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| **Standard**:  **SSUSH 1-SSUSH 14**  **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**  **BLOCK A DAY**  **1st, 2nd, 5th, 3rd Period** | *C:\Users\thiyasr\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\FEF22E5.tmp* I am learning how to demonstrate a comprehensive understanding of the major events, key figures, and foundational ideas that shaped the United States from colonization through the early republic  I can summarize and connect the causes, events, and consequences of key historical developments, including colonization, the American Revolution, and the creation of the U.S. Constitution.  I can analyze and evaluate the significance of major historical figures, such as George Washington, Thomas Jefferson, and Alexander Hamilton, in shaping the political, social, and economic foundations of the United States. | Get into groups and you will be provided 10 index cards with key events, people, and terms on them from SSUSH 1-5. Your group must put these cards must connect the cards. | Teacher will explain how the students will play Speed Dating | Students will fill out their information sheet prior to speed dating | Students will start the speed dating rounds |  | Students will complete a short summary on their Speed dating chart to turn in. |
| **Tuesday**  **Block B Day**  **4th, 6th, 5th, and 7th Period** | *C:\Users\thiyasr\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\FEF22E5.tmp* I am learning how to demonstrate a comprehensive understanding of the major events, key figures, and foundational ideas that shaped the United States from colonization through the early republic  I can summarize and connect the causes, events, and consequences of key historical developments, including colonization, the American Revolution, and the creation of the U.S. Constitution.  I can analyze and evaluate the significance of major historical figures, such as George Washington, Thomas Jefferson, and Alexander Hamilton, in shaping the political, social, and economic foundations of the United States. | Get into groups and you will be provided 10 index cards with key events, people, and terms on them from SSUSH 1-5. Your group must put these cards must connect the cards to each other. | Teacher will explain how the students will play Speed Dating | Students will fill out their information sheet prior to speed dating | Students will start the speed dating rounds |  | Students will complete a short summary on their Speed dating chart to turn in. |
| **Wednesday** | *C:\Users\thiyasr\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\FEF22E5.tmp* I am learning how explain the major political, social, and economic developments in the United States during the early national period through the antebellum era, identifying key events, people, and ideologies that shaped the nation  I can describe the causes and consequences of major events such as the Louisiana Purchase, the War of 1812, the Mexican-American War, and the Civil War, connecting them to broader themes in U.S. history.  I can analyze primary and secondary sources to evaluate the impact of movements such as westward expansion, reform efforts, and debates over slavery on U.S. society and governance. | Get into groups and you will be provided an index card with a term, event, or description. Students must then go find their corresponding match around the room. Once they find their partner, they must discuss how their term/event is significant | Teacher will explain the game of Dominos will be played. |  | Students will be in groups playing dominos |  | Students will answer the following questions: Which domino connection surprised you the most? How do you think these events and terms fit together in shaping the early Republic and antebellum America? And Which event or concept from today’s review do you think had the biggest impact on shaping the US, and why? |
| **Thursday** | *C:\Users\thiyasr\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\FEF22E5.tmp* I am learning how analyze the transformation of the United States during the Industrial Revolution and the Progressive Era, focusing on the economic changes, technological innovations, and social reforms.  I can explain the effects of industrialization and urbanization on American society, including the rise of big business, labor unions, and immigration patterns.  I can evaluate the effectiveness of Progressive Era reforms in addressing the challenges posed by industrialization and inequality. | 4 Corners  Students will have 30 seconds to go to one of the four corner options: Industrialization, Urbanization, Progressivism, or Reform Movements based on this question: Which theme do you think had the most significant impact on shaping modern America? And then discuss within their corner what they picked that corner. | Teacher will explain how the Video blog will work |  | Students will break into partners and start creating their video blog |  | Students will answer the following question: If you were a journalist living during the 1880s-1910s, which event or theme would you cover in your newspaper article and why? |
| **Friday** | *C:\Users\thiyasr\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\FEF22E5.tmp* I am learning how to analyze the significant political, economic, and social changes in the United States from the Jacksonian Era through the Gilded Age.  I can explain the key causes and consequences of events such as westward expansion, the Civil War, Reconstruction, and industrialization, highlighting their impact on American society.  I can evaluate the roles of influential leaders, movements, and innovations during this period, such as Andrew Jackson’s presidency, Reconstruction policies, and technological advancements like the railroad and steel industries. | Students return to the same corners as yesterday and will now create a quick storyboard of what their corner looks like in either images or key words!  What are you exposing or what information are you providing?  What events/peope/changes are you discussing?  Why is this theme significant to American history? | Teacher will check in on how the Video blog is going |  | Students will break into partners and start creating their video blog |  | On a sticky note, write one new thing you learned from doing the Video Blog. What do you wish/want us to discuss more when we return in January? |

\*\*\*All work can be found located on Canvas under modules for the current module we are in. Dates and reminders can be found on our band app: https://band.us/n/a6a9A64ft78c5

*\*key literacy strategies*