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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 – 8.15DS.S. – 8.29B, .30A, .30CELPS – C2I & C4G |
| **Verb(s)**- What verbs define the actions students will need to take? | AnalyzeIdentifyExplainSummarize | Review | Does Not Meet | Demonstrate | AnalyzeComprehendDemonstrateSummarize |
| **Vocabulary**(Academic and Content) | FederalistAnti-FederalistratifyBill of Rights | All Unit Vocab | Does Not Meet | All Unit Vocab | Limited governmentRepublicanismPopular sovereigntySeparation of powersChecks and balancesFederalismVetoAppoint |
| **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 worksheetsReadings  | None | Does Not Meet | Test and EDPlan scantrons | Printed Card SortReading 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.**