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| Week of | Monday  9/30 | Tuesday  10/1 | Wednesday  10/2 | Thursday  10/3 | Friday  10/4 |
| Lesson | 1. Career Cursing with Dolinski | 1. Complete the F1.1 quiz review together using all notes. | 1. F1.1 quiz 2. Read f1.2 GLCE 3. Read the Declaration of Independence excerpt 4. Begin filling in the chart with a partner | 1. Continue the analysis of the Declaration of Independence 2. Discuss what analysis were made. 3. Review Claim, Evidence, Reason. | 1. Complete the Claim, Evidence, reason chart about the Declaration of Independence.   Extra Credit: turn the chart in to a written type 3 |
| Content Objective |  | Students will be able to demonstrate knowledge of the experiences that influenced the colonist’s decisions by completing a review guide of the experience with self-government and the ideas about government on a review guide. | Students will be able to demonstrate knowledge of the experiences that influenced the colonist’s decisions by completing a review guide of the experience with self-government and the ideas about government on a Quiz. | Students will be able to demonstrate Analysis of the Declaration of Independence, including the grievances at the end of the  document, and describe the role this document played in expressing colonists view of government by reading the Declaration of Independence and discussing it. | Students will be able to demonstrate Analysis of the Declaration of Independence, including the grievances at the end of the  document, and describe the role this document played in expressing colonists view of government by completing a Claim, evidence, reason chart. |
| Language Objective |  | Students will orally identify one-way colonist experienced self-government using a sentence stem.  One experience colonist had with self-government is…which is…. | Students will orally list what they know about the Declaration of Independence using a sentence stem.  The Declaration of Independence is… | Students will orally discuss the term self-government and how it relates to the government system we have today using key vocabulary.  Limited Government  Republicanism  Representatives  Popular Sovereignty | Students will orally discuss what they know about Claim, evidence, reasoning using a turn and talk to you A/B partner. |
| Vocabulary |  |  |  |  |  |
| Assessment | Career Crusing | Review notes | Quiz | Analyze document | Claim, evidence Reasoning |
| GLCE |  | F1.1 Describe the ideas, experiences, and interactions that influenced the colonists’ decisions to declare independence by analyzing  • Colonial ideas about government (e.g., limited government, republicanism, protecting individual rights and promoting the common good, representative government, natural rights)  • Experiences with self-government (e.g., House of Burgesses and town meetings)  • Changing interactions with the royal government of Great Britain after the French and Indian War | F1.1 Describe the ideas, experiences, and interactions that influenced the colonists’ decisions to declare independence by analyzing  • Colonial ideas about government (e.g., limited government, republicanism, protecting individual rights and promoting the common good, representative government, natural rights)  • Experiences with self-government (e.g., House of Burgesses and town meetings)  • Changing interactions with the royal government of Great Britain after the French and Indian War | F1.2 Using the Declaration of Independence, including the grievances at the end of the  document, describe the role this document played in expressing | F1.2 Using the Declaration of Independence, including the grievances at the end of the  document, describe the role this document played in expressing |