

RRGSD Remote Instruction Learning Plan

Dates: __2/22__ - __2/26__

Statement of Goals and Objectives: <i>(Learning Targets in Student & Parent-Friendly Language)</i>	What were the struggles of the new government of the US after the Am. Revolution? Trace the development of political parties back to their origins; including ideologies and personalities. Why is the period following the “Critical Period” called “The Federalist Period?”
Topic(s)/Concept & NC Standard Course of Study: <i>Topic(s)/Concept and the correlating content standards addressed)</i>	● AH 1 -- 2.1 -- Analyze key political, economic, and social turning points from colonization through Reconstruction in terms of causes and effects (e.g., conflicts, legislation, elections, innovations, leadership, movements, Supreme Court decisions, etc.). ● AH1 -- 3.1 -- Analyze how economic, political, social, military and religious factors influenced European exploration and American colonial settlement (e.g., Reformation, mercantilism, improvements in navigation technology, colonization, defeat of Spanish Armada, Great Awakening, etc.). ● AH1. -- 3.2 -- Explain how environmental, cultural and economic factors influenced the patterns of migration and settlement within the U.S. before the Civil War (e.g., economic diversity of regions, mercantilism, cash crops, triangular trade, ethnic diversity, Native American Indian beliefs about land ownership, Lewis & Clark expedition, farming, Industrial Revolution, etc.) ● AH1. -- 3.4 -- Analyze voluntary and involuntary immigration trends through Reconstruction in terms of causes, regions of origin and destination, cultural contributions, and public and governmental response (e.g., Puritans, Pilgrims, American Indians, Quakers, Scotch-Irish, Chinese, Africans, indentured servants, slavery, Middle Passage, farming, ideas ● AH1-- 4.3 -- Analyze the social and religious conflicts, movements and reforms that affected the United States from colonization through Reconstruction in terms of participants, strategies, opposition, and results (e.g., Second Great Awakening, Transcendentalism, abolition, temperance, mental illness, prisons, education, etc.). ● AH. -- 4.4 -- Analyze the cultural conflicts that impacted the United States through Reconstruction and the compromises that resulted (e.g., displacement of American Indians, manifest destiny, slavery, assimilation, nativism).
Social-Emotional Focus	Teachers will provide a safe and comfortable online learning platform while building positive relationships with students. Teachers will be patient and flexible as we all adjust to remote learning and continue to be available to meet the students needs. Teachers will reach out to parents if any concerns arise.

Teacher Name: H. Allen

Subject: American History I

Date:	Virtual/Remote	Check-In Times for Virtual:
Monday	2/22 -- Chapter 8 Terms due (2/26) -- Early 19c. PPT -- Creation of Am. Culture	Live Sessions: 9:30-10:15 10:30-11:15
Tuesday	2/23 -- begin GOAL 2 PPT -- Expansion Notes -- Who went? Where? Why? -- Cotton Production Notes 1.5	Live Sessions: 9:30-10:15 10:30-11:15
Wednesday	2/24 -- 1st Industrial Revolution -- Graphic Organizers -- Issues 1.7	Live Sessions: 9:30-10:15 10:30-11:15
Thursday	2/25 -- Mill Time Video on PBS --cont. GOAL 2 PPT -- Expansion and Reform	Live Sessions: 9:30-10:15 10:30-11:15
Friday	2/26 --TEACHER WORKDAY	

Assessment:

How will I be assessing my students throughout this week?

Formative Assessment(s)	Terms,
Summative Assessment(s)	GOAL 2 PPT
How will I know my students have mastered the content from this week?	Virtual Meetings to assess understanding

Additional Resources:

If a student needs additional support, below are resources that will assist with the material being taught.

Topic/Concept	Website/Location resource can be found
Early 19 Century -- Creation of an American Culture	pptpalooza