|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  |  | **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; 8.6AS.S. – 8.29BELPS – C3C & C4J |
| **Verb(s)**- What verbs define the actions students will need to take? | CreateDemonstrateAnalyze | ReviewAnalyzeExamine | ReviewAnalyzeExamine | Demonstrate | SummarizeExplainAnalyze |
| **Vocabulary**(Academic and Content) | Articles of Confederation | All Unit Vocab | All Unit Vocab | All Unit Vocab | constitutionConstitutional ConventionGreat Compromise3/5 CompromiseElectoral 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 SortReading 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.**