7th Grade World History								
	Monday	Tuesday	Wednesday	Thursday	Friday			
Objectives	TSWBAT decode informational text to complete a graphic organizer on ancient river valley civilizations. TSW will use reading skills to complete a graphic organizer on river valley civilizations.	TSWBAT decode informational text to complete a graphic organizer on ancient river valley civilizations. TSW will use reading skills to complete a graphic organizer on river valley civilizations.	TSWBAT analyze informational text to complete a graphic organizer on ancient river valley civilizations. TSW will use reading skills to complete a graphic organizer on river valley civilizations.	TSWBAT analyze informational text to complete a graphic organizer on ancient river valley civilizations. TSW will use reading skills to complete a graphic organizer on river valley civilizations.	TSWBAT engage in dialogue using discussion questions on river valley civilizations. TSW will use oral skills to discuss river valley civilizations.			
Vocabulary	intensification, Mesopotamia, Sumer, Nile River, Indus River, Yellow River, Fertile Crescent,	Winter Break	intensification, Mesopotamia, Sumer, Nile River, Indus River, Yellow River, Fertile Crescent,	intensification, Mesopotamia, Sumer, Nile River, Indus River, Yellow River, Fertile Crescent,	intensification, Mesopotamia, Sumer, Nile River, Indus River, Yellow River, Fertile Crescent,			
Standards	 Content Expectations: 7-41.2.4. Compare and avaluate competing historical perspectives about the past to proof. Common Core Bate Standards: WHST.6-8.4. Compare and expectation of the state perspectives about the past the state of the state perspective state state state in the state perspective state state state state and state state perspective state perspective state perspective state sta	Content Expectations: 7-H12.4. Compare and evaluate competing historical perspectives about the past based on proof. Common Care State Standards: WHST-64.7. Comparison of the set as superprivate to task, purpose, and audience. WHST-64.8. Colline relevant information from multiple print and diplat audience. WHST-64.8. Colline relevant information from multiple print and diplat audience. WHST-64.8. Colline relevant information from multiple print and diplat audience. WHST-64.8. Colline relevant information from multiple print and diplat audience of each source; and quelos or paraphrase the data and conclusions of others with auxiding platigiant and following a statuated format for classion. WHST-64.10. With collinely over extended time frames (time for reflection and range of deciption-specific tasks, purpose, and audience.	Content Expectations: 7.4/1.2. Compare and available competing historical perspectives about the past Taka Standards: Common Care State Standards: Common Care State Standards: WHST-5.4. Compare and state state state state state state state Taka State St	Content Expectations: 74/12.4. Compare and avaluate competing historical perspectives about the past tables of proof. Common Care State Standards: WHST-64.4. Comparison of the sequence of the sequences. WHST-64.8. Conter relevant information from multiple print and digital accreace, using particular print and the sequence of the back purpose, and audience. WHST-64.8. Conter relevant information from multiple print and digital accreace, using second print and the sequence of the sequence of each source; and quells or paraphrase the data and conclusions of others with avoiding plagitamin and following a statement formation from factorial works avoiding plagitamin and following a statement formation and methods and statement frames (single state of a day of two for a range of desplane-specific tasks, purposes, and audiences.	Content Expectations: 7.417.2. Compare and avaluate competing historical perspectives about the past tasks of mood. Common Care State Standards: WHST-6.4. Comparison of the superspective should be past perspective. The superspective state of the superspective WHST-6.4. Comparison on the superspective to task, purpose, and submere. WHST-6.4. Comparison on the superspective to task, purpose, and submere. WHST-6.4. Comparison on the superspective task purpose, and submere superspective superspective tasks and the superspective task purpose, and submere while availing plagiant and following a statement of tables. WHST-6.4.10. While southerly over extended time familes (are less families of a don't table to a don't table tasks, purposes, and submeres).			

		8th Grade	U.S. History				
	Monday	Tuesday	Wednesday	Thursday	Friday		
Objectives	TSWBAT read informational text (Chapter 10.4) and use language skills to answer four content based questions. Students will use reading skills to decode an informational text's questions.	TSWBAT read informational text (Chapter 10.5) and use language skills to answer four content based questions. Students will use reading skills to decode an informational text's questions.	Chapter 10 Test	TSWBAT examine primary sources on the War of 1812 and synthesize answers in 4 essay questions. (Moodle Primary Source Assignment) Students will use reading skills to decode an informational text's questions.	TSWBAT take a Chapter 11 Pretest. Students will use reading skills to decode an informational text's questions.		
Long Term Items	1. Chapter 9 is in Moodle and one day this week I plan to get the computers and get the students logged in. This will depend on computer availability. 2. Thomas Jefferson primary source project & Type 3 will be assigned Monday and collected on Friday. 3. At some point I may introduce the War of 1812 Primary Source Study as a test for the Moodle to MiStar functions. Students will use <i>writing</i> skills to synthesize informational text. This is due at the end of Chapter 10. Additional information is found in Moodle.						
Vocabulary	Miguel Hildago, Simon Bolivar, James Monroe, John Quincy Adams, self- government.	Andrew Jackson, suffrage, caucus, nominating convention, spoils system.		Andrew Jackson, New Orleans, Mississippi, Treaty of Ghent, Ante Bellum Status Quo	Andrew Jackson, New Orleans, Mississippi, Treaty of Ghent, Ante Bellum Status Quo		

8th Grade U.S. History

andards	Content Expectations 8 − U3.3.7: Using important documents (e.g., Mayflower Compact, Common Sense, Declaration of Independence, Northwest Ordinance, Federalists Papers), describe the historical and philosophical origins of constitutional government in the United States using the ideas of social compact ¹ ,	Content Expectations 8 − U.3.3.7. Using important documents (e.g., Mayflower Compact, Common Sense, Declaration of Independence, Northwest Ordinance, Federalists Papers), describe the historical and philosophical origins of constitutional government in the United States using the ideas of social compact ¹ ,	Content Expectations 8 – U3.3.7. Using important documents (e.g., Mayflower Compact, Common Sense, Declaration of Independence, Northwest Ordinance, Federalists Papers), describe the historical and philosophical ordina of constitutional government in the United States using the ideas of social compact ¹ ,	Content Expectations 8 – U3.3.7: Using important documents (e.g., Mayflower Compact, Common Sense, Declaration of Independence, Northwest Ordinance, Federalists Papers), describe the historical and philosophical origins of constitutional government in the United States using the ideas of social compact ¹ ,	Standard 1: Scarcity
	limited government, natural rights, right of revolution, separation of powers, bicameralism, republicanism, and popular participation in government.	imited government, natural rights, right of revolution, separation of powers, bicameralism, republicanism, and popular participation in government.	limited government, natural rights, right of revolution, separation of powers, bicameralism, republicanism, and popular participation in government.	limited government, natural rights, right of revolution, separation of powers, bicameralism, republicanism, and popular participation in government.	Productive resources are limited. Then people cannot have all the goods and
	8 - F1.1: Describe the issue, superinteraction, and interactions that influenced the colonist declaration describes relationship and an and an analysis of the second s	8 - F1: Describe the ideas, experiences, and interactions that influenced the control decisions to decise midependence of a markying - cost of the second second second second second second oppolicitation, protecting individual rights and perioditis the control oppolicitation, protecting individual rights and perioditis the control oppolicitation, protecting advantage of the second - charging interactions with the right government of Great titatian after second second second second second second second second second second - charging interactions with the right government of Great titatian after - charging interactions with the right government of Great titatian after - charging interactions with the right government of Great titatian after - charging interactions and second second second second second second second second - charging interactions after second se	8 - F.F.: Describe the ideas, experiences, and interactions that influenced the choice of the state independence of a markying expedication, producting individual rights and providing the common good, representative government, nature rights) expedication, which and government (e.g., House of Burgessa and town experience), with self-government of Creat British and the observation of the second second second second second second charging interactions with the roy of government of Great British and the second second second second second second second second second second charging interactions with the roy of government of Great British and the second	8 - F.T.: Describe the steaks, experiences, and interactions that influenced the colonistic decisions to decisien independence by analyzing expeditionation, producting individual to gains and percenting the common good, representative percention, inducting the total of the experiences with saff-government, related rights) experiences with saff-government of Cesa Bittains after dependences with the royal government of Cesa Bittains after experiences.	services they want; as a result, they m choose some things and give up othe
	the French and Indian War. 8 - F1.2: Using the Declaration of Independence, including the grievances at the end of the document, describe the role this document played in expressing - colonists 'views of government	the French and Indian War. 8 - F1.2: Using the Declaration of Independence, including the grievances at the end of the document, describe the role this document played in expressing - colonistic views of docemment	the French and Indian War. 8 - F1.2: Using the Declaration of Independence, including the grievances at the end of the document, describe the role this document played in expressing - colonist's views of docemment	the French and Indian War. 8 - F1.2: Using the Declaration of Independence, including the grievances at the end of the document, describe the role this document played in expressing - colonist's views of doverment	Like individuals, governments and societies experience scarcity becaus human wants exceed what can be m
