**Academy of Richmond County – Week at a Glance**

**Subject: United States History Grade: 11 Date: 09/02-06/2024**

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| **Standard(s): Unit 3: Revolution and Constitution**  **SSUSH4 Analyze the ideological, military, social, and diplomatic aspects of the American Revolution.**   1. Explain the reason for and significance of the French alliance and other foreign assistance including the diplomacy of Benjamin Franklin and John Adams. 2. Analyze George Washington as a military leader, including but not limited to the influence of Baron von Steuben, the Marquis de LaFayette, and the significance of Valley Forge in the creation of a professional military. 3. Investigate the role of geography at the Battles of Trenton, Saratoga, and Yorktown. 4. Examine the roles of women, American Indians, and enslaved and free Blacks in supporting the war effort.   **Assessment(s):  Quiz  Unit Test  Project  Lab  None** | | | | | |
|  | **Learning Target**  **(What)** | **I Do Tasks** | **We Do Tasks** | **You Do Tasks** | **Success Criteria** |
| *(Include at least one/two formatives\*in any part of the lesson as needed)* | | |
| **Monday** | **HOLIDAY** | | | | |
| **Tuesday** | **LEARN FROM HOME** | | | | |
| **Wednesday** | I am learning details of the American Revolution | Presentation of standards-based content on American Revolution | We are completing readings and graphic organizer on Am. Rev. | Students are checking work for completion and detail | Students can explain the outcomes and importance of the relevant people, places and events of Am. Rev. |
| **Thursday** | I am learning details of the American Revolution | Assessment Instructions: Provide clear instructions and review key points before the post-assessment on Colonialism. | Review and Clarification: Allow time for students to ask final questions and review any unclear concepts together. | Assessment: Students will complete a formative assessment on Causes of the Revolution. | Students can explain the reasons for the American Revolution. |
| **Friday** | I am learning details of the American Revolution | Presentation of standards-based content on American Revolution | We are completing readings and graphic organizer on Am. Rev. | Students are checking work for completion and detail | Students can explain the outcomes and importance of the relevant people, places and events of Am. Rev. |

**\*** Exit Ticket/Final Stretch Check  Electronic Tools  Dry Erase Boards – quick checks  Turn & Talk Discussion (verbal responses)  Teacher Observation – document  Clipboard  Quick Write/Draw  Annotation  Extended Writing  Socratic Seminar

Jigsaw  Thinking Maps  Worked Examples  Other :\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Tool(s) for Criteria Success:**

Rubric

Self-Assessment

Checklist

Peer Assessment

Exemplars/Non-Exemplars

Other: practice MC questions based on EOC aligned to topics of the week.

Other: Readings from *Common Sense* and DOI