|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Grade Level:** | | | 10 | | **Teacher/Room**: | | | | Glazier | | | / | | 125 | **Course(s)/ Period(s):** | | | 1 | | | / | 4 | **Week of:** | | Nov.7-11, 2016 | | |
| **Unit Vocabulary:** | | | | Legislative Branch, | | | | | | | | | | | | | | | | | | | | | | | |
| **Instructional Strategies Used:** | | | | | | | small group, independent work. teacher direct instruction, | | | | | | | | | | | | | | | | | | | | |
| **Day 1** | | | | | | **Day 2** | | | | | | | **Day 3** | | | | | **Day 4** | | | | | | **Day 5** | | | |
| **GSE/GPS Standard(s)**: | | | | | | **GSE/GPS Standard(s)**: | | | | | | | **GSE/GPS Standard(s)**: | | | | | **GSE/GPS Standard(s)**: | | | | | | **GSE/GPS Standard(s)**: | | | |
| SSCG9 The student will explain the differences between the House of Representatives and the Senate, with emphasis on terms of office, powers, organization, leadership, and representation of  each house. | | | | | | No School Election Day | | | | | | | SSCG10 The student will describe the legislative process including the roles played  by committees and leadership.  a. Explain the steps in the legislative process.  b. Explain the function of various leadership positions within the legislature. | | | | | SSCG11 The student will describe the influence of lobbyists (business, labor, professional  organizations) and special interest groups on the legislative process.  a. Explain the function of lobbyists. | | | | | | b. Describe the laws and rules that govern lobbyists.  c. Explain the function of special interest groups. | | | |
| **Essential Question:** | | | | | | **Essential Question:** | | | | | | | **Essential Question:** | | | | | **Essential Question:** | | | | | | **Essential Question:** | | | |
| What are the roles of each house of Congress? | | | | | |  | | | | | | | How does a bill become a law? | | | | | How does a bill become a law? | | | | | | How do lobbiests interact in our legislative branch? | | | |
| **Mini Lesson:** | | | | | | **Mini Lesson:** | | | | | | | **Mini Lesson:** | | | | | **Mini Lesson:** | | | | | | **Mini Lesson:** | | | |
| * Who are our representative in the legislative branch? | | | | | |  | | | | | | | * Review Congress, House of Representatives, and Senate | | | | | * Go over pericess of a bill to alw and who all is involved | | | | | | * Review law to a bill process | | | |
| **Activating Strategies:** | | | | | | **Activating Strategies:** | | | | | | | **Activating Strategies:** | | | | | **Activating Strategies:** | | | | | | **Activating Strategies:** | | | |
| * Who is included in the legislative branch? | | | | | |  | | | | | | | * Which branch of governemtn makes the laws? What are the names of each house? | | | | | * How do you think a law is created? Who has a say in what happens? | | | | | | * What are the steps in a bill becoming a law? | | | |
| **Lesson:** | | | | | | **Lesson:** | | | | | | | **Lesson:** | | | | | **Lesson:** | | | | | | **Lesson:** | | | |
| * Notes over legislative branch and responsiblitites * finish scavenger hunt | | | | | |  | | | | | | | * Crash coures legislative branch, notes, book reading stations | | | | | * bill to law process- I'm just a bill vs. excutive action * Crash Couse bill to a law * Bill to a law step by step * Notes of bill to a law process * Centers | | | | | | * Simulation of congress | | | |
| **Resource/Materials:** | | | | | | **Resource/Materials:** | | | | | | | **Resource/Materials:** | | | | | **Resource/Materials:** | | | | | | **Resource/Materials:** | | | |
|  | | | | | | * ppt, books, white board | | | | | | | * ppt, books, white board | | | | | * ppt, books, white board | | | | | | * PPT notes, books, documents | | | |
| **Differentiation:**  ***Content/Process/Product:*** | | | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | | | **Differentiation:**  ***Content/Process/Product:*** | | | |
|  | | | | | |  | | | | | | |  | | | | |  | | | | | |  | | | |
| ***Grouping Strategy:*** | | | | | | ***Grouping Strategy:*** | | | | | | | ***Grouping Strategy:*** | | | | | ***Grouping Strategy:*** | | | | | | ***Grouping Strategy:*** | | | |
|  | | | | | |  | | | | | | |  | | | | |  | | | | | |  | | | |
| ***Assessment:*** | | | | | | ***Assessment:*** | | | | | | | ***Assessment:*** | | | | | ***Assessment:*** | | | | | | ***Assessment:*** | | | |
|  | | | | | |  | | | | | | |  | | | | |  | | | | | |  | | | |
| **Assessment :** | | | | | | **Assessment :** | | | | | | | **Assessment :** | | | | | **Assessment :** | | | | | | **Assessment :** | | | |
| ***Pre-Test:*** |  | | | | | ***Pre-Test:*** | | | |  | | | ***Pre-Test:*** | | |  | | ***Pre-Test:*** |  | | | | | ***Pre-Test:*** | |  | |
| ***Post-Test:*** |  | | | | | ***Post-Test:*** | | | |  | | | ***Post-Test:*** | | |  | | ***Post-Test:*** |  | | | | | ***Post-Test:*** | |  | |
| ***Formative:*** | |  | | | | ***Formative:*** | | | | |  | | ***Formative:*** | | | |  | ***Formative:*** | |  | | | | ***Formative:*** | | |  |
| ***Summative:*** | |  | | | | ***Summative:*** | | | | | Unit #3 test | | ***Summative:*** | | | |  | ***Summative:*** | |  | | | | ***Summative:*** | | |  |
| ***Performance Based:*** | | | | | | ***Performance Based:*** | | | | | | | ***Performance Based:*** | | | | | ***Performance Based:*** | | | | | | ***Performance Based:*** | | | |
|  | | | | | |  | | | | | | |  | | | | |  | | | | | |  | | | |
| **Homework:** | | | | | | **Homework:** | | | | | | | **Homework:** | | | | | **Homework:** | | | | | | **Homework:** | | | |
| Study notes and vocabulary | | | | | | Study notes and vocabulary | | | | | | | Study notes and vocabulary | | | | | Study notes and vocabulary | | | | | |  | | | |
| **Resources and Reflective Notes:** | | | | | | | |  | | | | | | | | | | | | | | | | | | | |