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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.tmpI am learning how the bureaucracy carries out the responsibilities of the federal government.  I can analyze the significance of the Bureaucratic System. | Quick Write: the word "Bureaucracy" will be written on the board. students will brainstorm words or phrases they associate with it (e.g., "red tape," "regulations," "agencies").  Write their responses on the board and briefly discuss patterns or misconceptions. | **Teacher will explain that those that did not finish/start the Judicial Branch test need to complete and once done to grab the Bureaucracy WebQuest after the Test.** |  |  | Bureaucracy WebQuest/Test | Students partner up and take turns explaining one major concept from the lesson as if teaching it to a friend unfamiliar with the topic |
| **Tuesday** | C:\Users\thiyasr\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\FEF22E5.tmpI am learning how the federal bureaucracy uses delegated discretionary authority for rulemaking and implementation.  I can analyze the significance of the usage of discretionary authority in regard to rulemaking and implementation. | Teacher will provide a brief scenario about a recent government regulation or policy implementation (e.g., environmental rules by the EPA or COVID-19 vaccine distribution). Ask students to discuss in pairs: Which government agency might be responsible? What challenges could the agency face | **Teacher will discuss the connections with the Branches of Government and Bureaucracy.** | **Teacher will discuss the connections with the Branches of Government and Bureaucracy.** |  | Bureaucracy WebQuest | Ask students to write a "tweet" (280 characters or less) summarizing the role and importance of the bureaucracy. Encourage them to include hashtags (e.g., #GovernmentInAction, #Bureaucracy101). |
| **Wednesday** | C:\Users\thiyasr\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\FEF22E5.tmpI am learning how analyze the interactions among the three branches of government and explain how these interactions reflect the principles of checks and balances and separation of powers  I can evaluate real-world examples of inter-branch interactions. | Students divided into 3 groups of 4 and will be provided a branch. Each group 3 minutes to list as many responsibilities, powers, and ways their assigned branch interacts with the other two branches as they can. |  | *Review for Combined Unit 2 Interactions Among Branches* |  |  | Students will have to complete the following sentence starters in less than 3 minutes:  One Example of how branches check each other is….  A question I still have about the interactions among the branches is….  The most surprising or interesting thing I learning today is…. |
| **Thursday** | *Combined Unit 2 Interatctions Among Branchs Test* | *Combined Unit 2 Interatctions Among Branchs Test* | *Combined Unit 2 Interatctions Among Branchs Test* | *Combined Unit 2 Interatctions Among Branchs Test* | *Combined Unit 2 Interatctions Among Branchs Test* | *Combined Unit 2 Interatctions Among Branchs Test* | *Combined Unit 2 Interatctions Among Branchs Test* |
| **Friday** | *Combined Unit 2 Interatctions Among Branchs Test* | *Combined Unit 2 Interatctions Among Branchs Test* | *Combined Unit 2 Interatctions Among Branchs Test* | *Combined Unit 2 Interatctions Among Branchs Test* | *Combined Unit 2 Interatctions Among Branchs Test* | *Combined Unit 2 Interatctions Among Branchs Test* | *Combined Unit 2 Interatctions Among Branchs Test* |

*\*key literacy strategies*