



<b>Teacher Name:</b>	Gina Croft/Carole Cox	<b>Subject:</b>	World History	
<b>Date:</b>	Beginning 2/6/2017 Ending: 2/10/2017	<b>Grade:</b>	10	
<b>Standard(s):</b>	SSWH4 <a href="https://www.georgiastandards.org/Standards/Georgia%20Performance%20Standards/World-History.pdf">https://www.georgiastandards.org/Standards/Georgia%20Performance%20Standards/World-History.pdf</a>	<b>Connects With:</b>	Byzantine, Mongol and Islamic Empires	
<b>Week Day</b>	<b>Activities / Assignment / Questions</b>		<b>Assessment</b>	<b>DOK Levels</b>
Monday	<ul style="list-style-type: none"> <li>Students will compare and contrast Justinian’s Code with Hammurabi’s Code of Laws and identify any patterns seen in both sets of laws.</li> <li>Students will construct a set of laws for their own town or school.</li> </ul>		Formative	2 and 3
	Bell Ringer: Is there a law you agree or disagree with? Why?			
Tuesday	<ul style="list-style-type: none"> <li>Students will investigate the Great Schism in preparation for a class discussion.</li> </ul>		Formative	2 and 3
	Bell Ringer: What happens when two people disagree?			
Wednesday	<ul style="list-style-type: none"> <li>Students will critique the causes and effects of the Great Schism of 1054 in a class discussion and answer DOK level 2 and 3 questions.</li> </ul>		Formative	3
	Bell Ringer: “A house divided against itself cannot stand” What does it mean?			
Thursday	<ul style="list-style-type: none"> <li>Students will investigate the positive and negative actions and effects of the Mongolian Empire for a class debate.</li> </ul>		Formative	3
	Bell Ringer: Can a person be both good and evil? If so, how?			
Friday	<ul style="list-style-type: none"> <li>Students will investigate the positive and negative aspects of the Mongolian Empire in preparation for a class debate.</li> <li>Students will develop logical arguments in preparation for a class debate.</li> </ul>		Formative	3
	Bell Ringer: None			
	Lesson Plans are a guideline and should be viewed as a fluid document. Adjustments will be made dependent upon student progress and/or individual needs. In order to meet the needs of all learners, including special education students, the co-teacher will employ various accommodations throughout the school week. These may include small group instruction in a different location, pull out for assessments, individual instruction, modified tests and/or worksheets, grouping students by ability, paired reading, preferential seating, previewing of concepts, or other supports as needed.			



Resources	Power Point; Student Technology; Excerpts of Justinian's Code and Hammurabi's Code; Venn Diagram; Computer Lab; Guided Topics for class discussion and class debate.		
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