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| --- | --- | --- | --- | --- | --- | --- |
|  |  | **Monday-** | **Tuesday-** | **Wednesday-** | **Thursday-** | **Friday-** |
| **Pre-Planning: Unpacking the Standards** | **TEKS:**  (R) - Readiness Standard  (S) -Supporting Standard  **ELPS** (Language Objective) | TEKS - 8.4E  S.S. – 8.29C | All Unit 4 TEKS | Does Not Meet | Unit 4 Test | TEKS – 8.15D  S.S. – 8.29B, .30A, .30C  ELPS – C2I & C4G |
| **Verb(s)**  - What verbs define the actions students will need to take? | Analyze  Identify  Explain  Summarize | Review | Does Not Meet | Demonstrate | Analyze  Comprehend  Demonstrate  Summarize |
| **Vocabulary**  (Academic and Content) | Federalist  Anti-Federalist  ratify  Bill of Rights | All Unit Vocab | Does Not Meet | All Unit Vocab | Limited government  Republicanism  Popular sovereignty  Separation of powers  Checks and balances  Federalism  Veto  Appoint |
| **Lesson Topic** (Content Objective) | IWBAT explain the Federalist and Anti-Federalist arguments for and against ratification of the Constitution. | Unit Test Review | Does Not Meet | Unit Test | IWBAT analyze how the Constitution reflects the principle of popular sovereignty. |
| **ELPS** (Language Objective) | I will use pre-reading supports such as pre-taught vocabulary to understand text about the ratification of the Constitution.  I will write about the arguments for and against ratification using the RAFT strategy.  I will explain arguments for and against ratification using new vocabulary and using sentence stems. | N/A | Does Not Meet | N/A | I will demonstrate listening comprehension by retelling my partner’s idea during a QSSSA.  I show comprehension of English text about popular sovereignty by taking notes and responding to questions. |
| **Lesson Cycle** | **Engage:**  **Warm-Up/Opening (min)** | Warm-up question | Warm-up question | Does Not Meet | Note Review | QSSSA question and answer |
| **Explore:**  **Review (min):** | Ratification Reading | Unit Test Review | Does Not Meet | Test | Popular Sovereignty Definition |
| **Explain:**  **Guided Practice (min):** | Making Connections | Two Spoons | Does Not Meet | Test | Preamble Analysis |
| **Elaborate:**  **Independent Practice (min):** | Great Debate | Two Spoons | Does Not Meet | Test | Illustrated Dictionary Entry |
| **Evaluate:**  **Closing ( min.):** | RAFT Writing | Exit Ticket | Does Not Meet | Test | Exit Ticket |
| **Reinforcement** | **Materials/ Resources:** | Printed worksheets  Readings | None | Does Not Meet | Test and EDPlan scantrons | Printed Card Sort  Reading print outs |
| **Homework** | TBD |  |  |  |  |

**\*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.**