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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*