



Unit Title:	Unit 4- Foundations	
Unit Vocabulary:	two-party System federalism representative democracy limited government republicanism federalism individual rights	checks and balances separation of powers ratification amendment Constitution Articles of Confederation
Upcoming Common Assessments (MasteryConnect) :	Summative: 11/18 Formatives: 11/10, 11/14	

	Standard(s) + Learning Objective	Activating Experience (Opening, may include "Scholar Starter")	Learning Experience (Work Time: SB Materials and Resources, Vocab, Scaffolds/Supports, SWRL, Costas)	Formative or Summative Assessment(s)	Summarizing Experience (Closing)	WICOR, AVID and/or ELLevation Strategies (aligned with learning objective)
M O N D A Y	<p>Standard (write out): 8.2.E Utilize a variety of primary and secondary sources to analyze multiple perspectives on the development of democracy in South Carolina and the United States.</p> <p>8.2 P Analyze significant founding principles that led to the development</p>	<p>OSAAT Week 11 Day 1</p> <p>Don't Mention It - Elevation</p>	<p>Standards Based Materials & Resources: Formative in Mastery Connect</p> <p>Content/Academic Vocabulary: representative democracy individual rights checks and balances separation of powers ratification amendment Constitution</p> <p>ILAP/IEP/504 Scaffolds & Supports: -Level 1 and 2 ML, struggling students</p>	Formative: Mastery Connect	<p>Patriotism Week - Recognizing George Washington</p>	<p>Reading Mastery Connect/maps/quotes</p> <p>Writing Mastery Connect</p> <p>Inquiry Mastery Connect</p> <p>Organization roles within groups</p> <p>Collaboration students work in groups</p>

	<p>of federalism in South Carolina and the United States.</p> <p>Learning Objective Skill (what), Content (why), Product (how): I can identify the origins of and the role of the US government.</p> <p>I will do this by completing a Formative in Mastery Connect.</p> <p>I will know I have been successful when I score at least 70 %.</p>	<p>complete OSAAT and formative -Sentence stems, visuals, word banks -Have groups read shorter passages if struggling -Ask gifted students to read the entire article. -pair struggling students with higher level students -preferential seating -frequent redirects</p> <p>Opportunities to SWRL: Reading Mastery Connect Writing Mastery Connect Speaking/Listening Think-Pair-Share Costa's Levels of Thinking/Questioning: Level 1: Mastery Connect Level 2: Mastery Connect Level 3: Mastery Connect</p>		
T U E S D A Y	<p>Standard (write out): 8.2 P Analyze significant founding principles that led to the development of federalism in South Carolina and the United States.</p> <p>8.2.E Utilize a variety of primary and secondary sources to analyze multiple perspectives on the development of democracy in South Carolina and the United States.</p> <p>Learning Objective Skill (what), Content (why), Product (how): I can analyze the development of the compromises that</p>	<p>OSAAT Week 11 Day 2 OSAAT Multiple Paragraph Assembly Veteran's Day recognition</p>	<p>Standards Based Materials & Resources: 3/5 Compromise & Commerce Graphic Organizer</p> <p>Content/Academic Vocabulary: checks and balances separation of powers ratification amendment Constitution</p> <p>ILAP/IEP/504 Scaffolds & Supports:</p> <ul style="list-style-type: none"> -Level 1 and 2 ML, struggling students complete OSAAT and graphic organizer slide -Sentence stems, visuals, word banks -Have groups read shorter passages if struggling -Ask gifted students to read the entire article. -pair struggling students with higher level students -preferential seating -frequent redirects 	<p>Formative: Graphic organizers</p> <p>Sentence Starters - Writing the U.S. Constitution</p> <p>Reading % Compromise, slides Writing Graphic organizer Inquiry U.S. Constitution Organization Graphic organizer Collaboration students work in pairs/groups</p>

	<p>were reached during the Constitutional Convention and their result.</p> <p>I will do this by completing a graphic organizer.</p> <p>I will know I have learned this when I can critique in writing the way the Constitution structured the American government.</p>	<p>Opportunities to SWRL:</p> <p>Reading % Comprromise, slides</p> <p>Writing Graphic organizer</p> <p>Speaking/Listening using and listening to academic language in pairs or groups</p> <p>Costa's Levels of Thinking/Questioning:</p> <p>Level 1: The U.S. Constitution was created to address the issues that arose after the American Revolution, such as...</p> <p>Level 2: One key reason for drafting the Constitution was to establish a strong federal government that could...</p> <p>Level 3: The framers of the Constitution included a system of checks and balances to ensure that no single branch of government could...</p>		
W E D N E S D A Y	<p>Standard (write out):</p> <p>8.2 P Analyze significant founding principles that led to the development of federalism in South Carolina and the United States.</p> <p>8.2.E Utilize a variety of primary and secondary sources to analyze multiple perspectives on the development of democracy in South Carolina and the United States.</p> <p>Learning Objective</p> <p>Skill (what), Content (why), Product (how):</p> <p>I can identify, analyze, classify, and evaluate the Federalists, Anti-Federalists and the Bill of Rights.</p>	<p>OSAAT Week 11</p> <p>Days</p> <p>3 and 4</p> <p>Bill of Rights Graphic Organizer</p> <p>Bill of Rights Gallery Walk - Paraphrased Meanings</p> <p>U4 Bill of Rights Card Match</p>	<p>Standards Based Materials & Resources:</p> <p>Federalists v. Anti-Federalists</p> <p>Highlight important parts of the text. You will use the text to help you complete a Venn Diagram.</p> <p>Content/Academic Vocabulary:</p> <p>Federalism</p> <p>Individual rights</p> <p>ILAP/IEP/504 Scaffolds & Supports:</p> <ul style="list-style-type: none"> -Level 1 and 2 ML, struggling students complete OSAAT, Graphic organizer, student doc, Google form -Sentence stems, visuals, word banks -Have groups read shorter passages if struggling -Ask gifted students to read the entire article. -pair struggling students with higher level students -preferential seating -frequent redirects <p>Opportunities to SWRL:</p> <p>Reading Article</p> <p>Writing Graphic organizer</p>	<p>Formative: Venn Diagram</p> <p>U4 Federalists or Anti-Federalists Venn Diagram.pdf</p> <p>Patriotism Week - Recognizing Andrew Pickens</p> <p>Reading Article Writing Graphic organizer Inquiry Article Organization Graphic organizer Collaboration Students work in groups</p>

