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| **Standard**: UNIT 6=Period 6: 1865-1898. 6.1 Contextualizing Period 6; 6.2 Westward Expansion: Economic Development; 6.3 Westward Expansion: Social and Cultural Development; 6.4 The “New South”; 6.5 Technological Innovation; 6.6 The Rise of Industrial Capitalism; 6.7 Labor in the Gilded Age; 6.8 Immigration and Migration in the Gilded Age; 6.9 Responses to Immigration in the Gilded Age; 6.10 Development of the Middle Class; 6.11 Reform in the Gilded Age; 6.12 Controversies over the Role of Government in the Gilded Age; 6.13 Politics in the Gilded Age; 6.14 Continuity and Change in Period 6**Assessment: ☐ Quiz ☐ Unit Test ☐ Project ☐ Lab ☐ None** |
|  | **Pre-Teaching***C:\Users\thiyasr\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\FEF22E5.tmp* **Learning Target** **Success Criteria 1** **Success Criteria 2** | **Activation of Learning***(5 min)* | **Focused Instruction***(10 min)****\*I DO*** | **Guided Instruction***(10 min)****\*WE DO*** | **Collaborative****Learning***(10 min)****\*Y’ALL DO*** | **Independent Learning***(10 min)****\*YOU DO*** | **Closing***(5 min)* |
| * Do Now
* Quick Write\*
* Think/Pair/Share
* Polls
* Notice/Wonder
* Number Talks
* Engaging Video
* Open-Ended Question
 | * Think Aloud
* Visuals
* Demonstration
* Analogies\*
* Worked Examples
* Nearpod Activity
* Mnemonic Devices\*
 | * Socratic Seminar \*
* Call/Response
* Probing Questions
* Graphic Organizer
* Nearpod Activity
* Digital Whiteboard
 | * Jigsaw\*
* Discussions\*
* Expert Groups
* Labs
* Stations
* Think/Pair/Share
* Create Visuals
* Gallery Walk
 | * Written Response\*
* Digital Portfolio
* Presentation
* Canvas Assignment
* Choice Board
* Independent Project
* Portfolio
 | * Group Discussion
* Exit Ticket
* 3-2-1
* Parking Lot
* Journaling\*
* Nearpod
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| **Monday** | *C:\Users\thiyasr\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\FEF22E5.tmp*Understanding the Gilded Age.Explaining the settlement of the Trans-Mississippi West. | Teacher will review main ideas from last week’s coverage of Reconstruction, and the main points thereof.  | Teacher will display the remainder of the PowerPoint presentation about the settlement of the Trans-Mississippi West. | Teacher will assist students with questions and answers concerning settlement of the Trans-Mississippi West as the class continues to move through that subject. | Teacher will assist students with questions and answers concerning the settlement of the Trans-Mississippi West. | Students will review concepts taught today in their *AMSCO AP US History* book. | Teacher will observe students and assist as needed. |
| **Tuesday** | *C:\Users\thiyasr\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\FEF22E5.tmp* Understanding the Gilded Age.  Explaining the social and cultural developments of the Trans-Mississippi West. | Teacher will review main ideas from yesterday’s presentation covering main points of yesterday’s presentation over the settlement of the Trans-Mississippi West.  | Teacher will display the remainder of the PowerPoint presentation about the social and cultural development of the Trans-Mississippi West. | Teacher will assist students with questions and answers concerning the social and cultural development of the Trans-Mississippi West as the class continues to move through that subject.  | Teacher will assist students with questions and answers concerning the social and cultural development of the Trans-Mississippi West.  | Students will review concepts taught today in their *AMSCO AP US History* book.  | Teacher will observe students and assist as needed.  |
| **Wednesday** | Understanding the Gilded Age.*C:\Users\thiyasr\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\FEF22E5.tmp*  Explaining the social and cultural developments of the Trans-Mississippi West /the New South.  | Teacher will review main ideas from yesterday’s presentation covering main points of yesterday’s study of the Trans-Mississippi West. | Teacher will display the remainder of the PowerPoint presentation about the social and cultural development of the New South. | Teacher will assist students with questions and answers concerning the social and cultural development of the New South as the class continues to move through that subject. | Teacher will assist students with questions and answers concerning the New South. | Students will review concepts taught today in their *AMSCO AP US History* book. | Teacher will observe students and assist as needed.  |
| **Thursday** |  Understanding the Gilded Age.*C:\Users\thiyasr\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\FEF22E5.tmp* Explaining the social and cultural developments of the New South. | Teacher will review main ideas of the settlement of the Trans-Mississippi West/the New South.  | Teacher will allow students a small self-review session of the Trans-Mississippi West/the New South. | Teacher will have students begin a written assignment covering the Trans-Mississippi West/the New South.  | Students will continue working on written exercise concerning the Trans-Mississippi West/the New South.. | Students will complete working on written exercise concerning the Trans-Mississippi West/the New South.   | Teacher will answer any questions students may have.  |
| **Friday** |  Understanding the Gilded Age.*C:\Users\thiyasr\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\FEF22E5.tmp*  Explaining the social and cultural developments of the Technological Innovation/Rise of Industrial Capitalism.  | Teacher will review main ideas from yesterday’s presentation over Reconstruction.  | Teacher will have Promethean Board display of PowerPoint covering the Reconstruction.  | Teacher will assist students with questions and answers covering Reconstruction. | Teacher will assist students with questions and answers covering Reconstruction.  | Students will review concepts taught today in their *AMSCO AP US History* book.  | Teacher will answer any questions students may have.  |

*\*key literacy strategies*