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| ***Teacher’s Name: Hailey Tarver*** | | | | | | | |
| **Domain U.S History I** | | | | | | | |
| **Date Range: May 5-9** | | | | | | | |
| **ACOS Standard:**  10.15 Compare congressional and presidential reconstruction plans, including African-American political participation. | | | | | | | |
| **Student Friendly Outcome: I can examine the economic and political effects of the Reconstruction Era.** | | | | | | | |
|  | | | | | | | |
| **Monday** | **Tuesday** | | | **Wednesday** | **Thursday** | | **Friday** |
| **Module 9**  **Reconstruction ESPN Chart** | **Module 9**  **Reconstruction ESPN Chart** | | | **Module 9**  **Reconstruction Review** | **Module 9**  **Assessment of Standard** | | **Module 9**  **Vocabulary**  **(make up for iReady if needed)** |
| **Phase I: Before the Lesson**  **Document Analysis**  **Document Analysis**  **Document Analysis**  **Document Analysis**  **Document 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**  **Students will examine the effects of Reconstruction**  **Students will examine the effects of Reconstruction**  **Students will review information learned on the Reconstruction Era**  **Students will assess their knowledge of standard 10.15**  **Students will define terms associated with standard 10.16** | | **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**  **Quick Write**  **$5 summary**  **Quick write**  **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.**  **Identify locations on a map of the U.S**  **Understand the function of government.** | | | **I am able to…**  **10.15**  **Compare congressional and presidential reconstruction plans, including African-American political participation.** | | | **I apply by…**  **Explaining the difference between presidential and congressional reconstruction plans.** | |
| **Inclusion Notes:** | | | | | | | |
| **Gifted Notes:** | | | | | | | |
|  | | | | | | | |
| **Lesson Extensions/Resources** | | | | | | | |
| **Homework:**  **Review notes and vocabulary** | | | | | | | |
| **Field Trips/Project:** | | | | | | | |
| **Materials:**  **American History textbook** | | | | | | | |
| **Reflections** | | | | | | | |
| **Lesson Improvement?** | | | | | | | |
| **Outcome(s) met?** | | | | | | | |