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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 governmentexpressed in the Declaration of Independence. | **GSE/GPS Standard(s)**: SSCG2 The student will analyze the natural rights philosophy and the nature of governmentexpressed in the Declaration of Independence. | **GSE/GPS Standard(s)**: SSCG2 The student will analyze the natural rights philosophy and the nature of governmentexpressed in the Declaration of Independence. | **GSE/GPS Standard(s)**: SSCG2 The student will analyze the natural rights philosophy and the nature of governmentexpressed 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 CartaBreak 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 guideStart 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: