develop in Europe?

**TN Curriculum Standard(s):**

7.29 Explain how Charlemagne shaped and defined medieval Europe, including: his impact on feudalism, the creation of the Holy Roman Empire, and the establishment of Christianity as the religion of the Empire.

7.30 Describe the development of feudalism and manorialism, their role in the medieval European economy, and the way in which they were influenced by physical geography (i.e., the role of the manor and the growth of towns).

**Technology/ Materials/Resources Needed:** Teams, Grade Results Online Platform, Grade Results video, paper, pencil or notes in Grade Results

**Key Vocabulary/Terms:** Lesson 11 Vocabulary Words

- **Chivalry:** Code of behavior for knights.
- **Feudalism:** Land is granted to people for service.
- **Fife:** Pieces of land divided for people of a manor.
- **Knights:** A man that received honor and land for serving a lord as a soldier.
- **Lords:** Work for the monarch (king) by serving them in their needs.
- **Manor:** A large estate that included farms, a village, and was ruled by a lord.
- **Merchants/Farmers:** Work for the kingdom to provide goods and food.
- **Middle Ages:** Years between ancient and modern times.
- **Monarch:** A king ruled the kingdom and owned everything in the kingdom.
- **Page:** Training to be a knight at age 7.
- **Peasants:** A poor person who made a living farming or laboring.
- **Squire:** A knight's trainees/apprentices.

**Attendance in PowerSchool – 5 minutes: Read as a group Slide 16-Lesson Review and Slide 17 Lesson Vocabulary**

**Lesson Introduction (I Do) 5 minutes:** Teacher shares the screen to review the **objectives** for Feudalism and Manorialism in Medieval Europe and the **vocabulary words** from the Grade Results website. Afterwards, have students summarize the objectives and discuss any key vocabulary that may need clarifying.

**Lesson Activities (We Do) 60 minutes:**

- As a whole group **listen to or read slides (2-9)**: The Fall of Rome; Watch video clip-Middle Ages Feudalism; Feudalism graphic; Watch video clip- Feudalism in Europe; Feudalism Division of Land; Nobles/Lords; Watch video clip- Medieval Europe knights; My Life as Knight and check questions and discuss the answers
- As a whole group **listen to or read slides (10-13)**: Peasants and Serf; Manor Life; Watch the video clip- Feudalism the Medieval Way of Life; The Merchant; Watch the video clip- Merchants and Towns in the Middle Ages; Feudalism and Manorialism in Medieval Europe- Allow students 5 minutes to complete drag and drop activity and review the responses

**Break 10 Minutes**

**Teacher-Lesson Review: 5 Minutes**

**Lesson Activities/ Supplemental (We Do) 20 minutes:** Flocabulary Video: Middle Ages: Europe and Read each of the Vocabulary cards. Flocabulary: Read the Passage about Middle Ages: Europe and play the Vocabulary Game Flocabulary: Lyric Lab- Write a rhyme about Middle Ages: Europe using the vocabulary words. Try to write at least 4 lines using Grade Results' note taker or paper and pencils.

**Independent Work /Posttest (They Do) 20 minutes: Lesson Posttest-** Explain to the students that they will be assessed and will work independently. Encourage them to think critically and do their very best on the Posttest. The Posttest will count as the grade for the daily lesson.

**Closing/Wrap Up: 5 Minutes-** Whole group discussions around each objectives and topics. Ask: How does this relate to society today?

## Summer School Lesson Plan

Subject/Grade: Social Studies 7<sup>th</sup> grade

Day: 12

Topic/Lesson Title & Grade Results #: Lesson 12: The Rise of the Middle Ages - IV

**Objective(s):** Students will be able to do the following:

- Identify the independent kingdoms formed by the Anglo-Saxons in England.
- Identify the significance of the rule of William I of England.
- Explain the importance and effects of the Magna Carta on the government of England.
- Identify the goals of the Capetians.
- Describe the conflicts that occurred between the pope and the Holy Roman emperors.

**Guiding Question(s):** What were the causes and effects of the Magna Carta?

**TN Curriculum Standard(s):**

7.31 Analyze the Battle of Hastings and the long-term historical impact of William the Conqueror on England and Northern France.

7.32 Describe how political relationships both fostered cooperation and led to conflict between the Papacy and European monarchs.

7.33 Analyze the impact of the Magna Carta, including: limiting the power of the monarch, the rule of law, and the right to trial by jury.

**Technology/ Materials/Resources Needed:** Teams, Grade Results Online Platform, Grade Results video, paper, pencil or notes in Grade Results

**Key Vocabulary/Terms:** Lesson 12 Vocabulary Words

- **Common law:** Legal practices and decisions that are based on previous court decisions and which apply to all citizens equally.
- **Domesday Book:** The records of William the Conqueror's survey of England.
- **Heir:** A person, usually a son or daughter, with a legal right to property, titles, or the throne of another person when he/she dies.
- **Investiture:** The act of giving a title, honor, or office.
- **Magna Carta:** The first document forced onto King John of England by a group of his subjects, the feudal barons, in an attempt to limit his powers by law and protect their rights.
- **Middle class:** The social class between the upper class (nobles) and the lower class (peasants). The middle class is made up of business people, government officials, skilled workers, etc.
- **Parliament:** England's representative and law-making group.
- **Representative:** A person chosen to act or speak for a larger group of people.
- **Survey:** A map, plan, or description obtained through investigation.

**Attendance in PowerSchool – 5 minutes: Read as a group Slide 13-Lesson Review and Slide 14 Lesson Vocabulary Lesson Introduction (I Do) 5 minutes:** Teacher shares the screen to review the *objectives* for The Rise of the Middle Ages – IV and the *vocabulary words* from the Grade Results website. Afterwards, have students summarize the objectives and discuss any key vocabulary that may need clarifying.

**Lesson Activities: (We Do) 60 minutes:**

- As a whole group **listen to or read slides (2-6):** The Struggle for Power in England; Danish Rule; The Norman Conquest and Watch video clip-The Conqueror William; Magna Carta and Watch video clip- Magna Carta; Changes in English Government after the Magna Carta and Watch video clip- England’s Parliament Works Today; As group discuss the difference in life before and after the Magna Carta
- As a whole group **listen to or read slides (7-10):** Common Law; Kings Struggle for Power in France; The Struggle for Power in Germany and Italy and Watch video clip-Charlemagne; Conflicts between the Pope and the Holy Roman Emperors
- Allow students 10 minutes to complete the Crossword and Drag and Drop Activity; Discuss students’ responses

**Break 10 Minutes**

**Teacher-Lesson Review: 5 minutes**

**Lesson Activities/ Supplemental (We Do) 20 minutes:** Watch the video- Feudalism Relationships in Middle Ages; Choose the role of a Serf, Knight, or Lord and write a journal entry about an average day using the Grade Result’s note taker or paper and pencils.

**Independent Work /Posttest (They Do) 20 minutes: Lesson Posttest-** Explain to the students that they will be assessed and will work independently. Encourage them to think critically and do their very best on the Posttest. The Posttest will count as the grade for the daily lesson.

**Closing/Wrap Up: 5 Minutes-** Whole group discussions around each objectives and topics. Ask: How does this relate to society today?

## Summer School Lesson Plan

Subject/Grade: Social Studies 7<sup>th</sup> grade

Day: 13

Topic/Lesson Title & Grade Results #: Lesson 13: The High Middle Ages - I

**Objective(s):** Students will be able to do the following:

1. Describe the Crusades.
2. Identify powerful leaders of the Crusades.
3. Understand the socio-economic changes caused by the Crusade

**Guiding Question(s):** What were the Crusades? Why were the Crusades important?

**TN Curriculum Standard(s):**

7.34 Analyze the causes, effects, and key people of the 1st, 2nd, and 3rd Crusades, including: Pope Urban II, Saladin, and Richard I.

7.35 Explain how the Crusades impacted Christian, Muslim, and Jewish populations in Europe, with emphasis on the increasing contact with cultures outside Europe.

**Technology/ Materials/Resources Needed:** Teams, Grade Results Online Platform, Grade Results video, paper, pencil or notes in Grade Results

**Key Vocabulary/Terms:** Lesson 13 Vocabulary Words

- **Barter System:** A system where goods and services are exchanged for other goods and services without using money.
- **Capital:** Wealth that is earned, saved, and invested to make profits.
- **Crusade:** A series of military expeditions to regain the Holy Land.
- **Fief:** A territory held in fee.
- **Usury:** Charging interest on loans.

**Attendance in PowerSchool – 5 minutes**

**Lesson Introduction (I Do) 5 minutes:** Teacher shares the screen to review the *objectives* for The High Middle Ages – I and the *vocabulary words* from the Grade Results website. Afterwards, have students summarize the objectives and discuss any key vocabulary that may need clarifying.

**Lesson Activities: (We Do) 60 minutes:**

- As a whole group **listen to or read slides (2-6):** The Crusades and Watch video clip- The Crusades; The First Crusades; The Second Crusades and Watch video clip- Pope Innocent III; The Revival Trade; Manufacturing, Banking, and Investment
- As a whole group **listen to or read slides (7-8):** Allow students 5 minutes to complete the 1<sup>st</sup> Crusades ordering activity and discuss students' responses; Allow students 5 minutes to complete the 4<sup>th</sup> Crusades ordering activity and discuss students' responses

**Break 10 Minutes**

**Teacher-Lesson Review: 5 minutes: Read as a group Slide 9-Lesson Review and Slide 10 Lesson Vocabulary**

**Lesson Activities/Supplemental (We Do) 20 minutes:** Watch the video- Byzantium, Constantinople, Istanbul; Choose one of the cities and write a journal entry about an average day living there using the Grade Result's note taker or paper and pencils.

**Independent Work /Posttest (They Do) 20 minutes: Lesson Posttest-** Explain to the students that they will be assessed and will work independently. Encourage them to think critically and do their very best on the Posttest. The Posttest will count as the grade for the daily lesson.

**Closing/Wrap Up: 5 Minutes-** Whole group discussions around each objectives and topics. Ask: How does this relate to society today?



## Summer School Lesson Plan

Subject/Grade: Social Studies 7<sup>th</sup> grade

Day: 14

Topic/Lesson Title & Grade Results #: Lesson 14: The High Middle Ages - II

**Objective(s):** Students will be able to do the following:

- Describe the growth of European towns due to the revival of trade during the Middle Ages.
- Discuss European life and culture and how it was centered on the Christian church and faith.
- Explain the development of individual nations united under strong monarchs.
- Discuss the factors that led to the decline of Catholic Church power during the late Middle Ages.
- Identify great philosophers of the Middle Ages.

**Guiding Question(s):** What led to the growth of European towns in the Middle Ages?

**TN Curriculum Standard(s):**

7.36 Describe the economic and social effects of the spread of the Black Death (i.e., Bubonic Plague) from Central Asia to China, the Middle East, and Europe, and its impact on the global population.

7.37 Analyze the importance of the Black Death on the emergence of a modern economy, including: Agricultural improvements; A merchant class; Commerce; Technological improvements; Growth of banking; Towns

7.38 Describe the significance of the Hundred Years War, including the roles of Henry V in shaping English culture and language and Joan of Arc in promoting a peaceful end to the war.

**Technology/ Materials/Resources Needed:** Teams, Grade Results Online Platform, Grade Results video, paper, pencil or notes in Grade Results

Key Vocabulary/Terms: **Lesson 14 Vocabulary Words**

- **Black Death:** A deadly disease, the plague, spread in Europe.
- **Fabliaux:** Short rhyming stories.
- **Guilds:** Associations of merchants and workers.
- **Scholasticism:** An attempt to combine faith and reason.
- **Troubadours:** Traveling singers

**Attendance in PowerSchool – 5 minutes**

**Lesson Introduction (I Do) 5 minutes:** Teacher shares the screen to review the **objectives** for The High Middle Ages II and the **vocabulary words** from the Grade Results website. Afterwards, have students summarize the objectives and discuss any key vocabulary that may need clarifying.

**Lesson Activities: (We Do) 60 minutes:**

- As a whole group **listen to or read slides (2-7):** The Growth of Towns; Life and Culture in the Middle Ages; Education and watch the video- Thomas Aquinas; Wars and the Growth of Nations; The war of the Roses; The Holy Roman Empire

- **slides (8-9):** Allow students 5 minutes to complete the sorting activity and discuss students' responses; Allow students 5 minutes to complete the drag and drop activity and discuss students' responses.

### **Break 10 Minutes**

**Teacher-Lesson Review: 5 minutes: Read as a group Slide 10-Lesson Review and Slide 11 Lesson Vocabulary**

**Lesson Activities/Supplemental (We Do) 20 minutes:** Watch the video- North America, Native Americans, Exploration; Write a comparison of living in the Americas before and after the explorers using the Grade Result's note taker or paper and pencils.

**Independent Work /Posttest (They Do) 20 minutes: Lesson Posttest-** Explain to the students that they will be assessed and will work independently. Encourage them to think critically and do their very best on the Posttest. The Posttest will count as the grade for the daily lesson.

**Closing/Wrap Up: 5 Minutes-** Whole group discussions around each objectives and topics. Ask: How does this relate to society today?

## Summer School Lesson Plan

Subject/Grade: Social Studies 7<sup>th</sup> grade

Day: 15

Topic/Lesson Title & Grade Results #: Lesson 15: Advancements During the Renaissance

**Objective(s):** Students will be able to do the following.

- Describe the advancements made in Literature and Arts during Renaissance.
- Describe the advancements made in Science and Mathematics during Renaissance.
- Understand and describe the inventions in Printing, Engineering, and Cartography during Renaissance.

**Guiding Question(s):** What advancements were made during the Renaissance in Europe?

**TN Curriculum Standard(s):** 7.43 Explain the development of Renaissance art, including the significance of: Leonardo da Vinci; Michelangelo; William Shakespeare; Systems of patronage

**Technology/ Materials/Resources Needed:** Teams, Grade Results Online Platform, Grade Results video, paper, pencil or notes in Grade Results

Key Vocabulary/Terms: **Lesson 15 Vocabulary Words**

- **Altar:** The table in a Christian church at which the bread and wine are consecrated in communion services.
- **Anatomy:** A study of structure and functions of internal organs of living things.
- **Baroque:** Style of architecture prevalent in the 17<sup>th</sup> century using complex forms, bold ornamentation, and juxtaposition of contrasting elements.
- **Cartography:** The science or practice of drawing maps.
- **Chapel:** A small building or room used for Christian worship.
- **Crater:** A large bowl shaped cavity in the ground or on a celestial object, typically caused by the impact of a meteorite.
- **Focus:** The state of producing clear visual definition.
- **Fresco:** A painting on a wall or a ceiling.
- **Genesis:** The origin or mode of formation of something.
- **Geology:** The science which deals with the physical structure and substance of the earth.
- **Gothic:** Relating to a style of architecture characterized by pointed arches, rib vaults, and flying buttresses.
- **Humanist:** One who advocates or follows the principle of human welfare.
- **Intermediary:** Coming between two things in place or time.
- **Latitude:** The angular distance of a place north or south of the earth's equator, usually expressed in degrees and minutes.
- **Linear:** Progressing from one stage to another in a single series of steps.
- **Magnificence:** The quality of being magnificent.
- **Perspective:** A particular attitude or way of regarding something.
- **Playwright:** A person who writes plays.
- **Polymath:** A person of wide knowledge or learning.
- **Portrait:** A painting, drawing, photograph, or engraving of a person, especially one depicting only the face or head and shoulders.
- **Profoundly:** Extremely
- **Realism:** Concern for fact or reality and rejection of the impractical and visionary.
- **Revival:** An improvement in condition, strength, or fortune of something or someone.
- **Romanesque:** Style of architecture characterized by round arches and barrel vaults.
- **Sculpting:** Creating by carving and casting.
- **Sextant:** An instrument used for measuring angular distances, used in navigation and surveying.
- **Sinew:** A tissue connecting bones.

- **Symbolic:** Involving the use of symbols or symbolism.
- **Telescope:** An optical instrument with lenses designed to make distant objects appear nearer.
- **Tendon:** A flexible tissue attaching a muscle to a bone.
- **Unparalleled:** Having no parallel or equal; exceptional.

**Attendance in PowerSchool – 5 minutes**

**Lesson Introduction (I Do) 5 minutes:** Teacher shares the screen to review the **objectives** for Advancements During the Renaissance and the **vocabulary words** from the Grade Results website. Afterwards, have students summarize the objectives and discuss any key vocabulary that may need clarifying.

**Lesson Activities: (We Do) 60 minutes:**

- As a whole group **listen to or read slides (2-5):** The Renaissance and watch the video- Renaissance Art, Music, Literature and complete the drag and drop activity; Complete check questions; Advancements in Literature; Complete check questions
- As a whole group **listen to or read slides (6-11):** Advancements in Arts; Complete check activity and questions; Advancements in Science and Mathematics; Complete activities and check questions
- As a whole group **listen to or read slides (12-15):** Invention in Printing and Cartography; Complete check activity and questions; Building Techniques; Allow students 10 minutes to complete the drag and drop activities and discuss students' responses;

**Break 10 Minutes**

**Teacher-Lesson Review: 5 minutes: Read as a group Slide 16-Lesson Review and Slide 17 Lesson Vocabulary**

**Lesson Activities/ Supplemental (We Do) 20 minutes:** Flocabulary Video: The Renaissance and Read each of the Vocabulary cards. Flocabulary: Read the Passage about The Renaissance and play the Vocabulary Game. Flocabulary: Lyric Lab- Write a rhyme about The Renaissance using the vocabulary words. Try to write at least 4 lines using Grade Results' note taker or paper and pencils.

**Independent Work /Posttest (They Do) 20 minutes: Lesson Posttest-** Explain to the students that they will be assessed and will work independently. Encourage them to think critically and do their very best on the Posttest. The Posttest will count as the grade for the daily lesson.

**Closing/Wrap Up: 5 Minutes-** Whole group discussions around each objectives and topics. Ask: How does this relate to society today?

## Summer School Lesson Plan

**Subject/Grade:** Social Studies 7<sup>th</sup> grade

**Day:** 16

**Topic/Lesson Title & Grade Results #:** Lesson 16: Exploration and Expansion

**Objective(s):** Students will be able to do the following:

- Describe the causes and effects of the Scientific Revolution.
- Identify scientists and their inventions during the era of the Scientific Revolution.
- Explain the social and economic changes in Europe during the era of the Scientific Revolution.
- Summarize selected major European voyages.

**Guiding Question(s):** How did the Scientific Revolution change the world?

**TN Curriculum Standard(s):** 7.50, 7.51, 7.52, 7.58, 7.59, 7.60, 7.62

7.50 Compare and contrast heliocentric and geocentric theories of the Greeks (geocentric), Copernicus (heliocentric), and Kepler (elliptical orbits).

7.51 Examine Galileo Galilei's theories and improvement of scientific tools, including the telescope and microscope.

7.52 Explain the significance of the following in regards to the Scientific Revolution: Sir Francis Bacon in establishing the scientific method and Sir Isaac Newton's three Laws of Motion.

7.58 Analyze why European countries were motivated to explore the world, including: religion, political rivalry, and economic gain (i.e., mercantilism).

7.59 Identify the significance of the voyages and routes of discovery of the following explorers by their sponsoring country: England: Henry Hudson; France: Jacques Cartier; Portugal: Vasco da Gama, Bartolomeu Dias; Spain: Christopher Columbus, Hernando de Soto, Ferdinand Magellan, Amerigo Vespucci

7.60 Describe Prince Henry the Navigator's influence on exploration, voyages, cartographic improvements, and tools related to exploration (i.e., compass, caravel, astrolabe, and Harrison's chronometer) during the Age of Discovery.

7.62 Describe how the Aztec and Inca empires were eventually defeated by Spanish Conquistadors (i.e., Hernan Cortes and Francisco Pizarro).

**Technology/ Materials/Resources Needed:** Teams, Grade Results Online Platform, Grade Results video, paper, pencil or notes in Grade Results

**Key Vocabulary/Terms:** Lesson 16 Vocabulary Words

- **Anatomy:** The study of the human body.
- **Astronomy:** The study of heavenly bodies.
- **Calvinism:** Reformed tradition, the reformed faith, or reformed theology.
- **Cartographer:** A person who draws maps and charts.
- **Chemistry:** The study of the composition of matter and how it changes.
- **Columbian Exchange:** Exchanges that took place between the New World and the Old World of Europe. During these exchanges American foods such as potatoes, tomatoes, beans, and corn were introduced in Europe. The Spanish brought horses to the Americas. European sailors also brought smallpox and other diseases to the Americas.

- **Commercial Revolution:** Improvements in how business was conducted between the late 1400s and the 1700s. During the Commercial Revolution, individual merchants joined together into a new kind of business organization called a joint-stock company.
- **Galleys:** Long ships in Europe.
- **Guerrilla warfare:** The use of hit-and-run tactics by small, mobile groups of irregular forces operating in territory controlled by a hostile, regular force.
- **Joint-stock companies:** A business organization in which owners raised money by selling shares, or stock, in the company.
- **Mechanics:** The study of objects in motion.
- **Mercantilism:** The idea that the world contained a fixed amount of wealth. To increase its own wealth, one country had to take wealth from another country.
- **Scientific Method:** A step-by-step process for performing experiments and other scientific research.
- **Scientific Revolution:** The series of events that led to the birth of modern science.
- **Subsidies:** Grants of money.
- **Tariffs:** Import taxes.
- **Viceroy:** Officials who represented the monarchy in the colonies and reported to the Council of the Indies in Spain

### Attendance in PowerSchool – 5 minutes

**Lesson Introduction (I Do) 5 minutes:** Teacher shares the screen to review the **objectives** for Exploration and Expansion and the **vocabulary words** from the Grade Results website. Afterwards, have students summarize the objectives and discuss any key vocabulary that may need clarifying.

### Lesson Activities: (We Do) 60 minutes:

- As a whole group **listen to or read slides (2-5):** The Scientific Revolution; Copernicus; The Triumph of the New Science and watch the video- Francis Bacon; Improvements in Technology and watch the video- Ptolemy's Map and Geography; Group discussion comparing the various theories and advances in science
- As a whole group **listen to or read slides (6-11):** Economic Changes and watch the video- Mercantilism; Social Change; Christopher Columbus and watch the video- The Columbian Exchange; Dividing the New Lands; Portuguese Expansion; The Spanish and Dutch Empires
- As a whole group **listen to or read slides (12-15):** Colonial Government and Society; Charles V; The Rise of the Dutch; The Spanish Empires Decline

### Break 10 Minutes

**Teacher-Lesson Review: 5 minutes: Read as a group Slide 18-Lesson Review and Slide 19 Lesson Vocabulary**

**Lesson Activities: (We Do) 20 minutes:** Flocabulary Video: Conquistadors and Slavery and Read each of the Vocabulary cards. Flocabulary: Read the Passage about Conquistadors and Slavery and play the Vocabulary Game. Flocabulary: Lyric Lab- Write a rhyme about Conquistadors and Slavery using the vocabulary words. Try to write at least 4 lines using Grade Results' note taker or paper and pencils.

**Independent Work /Posttest (They Do) 20 minutes: Lesson Posttest-** Explain to the students that they will be assessed and will work independently. Encourage them to think critically and do their very best on the Posttest. The Posttest will count as the grade for the daily lesson.

**Closing/Wrap Up: 5 Minutes-** Whole group discussions around each objectives and topics. Ask: How does this relate to society today?

## Summer School Lesson Plan

Subject/Grade: Social Studies 7<sup>th</sup> grade

Day: 17

Topic/Lesson Title & Grade Results #: Lesson 17: The Americas

**Objective(s):** Students will be able to do the following:

- Explain how the Aztecs built the first empire in Mesoamerica.
- Explain the reasons why the Aztecs built their capital on an island.
- Explain how many groups of people came together to form the Inca Empire.
- Describe the Inca way of life.
- Explain how different environments led to different North American cultures.
- Identify the characteristics of the different regions in North America

**Guiding Question(s):** How were the first empires established in Mesoamerica?

**TN Curriculum Standard(s):**

7.54 Explain the impact of geographic features on North American Indian cultures (i.e., Northeast, Southeast, and Plains), including: clothing, housing, and agriculture.

7.55 Describe the existence of diverse networks of North American Indian cultures (within present-day United States) including: varied languages, customs, and economic and political structures.

7.56 Explain the impact of geographic features and climate on the agricultural practices and settlement of the Maya, Aztec, and Incan civilizations.

7.57 Describe the social, economic, and political characteristics of the Maya, Aztec, and Incan civilizations, including: oral traditions, class structures, religious beliefs, slavery, and advancements (e.g., astronomy, mathematics, and calendar).

**Technology/ Materials/Resources Needed:** Teams, Grade Results Online Platform, Grade Results video, paper, pencil or notes in Grade Results

**Key Vocabulary/Terms:** Lesson 17 Vocabulary Words

- **Anasazi:** Native Americans who lived in the Southwest and lived in cliff dwellings.
- **Causeway:** A land bridge.
- **Chinampa:** Human-made islands created for planting crops.
- **Dike:** A wall of earth and rocks built to prevent flooding.
- **Earth lodge:** Round log homes covered with packed earth.
- **Longhouse:** Long, wooden buildings for several families.
- **Mesa:** A flat-topped hill with steep, sloping sides.
- **Mesoamerica:** Literally means "Middle America," and includes Mexico and Central America.
- **Mitima:** The practice of sending conquered people to live in new places to build new communities and prevent rebellion.
- **Nomads:** People with no permanent homes who move from season to season.
- **Palisade:** A tall, wooden fence surrounding a village.
- **Quechua:** The Inca language.
- **Quinoa:** A grain high in protein.
- **Quipus:** Colored, knotted string used to keep important information.
- **Tepee:** A tent made of buffalo skin stretched over poles; usually shaped like a cone.
- **Terrace:** A leveled section of a hill which is meant to be cultivated.
- **Terrain:** Physical features of the land.

- **Totem pole:** Used to identify tribes, these were wooden posts painted with human and animal faces.
- **Tribute:** Something given to show respect.
- **Tundra:** A flat and treeless plain of frozen ground.
- **Wigwam:** Round, bark-covered shelters.

#### **Attendance in PowerSchool – 5 minutes**

**Lesson Introduction (I Do) 5 minutes:** Teacher shares the screen to review the **1<sup>st</sup> set of objectives** for The Americas and the **vocabulary words** from the Grade Results website. Afterwards, have students summarize the objectives and discuss any key vocabulary that may need clarifying.

#### **Lesson Activities: (We Do) 60 minutes:**

- As a whole group **listen to or read slides (2-7):** The Aztecs Settle; Tenochtitlan; watch the video- Aztecs Hidden Empires; Aztec Society; Allow students 5 minutes to complete the check questions and drag and drop activities and discuss students' responses.
- Teacher shares the screen to review the **2nd set of objectives** for The Incas; **listen to or read slides (8-13):** Building an Empire; Inca Rule; Ways of Life; Allow students 5 minutes to complete the check questions and drag and drop activities and discuss students' responses
- Teacher shares the screen to review the **3rd set of objectives** for North American Cultures Objectives; **listen to or read slides (14-17):** Eastern Woodlands; The Plains; watch the video- Native American Hopi Tribe and check questions

#### **Break 10 Minutes**

**Teacher-Lesson Review: 5 minutes: Read as a group Slide 20-Matching Activity and Slide 21 Lesson Vocabulary**

#### **Lesson Activities/ Supplemental (We Do) 20 minutes:**

- As a group **listen to or read slides (18-20):** The Northwest Coast and the Artic; Complete check questions and drag and drop activity
- Flocabulary: Read the Passage about the Mesoamerica and play the Vocabulary Game Flocabulary Video: Mesoamerica and Read each of the Vocabulary cards; Flocabulary: Lyric Lab- Write a rhyme about the Mesoamerica using the vocabulary words. Try to write at least 4 lines using Grade Results' note taker or paper and pencils.

**Independent Work /Posttest (They Do) 20 minutes: Lesson Posttest-** Explain to the students that they will be assessed and will work independently. Encourage them to think critically and do their very best on the Posttest. The Posttest will count as the grade for the daily lesson.

**Closing/Wrap Up: 5 Minutes-** Whole group discussions around each objective and topics. Ask: How does this relate to society today?



## Summer School Lesson Plan

Subject/Grade: Social Studies 7<sup>th</sup> grade

Day: 18

Topic/Lesson Title & Grade Results #: Lesson 18: Exploration and Colonization of North and South Americas

**Objective(s):** Students will be able to do the following:

- Identify reasons for exploration and colonization.
- Explain French exploration and colonization in Canada.
- Describe Spanish exploration and settling in Central America and South America.
- Describe English exploration and settling in the United States.
- Explain Portuguese exploration and settling in South America (e.g., Brazil).
- Describe Dutch exploration and settling in the New York area.

**Guiding Question(s):** How did exploration and colonization impact the world?

**TN Curriculum Standard(s):**

7.61 Locate and identify French, Spanish, English, Portuguese, and Dutch colonies in the Americas, and explain how religion impacted the location of settlement by each country.

**Technology/ Materials/Resources Needed:** Teams, Grade Results Online Platform, Grade Results video, paper, pencil or notes in Grade Results

**Key Vocabulary/Terms:** Lesson 18 Vocabulary Words

- **Administered:** To govern.
- **Adventure:** Risking to do something.
- **Astrolabe:** Instrument to determine altitude of Sun or other celestial bodies.
- **Caravels:** A ship with triangular mast.
- **Compass:** An instrument to find direction.
- **Conquistadors:** The Spanish soldiers.
- **Desire:** To have a wish.
- **Glory:** Great honor.
- **Huron Iroquois:** The native language/people belonging to present day Canada.
- **Plantations:** An area under cultivation.
- **Steer:** To drive a ship.
- **Trend:** A tendency to reoccur.

**Attendance in PowerSchool – 5 minutes**

**Lesson Introduction (I Do) 5 minutes:** Teacher shares the screen to review the **objectives** for Exploration and Colonization of North and South Americas and the **vocabulary words** from the Grade Results website. Afterwards, have students summarize the objectives and discuss any key vocabulary that may need clarifying.

**Lesson Activities: (We Do) 60 minutes:**

- As a whole group **listen to or read slides (2-6)**: Reasons for Exploration and Colonization and Activity; French Exploration and Settling in Canada and North America; Spanish Exploration and Settling in Central America and South America; English Exploration and Settling in the United States in Canada
- As a whole group **listen to or read slides (6-11)**: Portuguese Exploration and settling in South America and activity; Dutch Exploration and settling in the New York Area
- As a whole group **listen to or read slides (12-15)**: Colonial Government and Society; Charles V; The Rise of the Dutch; The Spanish Empires Decline

**Break 10 Minutes**

**Teacher-Lesson Review: 5 minutes: Read as a group Slide 9-Lesson Review and Slide 10 Lesson Vocabulary**

**Lesson Activities/ Supplemental (We Do) 20 minutes:** Flocabulary: Read the Passage about the Age of Exploration and play the Vocabulary Game Flocabulary Video: Age of Exploration and Read each of the Vocabulary cards; Flocabulary: Lyric Lab- Write a rhyme about the Age of Exploration using the vocabulary words. Try to write at least 4 lines using Grade Results' note taker or paper and pencils.

**Independent Work /Posttest (They Do) 20 minutes: Lesson Posttest-** Explain to the students that they will be assessed and will work independently. Encourage them to think critically and do their very best on the Posttest. The Posttest will count as the grade for the daily lesson.

**Closing/Wrap Up: 5 Minutes-** Whole group discussions around each objective and topics. Ask: How does this relate to society today?

## Summer School Lesson Plan

**Subject/Grade:** Social Studies 7<sup>th</sup> grade

**Day:** 19

**Topic/Lesson Title & Grade Results #:** Final Post-Test Review & Post-Test

**Objective(s):**

- Students will review lessons to prepare for final Post-Test.
- Final Post-test will open. All students must complete the final Post-Test

**Materials/Resources Needed:** Grade Results Online Platform, Grade Results video, paper, pencil or notes in Grade Results

**Technology:** Computer, Whiteboard, TEAMs meeting (if applicable)

**Lesson Introduction (I Do):**

Identify the purpose of the course

Connect the course to missing or future coursework and Post-test

**Lesson Activities/Supplemental (We Do)** – 30-60 minutes

**Lesson Activities and Review (We Do):**

Check Grade Results and have students to review activities/lesson that they have not completed or need assistance with. Hold an open Q&A for students to ask questions regarding the activities/lessons they are reviewing.

**Independent Work – Posttest (They Do):**

Students will review and complete any incomplete/missed/failed coursework.

**Closing/Wrap Up:**

## Summer School Lesson Plan

**Subject/Grade:** Social Studies 7<sup>th</sup> Grade

**Day:** 20

**Topic/Lesson Title & Grade Results #:** Review Lessons & Quizzes

**Objective(s):**

- Students will review and complete all incomplete/missed/failed coursework.
- Students can retake daily post-tests up to three (3) times before tests lock. Teachers can unlock test so student can retake the test.
- Students can retake final post-test

**Materials/Resources Needed:** Grade Results Online Platform, Grade Results video, paper, pencil or notes in Grade Results

**Technology:** Computer, Whiteboard, TEAMS meeting (if applicable)

**Lesson Introduction (I Do):**

Identify the purpose of the course

Connect the course to missing or future coursework and Post-test

Lesson Activities/Supplemental (We Do) – 30-60 minutes

**Lesson Activities and Review (We Do):**

Check Grade Results and have students to review activities/lesson that they have not completed or need assistance with. Hold an open Q&A for students to ask questions regarding the activities/lessons they are reviewing.

**Independent Work – Posttest (They Do):**

Students will review and complete any incomplete/missed/failed coursework.

**Closing/Wrap Up:**