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| **Grade Level** 9th | | **Teacher/Room**: Glazier 125 Week of: Aug. 7-11, 2017 | | | |
| **Unit Vocabulary:** Magna Carta, English Bill of Rights, Petition of rights, Grievances, Declaration of Independence, Enlightenment, Division of Power, Checks and Balances, Federalism, Popular Sovereignty, rule of law | | | | | |
| **Instructional Strategies Used:** | | | | | |
| **Day 1** | **Day 2** | | **Day 3** | **Day 4** | **Day 5** |
| **GSE/GPS Standard(s)**:  SSCG2 The student will analyze the natural rights philosophy and the nature of government expressed in the Declaration of Independence.  a. Compare and contrast the Declaration of Independence and the Social Contract Theory.  b. Evaluate the Declaration of Independence as a persuasive argument. | **GSE/GPS Standard(s)**:  SSCG2 The student will analyze the natural rights philosophy and the nature of government expressed in the Declaration of Independence.  a. Compare and contrast the Declaration of Independence and the Social Contract Theory.  b. Evaluate the Declaration of Independence as a persuasive argument. | | **GSE/GPS Standard(s)**:  SSCG3 The student will demonstrate knowledge of the United States Constitution.  a. Explain the main ideas in debate over ratification; include those in The Federalist.  b. Analyze the purpose of government stated in the Preamble 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)**:  SSCG3 The student will demonstrate knowledge of the United States Constitution.  a. Explain the main ideas in debate over ratification; include those in The Federalist.  b. Analyze the purpose of government stated in the Preamble 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)**:  SSCG3 The student will demonstrate knowledge of the United States Constitution.  a. Explain the main ideas in debate over ratification; include those in The Federalist.  b. Analyze the purpose of government stated in the Preamble 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 |
| **EQ Question:**  How did the English bill of Rights and Petition of Rights 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:**  Why did the Articles of Confederation not work? | **EQ Question:**  What are the founding principles of our government? | **EQ Question:**  How does the constitution lay out or government? |
| **Activating Strategies:** What did the colonist want? List at least 5 things  **Lesson:**  Read Declaration of Independence Break it down  Benchmark  Start writing 5 paragraph essay over how Declaration of Independence is similar to other documents we have read.  **Resource/Materials:** | **Activating Strategies:**  What part of the Declaration of Independence means the most to you and why?  **Lesson:**  Write 5 paragraph essay over how Declaration of Independence is similar to other documents we have read.  **Resource/Materials:** | | **Activating Strategies:** If you are trying to convince your friends to agree with you what strategies do you use?  **Lesson:**  Articles of Confederation reading and activity  **Resource/Materials:** | **Activating Strategies:** What were some of the problems with the Articles of Confederation?  **Lesson:**  Hamilton an Jefferson  Notes over Constitutional  convention  Preamble song  Preamble recitations  posters over fundamental principles  **Resource/Materials:** | **Activating Strategies:** What were some of the difference between Hamilton and Jefferson?  **Lesson:**  Tree map over branches of government  Preamble recitations  **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:** | | **Homework:** | **Homework:** | **Homework:** |

Resources and Reflective Notes: