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| **Grade Level** 9th | | **Teacher/Room**: Glazier 125 Week of: Aug. 7-11, 2017 | | | |
| **Unit Vocabulary:** | | | | | |
| **Instructional Strategies Used:** | | | | | |
| **Day 1** | **Day 2** | | **Day 3** | **Day 4** | **Day 5** |
| **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)**:  SSCG2 The student will analyze the natural rights philosophy and the nature of government  expressed in the Declaration of Independence. | | **GSE/GPS Standard(s)**:  SSCG2 The student will analyze the natural rights philosophy and the nature of government  expressed in the Declaration of Independence. | **GSE/GPS Standard(s)**:  SSCG2 The student will analyze the natural rights philosophy and the nature of government  expressed in the Declaration of Independence. | **GSE/GPS Standard(s)**:  SSCG2 The student will analyze the natural rights philosophy and the nature of government  expressed in the Declaration of Independence. |
| **EQ Question:**  How did the Magna Carta influence the Declaration of independence? | **EQ Question:**  How did the English bill of Rights and Petition of Rights influence the Declaration of Independence? | | **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? |
| **Activating Strategies:**  If you were going to ask Mr. Wallace about changing a school rule how would you approach him?  **Lesson:**  Read Magna Carta  Break it down what did the people want?  **Resource/Materials:** | **Activating Strategies:**  Name 3 things the English people wanted from their king from the documents we read yesterday?  **Lesson:**  Read the Petition of Right English bill of Rights Break down what rights they wanted.  **Resource/Materials:** | | **Activating Strategies:**  Name 3 things the English people wanted from their king from the documents we read yesterday?  **Lesson:**  Read Declaration of Independence break it down what did the people want?  **Resource/Materials:** | **Activating Strategies:**  Name 3 things the English people wanted from their king from the documents we read yesterday?  **Lesson:**  Finish notes Ch.1  Study guide  Start writing essay  **Resource/Materials:** | **Activating Strategies:**  CRAM for test  **Lesson:**  Test  Finish Essay  **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: