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| --- |
| **Standard**: A.CED.1 Write and interpret linear equations and inequalities in one variable and use them to solve problems**Assessment: ☐ Quiz ☐ Unit Test ☐ Project ☐ Lab ☐ None** |
|  | *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 about how different systems of government and philosophical ideas shaped the U.S. government**  **I can compare different systems of government and analyze the historical and philosophical ideas that shaped the U.S. government.** |  | Review Unit 2  | Review Unit 2  | Review of Unit 2  | Review of Unit 2  |  |
| **Tuesday** | *C:\Users\thiyasr\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\FEF22E5.tmp* **I am learning about how different systems of government and philosophical ideas shaped the U.S. government**  **I can compare different systems of government and analyze the historical and philosophical ideas that shaped the U.S. government.** |  | Re-Test Unit 2  | Re-Test Unit 2  | Re-Test of Unit 2  | Re-Test of Unit 2  |  |
| **Wednesday** | ***C:\Users\thiyasr\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\FEF22E5.tmp*** **I am learning about the major weaknesses of the Articles of Confederation**  **I can identify at least three major weaknesses of the Articles of Confederation.**  | Do Now: Think about a group project that has gone completely wrong. If you were in charge, what is one specific “Fix” or rule you would create to solve that problem?  | Building America’s Government  | Building America;s Government  |  | Help Wanted – A new Government for the USA! | Exit Ticket: Name one specific “glitch” (weakness) of the Articles of Confederation that we discussed.  |
| **Thursday** | ***C:\Users\thiyasr\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\FEF22E5.tmp*** **I am learning about the main arguments of opposing sides in each debate.**  **I can explain the main arugments of the opposing sides in each debate.**  | Do Now: Based on what you’ve learned, list three major weakness (or “glitches”) of the Artlices of Confederation?  | Big Fights & Big Compromises  | Big Fights & Big Compromises  |  | Constitional Convention Social Media Feud! | Exit Ticket: The Three-Fifths Compromise: The Problem: The Solution:  |
| **Friday** | *C:\Users\thiyasr\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\FEF22E5.tmp* **I am learning about which fundamental principle is at work in a real-world scenario**  **I can identify which fundamental principle is at work in a real-world scenario.**  | Do Now: Debate #1: Large states wanted: Small States wanted:  | The Constitution  | The Constitution  | Federalist vs. Anti-Federalist Speed Debating  |  | Exit Ticket: In your own words explain the concept of separation of powers are used in the United States.  |

*\*key literacy strategies*