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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?** |