|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| ***Teacher’s Name: Hailey Tarver*** | | | | | | | |
| **Domain World History 1500 to Present** | | | | | | | |
| **Date Range: January 13-17** | | | | | | | |
| **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** |
| **Module 20**  **MLK Day No School** | **Module 20**  **Latin American Revolution Leader Research Project** | | | **Module 20**  **Latin American Revolution**  **Research Project**  **Narration Sheet** | **Module 20**  **Latin American Revolution**  **Latin American Revolution Research Project Presentations** | | **Module 20**  **Standards Assessment Notebook Check** |
| **Phase I: Before the Lesson**  **Think-Pair-Share**  **Think-Pair-Share**  **Chart Analysis**  **Chart Analysis**  **Map Activity** | | **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**  **MLK Day No School**  **Students will complete the research portion of the project. Students will begin putting their PP presentation together and creating their narration sheet.**  **Students will begin putting their PP presentation together and creating their narration sheet.**  **Students will present their projects to the class using the Stand-Up Hand Up Pair Up strategy.**  **Students will assess their understanding on the standard.** | | **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?** | | | | | | | |