|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  |  | **Monday-** | **Tuesday-** | **Wednesday-** | **Thursday-** | **Friday-** |
| **Pre-Planning: Unpacking the Standards** | **TEKS:**  (R) - Readiness Standard  (S) -Supporting Standard  **ELPS** (Language Objective) | TEKS - 8.4C  S.S. – 8.29C | All Unit 2 & 3 TEKS | All Unit 2 & 3 TEKS | Unit 2 & 3 Test | TEKS - 8.15B; 8.6A  S.S. – 8.29B  ELPS – C3C & C4J |
| **Verb(s)**  - What verbs define the actions students will need to take? | Create  Demonstrate  Analyze | Review  Analyze  Examine | Review  Analyze  Examine | Demonstrate | Summarize  Explain  Analyze |
| **Vocabulary**  (Academic and Content) | Articles of Confederation | All Unit Vocab | All Unit Vocab | All Unit Vocab | constitution  Constitutional Convention  Great Compromise  3/5 Compromise  Electoral College |
| **Lesson Topic** (Content Objective) | IWBAT create a version of the Articles of Confederation | Unit Test Review | Unit Test Review | Unit Test | I can summarize the strengths and weaknesses of the Articles of Confederation.  I can explain why the Northwest Ordinance was a strength of the Articles of Confederation. |
| **ELPS** (Language Objective) | N/A | N/A | N/A | N/A | I will speak using a sentence stem about the United States government.  I will show comprehension of text about the Northwest Ordinance by forming generalizations. |
| **Lesson Cycle** | **Engage:**  **Warm-Up/Opening (min)** | Warm-up question | Warm-up question | Warm-up question | Note Review | QSSSA question and answer |
| **Explore:**  **Review (min):** | Reminder of Articles of Confederation | Guided Study Hall | Review Game | Test | Card Sort |
| **Explain:**  **Guided Practice (min):** | Group “State Leadership” development | Guided Study Hall | Review Game | Test | Northwest Ordinance Reading |
| **Elaborate:**  **Independent Practice (min):** | Class Developed Articles of Confederation | Guided Study Hall | Review Game | Test | Partner Reading |
| **Evaluate:**  **Closing ( min.):** | Exit Ticket | Exit Ticket | Exit Ticket | Test | Exit Ticket |
| **Reinforcement** | **Materials/ Resources:** | None | None | None | Test and EDPlan scantrons | Printed Card Sort  Reading print outs |
| **Homework** |  |  |  |  |  |

**\*All lesson plans are subject to revisions and addendums by teacher.**

**\*This lesson plan is designed to be a guide the teacher can use to engage in thoughtful planning of each lesson, to better integrate vertical alignment opportunities, and to ensure high order thinking opportunities throughout instructional timeframes.**