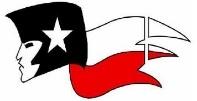
**Teacher**: Hoffner, Guest, Long, Marchbanks **Subject**: US History 

**6 Weeks**: 1 **Dates**: 9/26-9/30

|  |  |  |  |
| --- | --- | --- | --- |
| **Monday** | **Lesson Plan** | **TEK(S)** | **Resources/Materials** |
| **Notes – Times -**  **Reflection:** | **Learning Targets**  Students will analyze primary source documents and review important principles of government | 8.1A |  |
| **Warm up/Hook/Connections** |
| **Direct Instruction/Guided Practice (I DO, WE DO)**  Teacher will review important documents which planted the seeds of democracy in the colonies. | **Unit/Bundle** | **Strategies** |
| 1:1 | Kagan |
| **Checks for Understanding (FORMATIVE – SUMMATIVE)** |
| **Student Independent Practice (YOU DO)**  Students will work with a partner to identify key principles of government in primary source documents. Students will work with their table to answer review questions | **ELPS (LSRW)** | |
| Listening, speaking, reading writing | |
| **Tuesday** | **Lesson Plan** | **TEK(S)** | **Resources/Materials** |
| **Notes - Times -**  **Reflection:** | **Learning Targets** |  |  |
| **Warm up/Hook/Connections** |
| **Direct Instruction/Guided Practice (I DO, WE DO)**  Test! | **Unit/Bundle** | **Strategies** |
| **1:1** |  |
| **Checks for Understanding (FORMATIVE – SUMMATIVE)** |
| **Student Independent Practice (YOU DO)** | **ELPS (LSRW)** | |
| Reading | |
| **Wednesday** | **Lesson Plan** | **TEK(S)** | **Resources/Materials** |
| **Notes-**  **Times -**  **Reflection:** | **Learning Targets**  Students will identify critical attributes of important concepts related to the American Revolution. | 8.1A | ppt |
| **Warm up/Hook/Connections** |
| **Direct Instruction/Guided Practice (I DO, WE DO)**  Concept Attainment Model. Teacher will walk students through the critical attributes of the Concept Revolution. Students will work collaboratively to describe pictures reflecting critical attributes. | **Unit/Bundle** | **Strategies** |
| 2:1 | Kagan |
| **Checks for Understanding (FORMATIVE – SUMMATIVE)** |
|  | **Student Independent Practice (YOU DO)** | **ELPS (LSRW)** | |
| Speaking, Reading, Writing, Listening | |
| **Thursday** | **Lesson Plan** | **TEK(S)** | **Resources/Materials** |
| **Notes-**  **Times -**  **Reflection:** | **Learning Targets**  Students will use a secondary source to gather information about the French-Indian War. | 8.1A, 8.4A | Reading assignment |
| **Warm up/Hook/Connections** |
| **Direct Instruction/Guided Practice (I DO, WE DO)** | **Unit/Bundle** | **Strategies** |
| 2:1 | Kagan Strategies (Partner Reading) |
| **Checks for Understanding (FORMATIVE – SUMMATIVE)** |
| **Student Independent Practice (YOU DO)**  Students will read and answer questions over the French-Indian War. | **ELPS (LSWR)** | |
| **Reading, Writing** | |
| **Friday** | **Lesson Plan** | **TEK(S)** | **Resources/Materials** |
| **Notes -**  **Times -**  **Reflection:** | **Learning Targets**  Students will identify the effects of the French and Indian War. | 8.1A, 8.4A | Graphic Organizer  Map |
| **Warm up/Hook/Connections** |
| **Direct Instruction/Guided Practice (I DO, WE DO)**  Graphic Organizer over effects of the French and Indian War | **Unit/Bundle** | **Strategies** |
| 2:1 |  |
| **Checks for Understanding (FORMATIVE – SUMMATIVE)** |
| **Student Independent Practice (YOU DO)**  Students will create a map over the boundary changes as a result over the French and Indian War | **ELPS (LSRW)** | |
|  | Listening, Reading, Writing, Speaking |