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| **Grade Level:** | | | 10 | | **Teacher/Room**: | | | | Glazier | | | / | | 125 | **Course(s)/ Period(s):** | | | 1 | | | / | 4 | **Week of:** | | Sep. 12-16, 2016 | | |
| **Unit Vocabulary:** | | | | Legislative Branch, Bill, Excutive order, Law, conmmittees, President, Vice President, Cabnit, succession | | | | | | | | | | | | | | | | | | | | | | | |
| **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)**: | | | |
| SSCG10 The student will describe the legislative process including the roles played by committees and leadership. | | | | | | SSCG10 The student will describe the legislative process including the roles played by committees and leadership. | | | | | | | SSCG12 The student will analyze the various roles played by the President of the  United States; include Commander-in-Chief of the Armed Forces, chief executive, chief agenda  setter, representative of the nation, chief of state, foreign policy leader, and party leader. | | | | | SSCG13 The student will describe the qualifications for becoming President of the  United States.  a. Explain the written qualifications for President of the United States.  b. Describe unwritten qualifications common to past presidents. | | | | | | SSCG14 The student will explain the impeachment process and its usage for elected officials.  a. Explain the impeachment process as defined in the U.S. Constitution.  b. Describe the impeachment proceedings of Andrew Johnson and Bill Clinton. | | | |
| **Essential Question:** | | | | | | **Essential Question:** | | | | | | | **Essential Question:** | | | | | **Essential Question:** | | | | | | **Essential Question:** | | | |
| How does a bill become a law? | | | | | | What do I need to know for my tests? | | | | | | | What are the roles of the president? | | | | | How hard is it to be president? | | | | | | Who helps the president? | | | |
| **Mini Lesson:** | | | | | | **Mini Lesson:** | | | | | | | **Mini Lesson:** | | | | | **Mini Lesson:** | | | | | | **Mini Lesson:** | | | |
| * go over senate salary | | | | | |  | | | | | | | * Review roles of president | | | | | * review answers of guess who? | | | | | | * review order of succession | | | |
| **Activating Strategies:** | | | | | | **Activating Strategies:** | | | | | | | **Activating Strategies:** | | | | | **Activating Strategies:** | | | | | | **Activating Strategies:** | | | |
| * how much do you think a senator should be paid? | | | | | | * Cram for your test | | | | | | | * Create a job discription for the president. What is he supposed to do? | | | | | * Presidential guess who? | | | | | | * Who is the president's cabnit? | | | |
| **Lesson:** | | | | | | **Lesson:** | | | | | | | **Lesson:** | | | | | **Lesson:** | | | | | | **Lesson:** | | | |
| * Notes, lobbist viedo clip, study guide | | | | | | * Test #4 | | | | | | | * Crash coures executive branch, notes, book reading stations | | | | | * What do all presidents have in common? Create a list * I civics executive command | | | | | | * notes, crash sourse impeachment, book, go over impeachment process | | | |
| **Resource/Materials:** | | | | | | **Resource/Materials:** | | | | | | | **Resource/Materials:** | | | | | **Resource/Materials:** | | | | | | **Resource/Materials:** | | | |
| * ppt, books, white board | | | | | | * 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:*** | | | |
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| ***Grouping Strategy:*** | | | | | | ***Grouping Strategy:*** | | | | | | | ***Grouping Strategy:*** | | | | | ***Grouping Strategy:*** | | | | | | ***Grouping Strategy:*** | | | |
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| ***Assessment:*** | | | | | | ***Assessment:*** | | | | | | | ***Assessment:*** | | | | | ***Assessment:*** | | | | | | ***Assessment:*** | | | |
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| **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 #4 test | | ***Summative:*** | | | |  | ***Summative:*** | |  | | | | ***Summative:*** | | |  |
| ***Performance Based:*** | | | | | | ***Performance Based:*** | | | | | | | ***Performance Based:*** | | | | | ***Performance Based:*** | | | | | | ***Performance Based:*** | | | |
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| **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:** | | | | | | | |  | | | | | | | | | | | | | | | | | | | |