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| ***Teacher’s Name: Hailey Tarver*** | | | | | | | |
| **Domain U.S History I** | | | | | | | |
| **Date Range: February 24-28** | | | | | | | |
| **ACOS Standard:**  10.9 Explain dynamics of economic nationalism during the Era of Good Feelings, including transportation systems, Henry Clay's American System, slavery and the emergence of the plantation system, and the beginning of industrialism in the Northeast.  10.10 Analyze key ideas of Jacksonian Democracy for their impact on political participation, political parties, and constitutional government. | | | | | | | |
| **Student Friendly Outcome: I can explain the differing ideas of Nationalism and Sectionalism.** | | | | | | | |
|  | | | | | | | |
| **Monday** | **Tuesday** | | | **Wednesday** | **Thursday** | | **Friday** |
| **Module 6**  **Vocabulary** | **Module 5**  **Nationalism vs Sectionalism PP w/guided notes** | | | **Module 5**  **Nationalism vs Sectionalism Stations** | **Module 5**  **Nationalism vs Sectionalism Stations** | | **Module 5**  **Nationalism vs Sectionalism Choice Board** |
| **Phase I: Before the Lesson**  **Document Analysis**  **Document Analysis**  **Document Analysis**  **Document Analysis**  **Document Analysis** | | **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 define vocabulary associated with the standard.**  **Students will identify the differences in nationalism and sectionalism**  **Students will examine different documents on nationalism vs sectionalism**  **Students will examine different documents on nationalism vs sectionalism**  **Students will explain the difference in nationalism vs sectionalism by completing a choice board assignment.** | | **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**  **Module Assessment** | | |
| **Phase III: After the Lesson**  **Quick Write**  **Quick Write**  **$5 summary**  **Quick write**  **3-2-1** | | **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, retake quizzes/test** | | | | | | | |
| **Intervention**  **Below Level-Strategic** | | | **On-Level** | | | **Advanced** | |
| **First I need to…..**  **Define vocabulary associated with the standards.**  **Identify locations on a map of the U.S**  **Understand the function of government.** | | | **I am able to…**  **10.9 Explain dynamics of economic nationalism during the Era of Good Feelings, including transportation systems, Henry Clay's American System, slavery and the emergence of the plantation system, and the beginning of industrialism in the Northeast.**  **10.10 Analyze key ideas of Jacksonian Democracy for their impact on political participation, political parties, and constitutional government.** | | | **I apply by…**  **Explaining how the ideas of nationalism and sectionalism contributed to tension prior to the Civil War.** | |
| **Inclusion Notes:** | | | | | | | |
| **Gifted Notes:** | | | | | | | |
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| **Lesson Extensions/Resources** | | | | | | | |
| **Homework:**  **Review notes and vocabulary** | | | | | | | |
| **Field Trips/Project:** | | | | | | | |
| **Materials:**  **American History textbook** | | | | | | | |
| **Reflections** | | | | | | | |
| **Lesson Improvement?** | | | | | | | |
| **Outcome(s) met?** | | | | | | | |