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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. UNIT 7=Period 7: 1890–1945 4 7.1 Contextualizing Period7; 7.2 Imperialism: Debates; 7.3 The Spanish–American War.  **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 |
| **Monday** | *C:\Users\thiyasr\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\FEF22E5.tmp*Understanding the Gilded Age.  Explaining the Era of Big Business. | Teacher will review main ideas from Unit 6 that we have covered thus far to engage learning for students returning from Christmas Break | Teacher will display the remainder of the PowerPoint presentation about the Politics of the Gilded Age. | Teacher will assist students with questions and answers concerning the Politics of the Gilded Age. | Teacher will assist students with questions and answers concerning the Politics of the Gilded Age. | 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 Politics of the Gilded Age. | Teacher will review main ideas from yesterday’s presentation about the Politics of the Gilded Age. | Teacher will display the remainder of the PowerPoint presentation about the Politics of the Gilded Age. | Teacher will assist students with questions and answers concerning the Politics of the Gilded Age. | Teacher will assist students with questions and answers concerning the Politics of the Gilded Age. | 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*  .  Understanding the main points of Units 1-6. | Teacher will review main ideas from yesterday’s presentation covering main points of yesterday’s presentation over the main points of Unit 6. | Using examples on the Promethean Board, teacher will display examples of how to write essays. | Using examples on the Promethean Board, teacher will display examples of how to write essays. | Students will be shown examples of essays. They will then divide into pair/share groups to decide how well the essays are. | 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*  Understanding the main points of Units 1-6. | Teacher will allow students to review for written examination. | Teacher will hand out prompt for students to complete. | Students will answer prompt concerning the Gilded Age. | Students will complete the written prompt and turn in to the teacher. | Students will review concepts taught today in their *AMSCO AP US History* book. | 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*    Understanding the main points of Units 1-5. | Teacher main ideas from Unit 6. | Teacher will display the remainder of the PowerPoint presentation about the American Imperialism. | Teacher will assist students with questions and answers about the American Imperialism. | Teacher will assist students with questions and answers about the American Imperialism. | Students will review concepts taught today in their *AMSCO AP US History* book. | Teacher will answer any questions students may have. |

*\*key literacy strategies*