



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

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

	<p>of federalism in South Carolina and the United States.</p> <p><b>Learning Objective</b> 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</p> <ul style="list-style-type: none"> <li>-Sentence stems, visuals, word banks</li> <li>-Have groups read shorter passages if struggling</li> <li>-Ask gifted students to read the entire article.</li> <li>-pair struggling students with higher level students</li> <li>-preferential seating</li> <li>-frequent redirects</li> </ul> <p><b>Opportunities to SWRL:</b> <b>Reading</b> Mastery Connect <b>Writing</b> Mastery Connect <b>Speaking/Listening</b> Think-Pair-Share <b>Costa's Levels of Thinking/Questioning:</b> <b>Level 1: Mastery Connect</b> <b>Level 2: Mastery Connect</b> <b>Level 3: Mastery Connect</b></p>			
T U E S D A Y	<p><b>Standard</b> (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><b>Learning Objective</b> Skill (what), Content (why), Product (how): I can analyze the development of the compromises that</p>	<p>OSAAT Week 11 Day 2</p> <p>OSAAT Multiple Paragraph Assembly</p> <p><a href="#">Veteran's Day recognition</a></p>	<p><b>Standards Based Materials &amp; Resources:</b> <a href="#">3/5 Compromise&amp; Commerce Graphic Organizer</a></p> <p><b>Content/Academic Vocabulary:</b> checks and balances separation of powers ratification amendment Constitution</p> <p><b>ILAP/IEP/504 Scaffolds &amp; Supports:</b></p> <ul style="list-style-type: none"> <li>-Level 1 and 2 ML, struggling students complete OSAAT and graphic organizer slide</li> <li>-Sentence stems, visuals, word banks</li> <li>-Have groups read shorter passages if struggling</li> <li>-Ask gifted students to read the entire article.</li> <li>-pair struggling students with higher level students</li> <li>-preferential seating</li> <li>-frequent redirects</li> </ul>	Formative: Graphic organizers	<a href="#">Sentence Starters - Writing the U.S. Constitution</a>	<p><b>Reading</b> % Comprpromise, slides <b>Writing</b> Graphic organizer <b>Inquiry</b> U.S. Constitution <b>Organization</b> Graphic organizer <b>Collaboration</b> 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><b><u>Opportunities to SWRL:</u></b></p> <p><b>Reading</b> % Comprpromise, slides</p> <p><b>Writing</b> Graphic organizer</p> <p><b>Speaking/Listening</b> using and listening to academic language in pairs or groups</p> <p><b><u>Costa's Levels of Thinking/Questioning:</u></b></p> <p><b>Level 1:</b> The U.S. Constitution was created to address the issues that arose after the American Revolution, such as...</p> <p><b>Level 2:</b> One key reason for drafting the Constitution was to establish a strong federal government that could...</p> <p><b>Level 3:</b> 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><b>Standard</b> (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><b><u>Learning Objective</u></b> Skill (what), Content (why), Product (how): I can identify, analyze, classify, and evaluate the Federalists, Anti-Federalists and the Bill of Rights.</p>	<p>OSAAT Week 11 Days 3 and 4</p> <p><a href="#">Bill of Rights Graphic Organizer</a></p> <p><a href="#">Bill of Rights Gallery Walk - Paraphrased Meanings</a></p> <p><a href="#">U4 Bill of Rights Card Match</a></p>	<p><b><u>Standards Based Materials &amp; Resources:</u></b></p> <p><a href="#">Federalists v. Anti-Federalists</a> Highlight important parts of the text. You will use the text to help you complete a Venn Diagram.</p> <p><b><u>Content/Academic Vocabulary:</u></b> Federalism Individual rights</p> <p><b><u>ILAP/IEP/504 Scaffolds &amp; Supports:</u></b> -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> <p><b><u>Opportunities to SWRL:</u></b></p> <p><b>Reading</b> Article</p> <p><b>Writing</b> Graphic organizer</p>	<p>Formative: Venn Diagram</p>	<p><a href="#">U4 Federalists or Anti-Federalists Venn Diagram.pdf</a></p> <p>Patriotism Week - Recognizing <a href="#">Andrew Pickens</a></p>	<p><b>Reading</b> Article</p> <p><b>Writing</b> Graphic organizer</p> <p><b>Inquiry</b> Article</p> <p><b>Organization</b> Graphic organizer</p> <p><b>Collaboration</b> 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><b>Speaking/Listening</b> using and listening to academic language in pairs or groups  <b>Costa's Levels of Thinking/Questioning:</b></p> <p><b>Pick one of the amendments.</b>  <b>Level 1: Explain what it says.</b>  <b>Level 2: Describe what it means.</b>  <b>Level 3: How does this amendment affect you?</b></p>			
<b>T H U R S D A Y</b>	<p><b>Standard</b> (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><b>Learning Objective</b>  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>OSAAT Week 11  Paragraph Assembly</p>	<p><b>Standards Based Materials &amp; Resources:</b>  Formative in Mastery Connect</p> <p><b>Content/Academic Vocabulary:</b>  representative democracy  individual rights  checks and balances  separation of powers  ratification  amendment  Constitution</p> <p><b>ILAP/IEP/504 Scaffolds &amp; Supports:</b></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><b>Opportunities to SWRL:</b>  <b>Reading</b>  Mastery Connect  <b>Writing</b>  Mastery Connect  <b>Speaking/Listening</b> Think-Pair-Share  <b>Costa's Levels of Thinking/Questioning:</b></p>	<p>Formative:  Mastery Connect</p>	<p>Mastery Connect - Break down a question (or 2-3 time depending)</p> <p>Patriotism Week - Recognizing <a href="#">Dwight D. Eisenhower</a></p>	<p><b>Reading</b>  Mastery Connect/maps/quotes  <b>Writing</b>  Mastery Connect  <b>Inquiry</b>  Mastery Connect  <b>Organization</b>  roles within groups  <b>Collaboration</b> students work in groups</p>

	I will know I have been successful when I score at least 70 %.		<b>Level 1: Mastery Connect</b> <b>Level 2: Mastery Connect</b> <b>Level 3: Mastery Connect</b>			
<b>F R I D A Y</b>	<p><b>Standard</b> (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><u><b>Learning Objective</b></u>  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</p> <p>Brief Patriotism recognition</p>	<p><b><u>Standards Based Materials &amp; Resources:</u></b>  Summative in Mastery Connect</p> <p><b><u>Content/Academic Vocabulary:</u></b>  representative democracy  individual rights  checks and balances  separation of powers  ratification  amendment  Constitution</p> <p><b><u>ILAP/IEP/504 Scaffolds &amp; Supports:</u></b></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><b><u>Opportunities to SWRL:</u></b>  <b>Reading</b>  Mastery Connect  <b>Writing</b>  Mastery Connect  <b>Speaking/Listening</b> Mastery Connect  <b><u>Costa's Levels of Thinking/Questioning:</u></b>  <b>Level 1: Mastery Connect</b>  <b>Level 2: Mastery Connect</b>  <b>Level 3: Mastery Connect</b></p>	Summative: Mastery Connect		<b>Reading</b> Mastery Connect/maps/quotes <b>Writing</b> Mastery Connect <b>Inquiry</b> Mastery Connect <b>Organization</b> Mastery Connect <b>Collaboration</b> students work alone