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| ***Teacher’s Name: Hailey Tarver*** | | | | | | | |
| **Domain World History 1500 to Present** | | | | | | | |
| **Date Range: January 6-10** | | | | | | | |
| **ACOS Standard:**  9.8 Compare revolutions in Latin America and the Caribbean, including Haiti, Colombia, Venezuela, Argentina, Chile, and Mexico. | | | | | | | |
| **Student Friendly Outcome: I can identify similarities and differences of the revolutions in Latin America.** | | | | | | | |
|  | | | | | | | |
| **Monday** | **Tuesday** | | | **Wednesday** | **Thursday** | | **Friday** |
| **Teacher Workday** | **Teacher Workday** | | | **Module 18**  **Vocabulary** | **Module 17**  **Causes of Latin America Revolutions**  **5-4-3-2-1** | | **Module 17**  **Haitian Revolution**  **Map Activity**  **Reading analysis Show me the Evidence** |
| **Phase I: Before the Lesson**  **Teacher Workday**  **Teacher Workday**  **Chart Analysis**  **Chart Analysis**  **Map Activity (locating Haiti)** | | **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**  **Teacher Workday**  **Teacher Workday**  **Students will define the terms associated with the standard**  **Students will analyze text to determine the causes of revolutions in Latin America**  **Students will analyze text to determine the causes and effects of the Haitian Revolution** | | **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**  **Quick Write**  **True/False**  **$5 summary**  **Postcards from the Edge** | | **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.**  **Understand ideas and beliefs that influenced political decisions** | | | **I can…**  **Compare revolutions in Latin America and the Caribbean, including Haiti, Colombia, Venezuela, Argentina, Chile, and Mexico.** | | | **I apply by…**  **Locating Latin American countries and comparing revolutions in Latin America.** | |
| **Inclusion Notes:** | | | | | | | |
| **Gifted Notes:** | | | | | | | |
|  | | | | | | | |
| **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?** | | | | | | | |