

Name: Tasha Hunt		Grading Quarter: 3	Week Beginning: January 29
School Year: 2024		Subject: World History	
M o n d a y	Notes:	<p>Objective: SWBAT examine the origins and beliefs of Hinduism, Buddhism, &amp; Confucianism, Taoism &amp; Shintoism</p> <p>Lesson Overview:</p> <ol style="list-style-type: none"> <li>1. Warm-up</li> <li>2. Project: Religion Encyclopedia</li> <li>3. Little Budda Conclusion</li> <li>4. Notebook: 5 W's of Buddhism</li> </ol>	<p>Academic Standards:</p> <p>HS.H1.1 - Explain the process of state-building, expansion, and dissolution.</p> <p>HS.H1.5 Explain how religions and belief systems have affected the origins of societies.</p> <p>HS.SP1.3 Evaluate the significance of past events as they relate to their own lives and the world. (Historical relevance to Life)</p>
T u e s d a y	Notes:	<p>Objective: SWBAT examine the origins and beliefs of Hinduism, Buddhism, &amp; Confucianism, Taoism &amp; Shintoism</p> <p>Lesson Overview:</p> <ol style="list-style-type: none"> <li>1. Warm-up</li> <li>2. Unit 1 Review</li> <li>3. Unit 1 Exam</li> </ol>	<p>Academic Standards:</p> <p>See Monday</p>
W e d n e s d a y	Notes:	<p>Objective: SWBAT understand the events of the Age of Exploration, compare &amp; contrast motivations of European Explorers to explore the New World</p> <p>Lesson Overview:</p> <ol style="list-style-type: none"> <li>1. Warm-up: Draw an emoji indicating your feelings on yesterday's test What will you do differently next exam?</li> <li>2. Notes: Age of Exploration, Spain's Empire</li> </ol>	<p>Academic Standards:</p> <p>History</p> <p>HS.H1.1 Explain the process of state-building, expansion, and dissolution.</p> <p>HS.H1.2 Explain and compare how social, cultural, and environmental factors influenced state-building, expansion, and dissolution.</p> <p>HS.H1.3 Evaluate the consequences that resulted from civilizational and cultural</p>

		3.Closing: Columbian Exchange Activity	<p>interactions.</p> <p>HS.H1.4 Analyze the impact of cultural diffusion.</p> <p>HS.H1.5 Explain how religions and belief systems have affected the origins of societies.</p> <p>HS.H1.6 Analyze the relationship among different regional, social, ethnic, and racial groups and explain how these groups' experiences have related to national identities.</p> <p>HS.H1.7 Analyze how technological innovation and trade has affected economic development and transformed societies.</p> <p>HS.H2.1 Explain multiple causes of conflict.</p> <p>HS.H2.2 Analyze approaches to conflict management and resolution. HS.H2.3 Evaluate the short- and long- term impacts of conflicts and their resolutions</p>
T h u r s d a y	Notes:	<p>Objective: SWBAT understand the events of the Age of Exploration, compare &amp; contrast motivations of European Explorers to explore the New World</p> <p>Lesson Overview:</p> <ol style="list-style-type: none"> <li>1. Warm-up: Write 3 complete sentences, using the following vocab (astrolabe, scurvy, peninsulares)</li> <li>2.Group Activity: Age of Explorations stations</li> <li>3.Closing: Cover-It- Sketch a book cover in your notebook about anything from today's topic</li> </ol>	<p>Academic Standards:</p> <p>See Wednesday</p>

F r i d a y	Notes:	<p>Objective: SWBAT understand the events of the Age of Exploration, compare &amp; contrast motivations of European Explorers to explore the New World</p> <p>Lesson Overview:</p> <p>1.Warm-up: 3 things from yesterday's stations</p> <p>2.Notes: Northern Europe/ Atlantic Slave Trade</p> <p>3.Closing : Quizizz</p>	<p>Academic Standards:</p> <p>See Wednesday</p>
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