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| ***Teacher’s Name: Hailey Tarver*** | | | | | | | |
| **Domain U.S History I** | | | | | | | |
| **Date Range: August 26-30** | | | | | | | |
| **ACOS Standard:**  10.1 Compare effects of economic, geographic, social, and political conditions before and after European explorations of the fifteenth through seventeenth centuries on Europeans, American colonists, Africans, and indigenous Americans. | | | | | | | |
| **Student Friendly Outcome: I can identify and explain the economic, social, political and geographic conditions that influenced early Indigenous Americans, Europeans, and West Africans during the 15th-17th centuries.** | | | | | | | |
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| **Monday** | **Tuesday** | | | **Wednesday** | **Thursday** | | **Friday** |
| **Module 1**  **Evaluating the effects of the Columbian Exchange on different cultures** | **ACT WorkKeys Lesson** | | | **Module 1**  **Review for Test** | **ACT WorkKeys Lessons** | | **Module 1**  **Assess knowledge of Standard 10.1** |
| **Phase I: Before the Lesson**  **A Picture is worth a Thousand Words: Students will view a picture on the screen and discuss with a partner how they think the picture connects to European society.**  **ACT WorkKeys Lessons**  **Look and List: Students will view a picture on the screen and list all objects, emotions, themes, etc… that they see.**  **ACT WorkKeys Lessons**  **KAHOOT REVIEW: Students will play a round of KAHOOT to review for the test.** | | **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 complete a one pager called “The Way, I See it”. Students will write a brief statement from the viewpoint of different cultures affected by the Columbian Exchange.**  **ACT WorkKeys Lesson**  **Students will work on a study guide to prepare for the lesson assessment. Students will also submit notebooks for a notebook check.**  **ACT WorkKeys Lesson**  **Module Assessment: Students will take a test on the information covered in COS 10.1** | | **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**  **$5 summary**  **ACT WorkKeys Lesson**  **One thing I….**  **Act WorkKeys Lesson**  **Review notes/Turn in test** | | **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.**  **Locate the different continents and countries associated with the standard.**  **Understand the social and economic influences on political decisions.** | | | **I am able to…**  **Compare the different cultures of Native Americans, Europeans, and West Africans of the 15th-17th centuries.**  **Determine the positive and negative effects of trade between Native Americans, West Africans, and Europeans.** | | | **I apply by…**  **Evaluating the effect that trade and culture had on the growth of colonization in North America.** | |
| **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?** | | | | | | | |