RRGSD Remote Instruction Learning Plan

Dates: ___5/3 ___5/7_____

Statement of Goals and Objectives: *(Learning Targets in Student & Parent-Friendly Language)*	1. What is the Gilded Age? 2. How did the Civil War change the Northern economy and create the tremendous growth of the Gilded Age? 3. What were the new inventions that sparked the economic boom of the Gilded Age? 4. What were some of the problems of rapid urbanization? What were the solutions to these problems? 5. What were the new uses of steel? 6. How does the urbanization and industrialization of the Gilded Age relate to the Agricultural revolution that is occurring on the Great Plains at the same time?
Topic(s)/Concept & NC Standard Course of Study: *Topic(s)/Concept and the correlating content standards addressed)*	• 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**

Daily Agenda: Including assignments and due dates

Date:	Virtual/Remote	Check-In Times for Virtual:

Monday	5/3 -- CHAPTERS 14 and 15 TERMS (due 5/7)
	    -- APEX 6 (due 5/14) -- LAST ONE --
	    --Child Labor Pics -- Make-Up
		8:30 AM - 3:35 PM

Tuesday	5/4 -- cont. GOAL 5 PPT -- The Gilded Age	8:30 AM - 3:35 PM
Wednesday	5/5 --Wealth and It's Uses PS, History of Standard Oil PS, Chinese Exclusion Act PS, Tweed Political Cartoons PS	8:30 AM - 3:35 PM
Thursday	5/6 -- Cont. GOAL 5 PPT -- PPT palooza -- NY PICS	8:30 AM - 3:35 PM
Friday	5/7 -- Shame of The Cities PS, PPT Palooza Triangle Shirtwaist Factory Fire PS	8:30 AM - 3:35 PM

Assessment:

How will I be assessing my students throughout this week?

Formative Assessment(s)	Terms, APEX 5 Quizzes/Test
Summative Assessment(s)	GOAL 5 PPT
How will I know my students have **mastered the content** from this week?	Virtual/face-to-face 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