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| **Standard**: UNIT 2: Interactions Among Branches of Government  **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 the roles of Congressmen in representation.  I can explain the importance of understanding the Electoral College. | **Quick Write-on importance of Congress** | **Teacher will discuss how Mock Congress will work in the classroom and rules and expectations. Teacher will then divide the class into two groups to start the project.** |  | **Students will be divided and start creating a game plan of how to get information of what their party members want them to change.** |  | **Group Discussion** |
| **Tuesday** | *C:\Users\thiyasr\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\FEF22E5.tmp*I am learning the roles of Congressmen in representation.  I can explain the importance of understanding the Electoral College. | Polls-Students are going to create a poll for them to have their party members complete |  |  | **Groups will go out in the school and ask their party members what thigns would they want changed if they could.** |  | **Quick Write-Were the results from what your people want changed, what you expected them to be?** |
| **Wednesday** | *C:\Users\thiyasr\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\FEF22E5.tmp*I am learning the process of how a bill becomes a law.  I can explain the importance of understanding the Electoral College. | *Quick Write-*Importance of knowing the proces of how a bill becomes a law | Teacher will explain the next steps in how to start creating your bill based on the information obtained the last two days. |  | Groups will start drafting a bill. | Students will compare if their results mirror the current 2024 Election Results coming in. | Exit Ticket |
| **Thursday** | *C:\Users\thiyasr\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\FEF22E5.tmp*I am learning the process of how a bill becomes a law.  I can explain the importance of understanding the Electoral College. | Beasley on field trip, Do Now will be on Canvas for students to complete |  |  | Students will continue working in groups finishing their bill. |  | Beasley on field trip, Exit Ticket will be on Canvas for students to complete |
| **Friday** | *C:\Users\thiyasr\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\FEF22E5.tmp*I am learning how Congress holds session.  I can explain the impact of the Supreme Court. | *Quick Write* | Teacher will explain the expectation for running a Congress Session and presenting the two bills. | The two groups will present their bills and determine if the bills need to be adjusted/re-worded and if the two bills could potentially create one compromise. |  |  | What did you learn from doing this project? |

*\*key literacy strategies*