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| ***Teacher’s Name: Hailey Tarver*** |
|  **Domain U.S History I**  |
| **Date Range: September 23-27** |
| **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.**  |
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| **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Module 2****ESPN Chart on Early American Colonies** | **ACT WorkKeys Lesson** | **Module 2****Early American Colonies One Pager** | **ACT WorkKeys Lessons** | **Module 2****COS 10.2 Review/Study Guide****Begin Notebook Check** |
| **Phase I: Before the Lesson****Chart 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 ESPN: Students will investigate the economic, social, political, and environmental aspects of early colonial life.****ACT WorkKeys Lesson****American Colonies One Pager: Students will work in small groups to create a one pager describing one of the colonial regions we have discussed.****ACT WorkKeys Lesson****Study Guide/Review: Students will complete the study guide for their standards assessment.** | **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?** |