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| **Grade Level** 9th | | **Teacher/Room**: Glazier 125 Week of: Aug. 1-4, 2017 | | | |
| **Unit Vocabulary:** | | | | | |
| **Instructional Strategies Used:** | | | | | |
| **Day 1** | **Day 2** | | **Day 3** | **Day 4** | **Day 5** |
| **GSE/GPS Standard(s)**: | **GSE/GPS Standard(s)**: | | **GSE/GPS Standard(s)**:  SSCG1 The student will demonstrate knowledge of the political philosophies that shaped the development of United States constitutional government. | **GSE/GPS Standard(s)**:  SSCG3 The student will demonstrate knowledge of the United States Constitution.  c. Explain the fundamental principles upon which the United States Constitution is based; include the rule of law, popular sovereignty, separation of powers, checks and balances, and federalism. | **GSE/GPS Standard(s)**:  SSCG1 The student will demonstrate knowledge of the political philosophies that shaped the development of United States constitutional government. |
| **EQ Question:** | **EQ Question:**  What do I need to do to be successful in my government class? | | **EQ Question:**  What are the different forms of government? | **EQ Question:**  Where did the ideas for our form of government come from? | **EQ Question:**  How did the English form of government influence our American government? |
| **Mini Lesson:**  **Activating Strategies:**  **Resource/Materials:** | **Mini Lesson:**  Syllabus review  Teacher test  Students Notecard information  **Activating Strategies:** Notecard  **Resource/Materials:** | | **Mini Lesson:**  Different types of government notes  Crash course government overview  What is civics notes  **Activating Strategies:**  What do we know about civics and Government?  **Resource/Materials:** | **Mini Lesson:**  5 fundamental themes in government  **Activating Strategies:**  What ideas would you base a government off of?  **Resource/Materials:** | **Mini Lesson:**  English government influences  **Activating Strategies:**  Create a list of people and ideas that influence you and your decisions.  **Resource/Materials:** |
| **Differentiation:**  *Content/Process/Product:*  *Grouping Strategy:*  *Assessment:* | **Differentiation:**  *Content/Process/Product:*  *Grouping Strategy:*  *Assessment* | | **Differentiation:**  *Content/Process/Product:*  *Grouping Strategy:*  *Assessment* | **Differentiation:**  *Content/Process/Product:*  *Grouping Strategy:*  *Assessment* | **Differentiation:**  *Content/Process/Product:*  *Grouping Strategy:*  *Assessment* |
| **Assessment :**  *Pre-Test:*  *Post-Test:*  *Formative:*  *Summative:*  *Performance Based:* | **Assessment:**  *Pre-Test:*  *Post-Test:*  *Formative:*  *Summative:*  *Performance Based****:*** | | **Assessment:**  *Pre-Test:*  *Post-Test:*  *Formative:*  *Summative:*  *Performance Based:* | **Assessment:**  *Pre-Test:*  *Post-Test:*  *Formative:*  *Summative:*  *Performance Based:* | **Assessment:**  *Pre-Test:*  *Post-Test:*  *Formative:*  *Summative:*  *Performance Based:* |
| **Homework:** | **Homework:**  Get Syllabus Signed | | **Homework:**  Get Syllabus Signed | **Homework:**  Get Syllabus Signed | **Homework:**  Get Syllabus Signed |

Resources and Reflective Notes: