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| ***Teacher’s Name: Hailey Tarver*** | | | | | | | |
| **Domain U.S History I** | | | | | | | |
| **Date Range: September 9-13** | | | | | | | |
| **ACOS Standard:**  10.2 Compare regional differences among early New England, Middle, and Southern colonies regarding economics, geography, culture, government, and American Indian relations. | | | | | | | |
| **Student Friendly Outcome: I can recognize and compare the economic, geographical, social, and political differences of early New England, Middle, and Southern colonies.** | | | | | | | |
|  | | | | | | | |
| **Monday** | **Tuesday** | | | **Wednesday** | **Thursday** | | **Friday** |
| **Module 2**  **Graphic Organizer on colonies** | **ACT WorkKeys Lesson**  **Retest/Make-up on Module 1 Assessment** | | | **Module 2**  **Primary Source Analysis** | **ACT WorkKeys Lessons** | | **Module 2**  **American Colonies Writing Stations** |
| **Phase I: Before the Lesson**  **Video Analysis**  **ACT WorkKeys Lessons**  **Chart Analysis**  **ACT WorkKeys Lessons**  **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**  **American Colonies Graphic Organizer: Students will investigate the differences in the Religion and government of the different colonial regions**  **ACT WorkKeys Lesson**  **Primary Source Analysis: Students will analyze and compare primary sources related to early colonial settlements.**  **ACT WorkKeys Lesson**  **American colonies writing stations: Students will rotate to different stations to analyze different aspects of early colonial settlements.** | | **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**  **ACT WorkKeys Lesson**  **$5 summary**  **Act WorkKeys Lesson**  **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.**  **Locate the different colonial regions and colonies within them.**  **Understand the social and economic influences on political decisions.** | | | **I am able to…**  **Compare the economic, social, political, and geographical differences of the New England, Middle, and Southern colonies.**  **Determine the influence of European ideas and beliefs on the development of the different colonies.** | | | **I apply by…**  **Evaluating the effect that the growing population and cultural differences had on the different regions.** | |
| **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?** | | | | | | | |