	<p>I will do this by completing a Bill of Rights Activity and a Venn diagram.</p> <p>I will know I have learned this when I can describe how the Bill of Rights Protects our freedom.</p>		<p>Speaking/Listening using and listening to academic language in pairs or groups</p> <p><u>Costa's Levels of Thinking/Questioning:</u></p> <p>Pick one of the amendments.</p> <p>Level 1: Explain what it says.</p> <p>Level 2: Describe what it means.</p> <p>Level 3: How does this amendment affect you?</p>			
T H U R S D A Y	<p>Standard (write out):</p> <p>8.2.E Utilize a variety of primary and secondary sources to analyze multiple perspectives on the development of democracy in South Carolina and the United States.</p> <p>8.2 P Analyze significant founding principles that led to the development of federalism in South Carolina and the United States.</p> <p>Learning Objective Skill (what), Content (why), Product (how): I can identify the origins of and the role of the US government.</p> <p>I will do this by completing a Formative in Mastery Connect.</p>	OSAAT Week 11 Paragraph Assembly	<p>Standards Based Materials & Resources:</p> <p>Formative in Mastery Connect</p> <p>Content/Academic Vocabulary:</p> <p>representative democracy individual rights checks and balances separation of powers ratification amendment Constitution</p> <p>ILAP/IEP/504 Scaffolds & Supports:</p> <p>-Level 1 and 2 ML, struggling students complete OSAAT and formative -Sentence stems, visuals, word banks -Have groups read shorter passages if struggling -Ask gifted students to read the entire article. -pair struggling students with higher level students -preferential seating -frequent redirects</p> <p>Opportunities to SWRL:</p> <p>Reading Mastery Connect</p> <p>Writing Mastery Connect</p> <p>Speaking/Listening Think-Pair-Share</p> <p><u>Costa's Levels of Thinking/Questioning:</u></p>	Formative: Mastery Connect	Mastery Connect - Break down a question (or 2-3 time depending) Patriotism Week - Recognizing Dwight D. Eisenhower	Reading Mastery Connect/maps/quotes Writing Mastery Connect Inquiry Mastery Connect Organization roles within groups Collaboration students work in groups

	I will know I have been successful when I score at least 70 %.		Level 1: Mastery Connect Level 2: Mastery Connect Level 3: Mastery Connect		
F R I D A Y	<p>Standard (write out): 8.2.E Utilize a variety of primary and secondary sources to analyze multiple perspectives on the development of democracy in South Carolina and the United States.</p> <p>8.2 P Analyze significant founding principles that led to the development of federalism in South Carolina and the United States.</p> <p>Learning Objective Skill (what), Content (why), Product (how): I can identify the origins of and the role of the US government.</p> <p>I will do this by completing a Summative in Mastery Connect.</p> <p>I will know I have been successful when I score at least 70 %.</p>	<p>Summative Mastery Connect Brief Patriotism recognition</p>	<p>Standards Based Materials & Resources: Summative in Mastery Connect</p> <p>Content/Academic Vocabulary: representative democracy individual rights checks and balances separation of powers ratification amendment Constitution</p> <p>ILAP/IEP/504 Scaffolds & Supports:</p> <ul style="list-style-type: none"> -Level 1 and 2 ML, struggling students complete OSAAT and formative -Sentence stems, visuals, word banks -Have groups read shorter passages if struggling -Ask gifted students to read the entire article. -pair struggling students with higher level students -preferential seating -frequent redirects <p>Opportunities to SWRL: Reading Mastery Connect Writing Mastery Connect Speaking/Listening Mastery Connect</p> <p>Costa's Levels of Thinking/Questioning:</p> <p>Level 1: Mastery Connect Level 2: Mastery Connect Level 3: Mastery Connect</p>	<p>Summative: Mastery Connect</p>	<p>Reading Mastery Connect/maps/quotes Writing Mastery Connect Inquiry Mastery Connect Organization Mastery Connect Collaboration students work alone</p>