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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 reviewTeacher testStudents Notecard information**Activating Strategies:** Notecard**Resource/Materials:** | **Mini Lesson:** Different types of government notesCrash course government overviewWhat 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: