|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Standard**: A.CED.1 Write and interpret linear equations and inequalities in one variable and use them to solve problems  **Assessment: ☐ Quiz ☐ Unit Test ☐ Project ☐ Lab ☐ None** | | | | | | | |
|  | **Pre-Teaching**  *C:\Users\thiyasr\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\FEF22E5.tmp*  **Learning Target**    **Success Criteria 1**    **Success Criteria 2** | **Activation of Learning**  *(5 min)* | **Focused Instruction**  *(10 min)*  ***\*I DO*** | **Guided Instruction**  *(10 min)*  ***\*WE DO*** | **Collaborative**  **Learning**  *(10 min)*  ***\*Y’ALL DO*** | **Independent Learning**  *(10 min)*  ***\*YOU DO*** | **Closing**  *(5 min)* |
| * Do Now * Quick Write\* * Think/Pair/Share * Polls * Notice/Wonder * Number Talks * Engaging Video * Open-Ended Question | * Think Aloud * Visuals * Demonstration * Analogies\* * Worked Examples * Nearpod Activity * Mnemonic Devices\* | * Socratic Seminar \* * Call/Response * Probing Questions * Graphic Organizer * Nearpod Activity * Digital Whiteboard | * Jigsaw\* * Discussions\* * Expert Groups * Labs * Stations * Think/Pair/Share * Create Visuals * Gallery Walk | * Written Response\* * Digital Portfolio * Presentation * Canvas Assignment * Choice Board * Independent Project * Portfolio | * Group Discussion * Exit Ticket * 3-2-1 * Parking Lot * Journaling\* * Nearpod |
| **Monday** | *C:\Users\thiyasr\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\FEF22E5.tmp* |  | Intro to Separation of Powers and the Three branches of government | Intro to Separation of Powers and the Three branches of government |  | The Three Branches – A User’s Guide | Exit ticket: If a new law was being created to make school day longer, which branch of government would be responsible making that law? |
| **Tuesday** | *C:\Users\thiyasr\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\FEF22E5.tmp*  **I**    I can explain the class rules and routines, and I can work with my group to finish the history challenge | Do now: Review content | Test | Test | Test | Test |  |
| **Wednesday** | *C:\Users\thiyasr\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\FEF22E5.tmp*  I am learning how beliefs and ideals of society influence the social, political, and economic decisions of that society.    I can explain how beliefs and ideals of society influence the social, political, and economic decisions of that society. | Do Now: Review Content | Reassessment | Reassessment | Reassessment | Reassessment |  |
| **Thursday** | *C:\Users\thiyasr\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\FEF22E5.tmp*  **I am learning about why the U.S. Government is spilt into three parts and name the three branches and their job**    I can explain why the U.S. Government is split into three parts. I can also name the three branches and the main job of each | Do Now: Consider the word “power” why might it be a good idea to divided power of our government among different groups of power | Intro to Separation of Powers and the Three branches of government | Intro to Separation of Powers and the Three branches of government |  | The Three Branches – A User’s Guide | Exit ticket: If a new law was being created to make school day longer, which branch of government would be responsible making that law? |
| **Friday** | *C:\Users\thiyasr\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\FEF22E5.tmp*  **I can list the main powers of Congress and the differences between the House of Representatives and the Senate, including their special powers.**    **I can list the main powers of Congress and the differences between the House of Representatives and the Senate, including their speical jobs** | Do Now: What are the names of these two chambers | The Legislative Branch | The Legislative Branch |  | SAVVAS: Pages: 35 – 38 | Exit Ticket: What are three main powers of the U.S. Congress? |

*\*key literacy strategies*