Teacher: Yoder Subject: Honors American I

|  |  |
| --- | --- |
| **Standard # 1.3** | **Topic/Day: Settling the Americas: Economic Control/ 1 Day (1/17)** |
| Objective | Understand how economic motivations propelled the settlement of the Americas.  |
|  | Time | Student Does | Teacher Does |
| Engage | 5 | -Write down name and goals they wish to attain in the class period-Student constructs response on paper \*See Notes | -Attendance-Check-in on progress of project-Hands out paper |
| Explain | 5 | Student will pull up the Guided Notes | -Teacher will highlight a few points on notes |
| Explore | 205-7 | -Student follows as teacher reads aloud-Student digitally annotates following teacher model-Student answers responses | -Teacher reads **Why America?** Dueling Documents on... 1. Opportunity and 2. Mercantilism-Digitally annotate on TV-Why is Penn writing this?-Why would people take him up on his offer?-Is offer legit?(Navigation Acts help answer question)-Car sales example |
| Extend | 15220 | -Student continues to work on project-Displays progress to teacher-Student must communicate mercantilism points in at least one song-Student responds on each goal via an emoji-Student continues to work on project | -Sets expectations for the next 15 minutes -mercantilism concepts interwoven in a song -internet expectations -earbud expectation -no social media expectation-Teacher sets timer-Teacher walks around the room and checks on student progress-Teacher stops student progress, gets student attention, inquires about progress-Teacher gives individual attention to students needing assistance by pulling them closer |
| **Evaluate** | 5 | -Student checks off met goals of class period established at warm-up | -Teacher monitors students looking at goals-Teacher collects goals from student-Teacher write feedback on goals!-Teacher collects goals at the door |

**Notes:**

Name

What are your three goals for the project in today’s class period?

\*

\*

\*

What are some obstacles you may encounter with the project today?

\*

\*