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| ***Teacher’s Name: Hailey Tarver*** | | | | | | | |
| **Domain World History 1500 to Present** | | | | | | | |
| **Date Range: September 9-13** | | | | | | | |
| **ACOS Standard:**  9.2 Describe the role of mercantilism and imperialism in European exploration and colonization in the sixteenth century, including the Columbian Exchange.  9.4 Explain the relationship between physical geography and cultural development in India, Africa, Japan, and China in the early Global Age, including trade and travel, natural resources, and movement and isolation of peoples and ideas | | | | | | | |
| **Student Friendly Outcome: I can determine the effect that economic, social, and political factors had on the expansion of European exploration.** | | | | | | | |
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| **Monday** | **Tuesday** | | | **Wednesday** | **Thursday** | | **Friday** |
| **Module 16**  **European Explorers Graphic Organizer** | **ACT WorkKeys Lesson**  **Assessing trends and patterns** | | | **Module 16**  **European Explorers Route Map** | **ACT WorkKeys Lesson Assessing trends and patterns** | | **Module 16**  **Make-up notes**  **Notebook Check Vocabulary Quiz** |
| **Phase I: Before the Lesson**  **Think-Pair-Share: What were the three main reasons for European exploration?**  **ACT WorkKeys Lesson**  **Look and List: Students will view a chart and discuss the importance of the chart.**  **ACT WorkKeys Lesson**  **Think-Pair-Share: Students will answer a question related to the chart and discuss with their table mates how they came to that answer** | | **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**  **European Explorers Graphic Organizer: Students will investigate the actions of different European explorers.**  **ACT WorkKeys Lesson**  **European Explorers Graphic Organizer: Students will investigate and locate the route of different European explorers.**  **ACT WorkKeys Lesson**  **Students will complete any missing notes and submit their notes for a notebook check.** | | **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** | | |
| **Phase III: After the Lesson**  **$5 summary**  **ACT WorkKeys Lesson**  **One thing I….**  **ACT WorkKeys Lesson**  **Checkpoint 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** | | | | | | | |
| **Intervention**  **Below Level-Strategic** | | | **On-Level** | | | **Advanced** | |
| **First I need to…..**  **Define vocabulary associated with the standards.**  **Locate continents, oceans, and countries on a map**  **Understand ideas and beliefs that encourage exploration** | | | **I can…**  **determine the effect that economic, social, and political factors had on the expansion of European exploration.** | | | **I apply by…**  **Evaluating the effect that exploration had on emerging societies.** | |
| **Inclusion Notes:** | | | | | | | |
| **Gifted Notes:** | | | | | | | |
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| **Lesson Extensions/Resources** | | | | | | | |
| **Homework:**  **Review notes and vocabulary. Complete assignments that were not finished in class.** | | | | | | | |
| **Field Trips/Project:** | | | | | | | |
| **Materials:**  **American History textbook** | | | | | | | |
| **Reflections** | | | | | | | |
| **Lesson Improvement?** | | | | | | | |
| **Outcome(s) met?** | | | | | | | |