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| ***Teacher’s Name: Hailey Tarver*** | | | | | | | |
| **Domain World History 1500 to Present** | | | | | | | |
| **Date Range: February 17-21** | | | | | | | |
| **ACOS Standard:**  9.9 Describe the impact of technological inventions, conditions of labor, and the economic theories of capitalism, liberalism, socialism, and Marxism during the Industrial Revolution on the economies, societies, and politics of Europe.  9.10 Describe the influence of urbanization on the Western World during the nineteenth century. | | | | | | | |
| **Student Friendly Outcome: I can identify the causes and effects of urbanization in Europe.** | | | | | | | |
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| **Monday** | **Tuesday** | | | **Wednesday** | **Thursday** | | **Friday** |
| **Module 20**  **Make-up day**  **Notebook check**  **BHM Project** | **Module 20**  **Standards Assessment** | | | **Module 20**  **Make-up/Retake**  **BHM Project** | **Module 20**  **BHM Project**  **BHM Program Practice** | | **Module 20**  **BHM Project**  **BHM Program** |
| **Phase I: Before the Lesson**  **Think-Pair-Share**  **Think-Pair-Share**  **Chart Analysis**  **Chart Analysis**  **Map Activity** | | **Student Engagement/Look Fors**  **Students are actively discussing the given question/prompt. Students are listening to their peers as they discuss with one another.** | | | **Assess/Evaluate**  **Teacher Observation**  **Group Participation** | | |
| **Phase II: During the Lesson**  **Students will make up any work they are missing, submit notebooks for check, and work on their BHM Project.**  **Students will take an assessment of the standards Students will take make up the test if necessary and work on their BHM Project.**  **Students will work on their BHM Projects and prepare for the BHM Program.**  **Students will work on their BHM Project.** | | **Student Engagement/Look Fors**  **Students are actively reading the text provided. Students are discussing with peers, while actively listening. Students are actively writing responses from the text they are investigating.** | | | **Assess/Evaluate**  **Teacher observation**  **Group participation** | | |
| **Phase III: After the Lesson**  **$5 summary**  **Quick Write**  **True/False**  **$5 summary**  **Postcards from the Edge** | | **Student Engagement/Look Fors** | | | **Assess/Evaluate**  **Teacher observation**  **Group participation**  **Class work**  **Exit Ticket** | | |
| **Lesson Modifications** | | | | | | | |
| **RTI/PST (Students who need more help):**  **Additional one on one instruction, small group instruction, peer teaching** | | | | | | | |
| **Intervention**  **Below Level-Strategic** | | | **On-Level** | | | **Advanced** | |
| **First, I need to….**  **Define vocabulary associated with the standards.**  **Understand ideas and beliefs that influenced political decisions** | | | **I can…**  **Describe the impact of technological inventions, conditions of labor, and the economic theories of capitalism, socialism, liberalism, and Marxism during the industrial Revolution on the economies, societies, and politics of Europe. Describe the Influence of urbanization on the Western World during the 19th century.** | | | **I apply by…**  **Examining the economic, social, political, and environmental causes and effects of Industrialization and urbanization.** | |
| **Inclusion Notes:** | | | | | | | |
| **Gifted Notes:** | | | | | | | |
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| **Lesson Extensions/Resources** | | | | | | | |
| **Homework:**  **Review notes and vocabulary. Complete assignments that were not finished in class.** | | | | | | | |
| **Field Trips/Project:** | | | | | | | |
| **Materials:**  **American History textbook** | | | | | | | |
| **Reflections** | | | | | | | |
| **Lesson Improvement?** | | | | | | | |
| **Outcome(s) met?** | | | | | | | |