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| **Standard**:  **SSUSH1 - Compare and contrast the development of English settlement and colonization during the 17th Century.**  **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* I am learning about the development of English settlement.  I can explain the impact of mercantilism on the colonies. | Push and Pull to the Colonies | The teacher will discuss the importance of mercantilism and Navigation Acts. |  | Group Discussion over the Triangular Trade Routes | Colonial America Map | Exit Ticket |
| **Tuesday** | *C:\Users\thiyasr\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\FEF22E5.tmp* I am learning about the development of the Southern Colonies.  I can explain the development of the Southern Colonies. | Primary Sources to write a journal entry as a Southern Colonist |  | As a class, we will review the primary documents provided and discuss any questions students may have, then answer the first question of their activity out loud. | Students will continue to work on their collaborative map and analysis of the Southern colonies. |  | Exit Ticket |
| **Wednesday** | *C:\Users\thiyasr\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\FEF22E5.tmp* I am learning about the development of the New England colonies.  I can explain the development of the New England Colonies. | Primary Sources to write a journal entry as a New England Colonist | The teacher will review the expectations and the activity, as it is like Tuesday's, but in a different area of colonies. |  | Students will continue to work on their collaborative map and analysis of the New England colonies. |  | Group Discussion |
| **Thursday** | I am learning about the development of the Mid-Atlantic colonies.  I can explain the development of the Mid-Atlantic Colonies. | Primary Sources to write a journal entry as a Mid-Atlantic Colonist |  |  | Students will continue to work on their collaborative map and analysis of the Mid-Atlantic colonies. |  | Silent Reflection |
| **Friday** | SSUSH 1 Assessment | SSUSH 1 Assessment | SSUSH 1 Assessment | SSUSH 1 Assessment | SSUSH 1 Assessment | SSUSH 1 Assessment | SSUSH 1 Assessment |

*\*key literacy strategies*