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| ***Teacher’s Name: Hailey Tarver*** | | | | | | | |
| **Domain U.S History I** | | | | | | | |
| **Date Range: November 18-15** | | | | | | | |
| **ACOS Standard:**  10.4 Describe the political system of the United States based on the Constitution of the United States.  10.5 Explain key cases that helped shape the United States Supreme Court, including Marbury versus Madison, McCulloch versus Maryland, and Cherokee Nation versus Georgia. | | | | | | | |
| **Student Friendly Outcome: I can describe the political system based on the U.S Constitution.** | | | | | | | |
|  | | | | | | | |
| **Monday** | **Tuesday** | | | **Wednesday** | **Thursday** | | **Friday** |
| **Module 2**  **Articles of Confederation Analysis** | **Module 2**  **Articles of Confederation Simulation** | | | **Module 3**  **Articles of Confederation Document** | **Module 3**  **Federalist Papers Graphic Organizer** | | **Module 3**  **Notebook check**  **Make-up day**  **Checkpoint quiz** |
| **Phase I: Before the Lesson**  **Chart Analysis**  **Chart Analysis**  **Chart Analysis**  **Chart Analysis**  **Chart 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**  **Student analyze the weaknesses of the Articles of Confederation.**  **Students will demonstrate the weaknesses of the Articles of Confederation.**  **Students will analyze a text on the articles of Confederation.**  **Students will analyze primary sources to determine the significance of the Federalist Papers.**  **Students will submit their notes for a notebook check and complete any missing assignments.** | | **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**  **Quiz** | | **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 the 3 branches of government**  **Understand the function of government.** | | | **I am able to…**  **Describe the political system of the United States based on the Constitution of the United States.** | | | **I apply by…**  **Evaluating the significance of the Constitution of the United States on the lives of American Citizens.** | |
| **Inclusion Notes:** | | | | | | | |
| **Gifted Notes:** | | | | | | | |
|  | | | | | | | |
| **Lesson Extensions/Resources** | | | | | | | |
| **Homework:**  **Review notes and vocabulary** | | | | | | | |
| **Field Trips/Project:** | | | | | | | |
| **Materials:**  **American History textbook** | | | | | | | |
| **Reflections** | | | | | | | |
| **Lesson Improvement?** | | | | | | | |
| **Outcome(s) met?** | | | | | | | |