|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Blended Learning Instructional Framework: Whole Group Instructional Plan** | | | | | |
| **Lesson/Topic** | **Learning Target**  ***Learning targets****are short term, student-friendly statements that clearly define what students should know and be able to do at the end of the lesson.* | **Activities, Instruction & Modeling**  *What do you need to explain, present, facilitate, or model? What instructional strategies will you use? What will students do to understand concepts or practice skills (practice, discussion, reflection, creation)?* ***Synchronous learning*** *refers to a learning event in which a group of students are engaging in learning at the same time.* ***Asynchronous learning*** *is instruction and learning that does not occur in the same place or at the same time – usually independent.* | | **Formative Assessment /Exit Slip**  *How will students demonstrate their* ***daily*** *learning? How will you know if they understand concepts or can apply skills? Please provide links.* | **Due Date** |
| **Synchronous/Live Instruction** | **Asynchronous Playlist** |
| **Lesson 1**  **9/21/20** | Students will describe How Farming developed in river valleys in Africa. | 1. Do Now: How do you feel about online learning and do feel it’s necessary? 2. Warm Up Activity 3. Direct Instruction Discuss presentation on the development of the farming in river valleys in Africa presentation | 1. Recording Session 2. Complete Activities in presentation on river valley farming in Africa. | Participation in class discussion |  |
| **Lesson 2**  **9/22/20** | Students will describe How Farming developed in river valleys in Asia. | 1. Do Now: what do Historians study the past? 2. Warm Up Activity 3. Direct Instruction Discuss presentation on the development of the farming in river valleys in Asia presentation | 1. Recording Session   Complete Activities in presentation on river valley farming in Asia. | Scores on quiz |  |
| **Lesson 3 9/23/20** | Students will describe the geographic features of Mesopotamia and the ways in which they contributed to the spread of agriculture. | 1. Do Now: Describe the essential parts of the hunter –gathers life style. 2. Warm Up Activity 3. Direct Instruction: View and discuss the Power Point presentation on Early Agriculture in Mesopotamia. | 1. Recording Session 2. Complete Activities in presentation on the ways in which Mesopotamia contributed to the spread of Agriculture | Scores three themes quiz |  |
| **Lesson 4**  **9/24/20** | Students will describe How Farming managed to control water supplies in the region. | 1. Do Now: How do you feel about online learning and do feel it’s necessary? 2. Warm Up Activity 3. Direct Instruction Discuss presentation on the development of farmers managed to control water supplies in Mesopotamia. | 1. Recording Session 2. Complete Activities in presentation on controlling water supplies in river valley in AfricaMesopotamia. | Participation in class discussion |  |
| **Lesson 5 9/25/20** | Students will describe How ancient people in Mesopotamia managed in a land with scarce resources. | 1. Do Now: what do Historians study the past? 2. Warm Up Activity 3. Direct Instruction Discuss presentation on the development of managing resources in a land with scarce resources. | 1. Recording Session   Complete Activities in presentation on river valley farming in a land with scarce resources. | Scores on quiz |  |