	 their reasons for separating from Creat Britain. <i>δ</i> - <i>F1</i>.3. Describe the consequences of the Amarican Revolution by analyzing the brit of a incategoreant republican government. creation of Articles of Consideration my Version and Consequences of the Amarican of Articles of Constraints. characting views on Statistication of power within (and between) government, between government, and among people. 	 their reasons for separating from Great Britain. F1.3: Describe the consequences of the American Revolution by analyzing the brit of an independent republican government creation of Articles of Confederation dharings levers on thereadon and equality and concerns over distribution of power within (and between) possible. 	their reasons for separating from Creat Britisin. S - F1.3: Describe the consequences of the American Revolution by analyzing the brit of an indegeneeting requiration and equations charging views on thereadon and equations charging views on thereadon and equations and concerns over distribution of power within (and between) and concerns over distribution of power within (and between) powers.	their reasons for separating from Great British. S - F1.3: Describe the consequences of the American Revolution by analyzing the brit of an independent republican government. creation of Articles of Confederation changing views on freedom and equality. and concerns oner distributions government and the governext, and among propole.	from all available resources. Choices involve trading off the exp value of one opportunity against the expected value of its best alternative
	8-U3.3.1: Explain the reasons for the adoption and subsequent failure of the Articles of Confederation (e.g., why its drafters created a weak central government, chalenges the nation faced under the Articles, Shays' Rebellion, disputes over western land).	8 – U3.3.1: Explain the reasons for the adoption and subsequent failure of the Articles of Confideration (e.g., why its drafters created a weak central government, challenges the nation faced under the Articles, Shays' Rebellion, disputes over western land).	8 – U3.3.1: Explain the reasons for the adoption and subsequent failure of the Articles of Confederation (e.g., why its drafters created a weak central government, challenges the nation faced under the Articles, Shays' Rebellion, disputes over western land).	8 – U.3.1: Explain the reasons for the adoption and subsequent failure of the Articles of Confederation (e.g., why its drafters created a weak central government, challenges the nation faced under the Articles, Shays' Rebellion, disputes over westimn land).	The choices people make have be present and future consequences. The evaluation of choices and
	8 – U3.3.2: Identify [the major] economic and political questions facing the nation during the period of the Articles of Confederation and the opening of the Constitutional Convention.	8 – U3.3.2: Identify [the major] economic and political questions facing the nation during the period of the Articles of Confederation and the opening of the Constitutional Convention.	8 – U3.3.2: Identify [the major] economic and political questions facing the nation during the period of the Articles of Confederation and the opening of the Constitutional Convention.	8-U3.3.2: Identify [the major] economic and political questions facing the nation during the period of the Articles of Confederation and the opening of the Constitutional Convention.	opportunity costs is subjective; such evaluations differ across individuals
	¹ This expectation uses the phrase "social compact." This unit uses the term "social contract" as interchangeable with "social compact" since many sources refer to it as a "contract" rather than "compact."	¹ This expectation uses the phrase 'social compact.' This unit uses the term 'social contract' as interchangeable with 'social compact' since many sources refer to it as a 'contract' rather than 'compact.'	¹ This expectation uses the phrase "social compact." This unit uses the term "social contract" as interchangeable with "social compact" since many sources refer to it as a "contract" rather than "compact."	¹ This expectation uses the phrase 'social compact." This unit uses the term 'social contract' as interchangeable with 'social compact' since many sources refer to it as a 'contract' rather than 'compact."	societies.
	'compact." "Since much of the early history of the republic centers around the distribution of power between central and state governments, this document includes that idea in the expectation.	³ Since much of the early history of the republic centers around the distribution of power between central and state governments, this document includes that idea in the expectation.	³ Since much of the early history of the republic centers around the distribution of power between central and state governments, this document includes that idea in the expectation.	³ Since much of the early history of the republic centers around the distribution of power between central and state governments, this document includes that idea in the expectation.	Standard 4: Incentives
					People respond predictably to posinegative incentives.
					Rewards are positive incentives the people better off.
					Penalties are negative incentives t make people worse off.
					Standard 15: Growth
					Investment in factories, machinery, technology, and in the health, educ and training of people can raise fut standards of living.
					Economic growth is a sustained ri nation's production of goods and se It results from investments in human physical capital, research and develo
					technological change, and improve institutional arrangements and ince Historically, economic growth has
					the primary vehicle for alleviating per and raising standards of living arour

I'll be showing parts of videos throughout the week on the French & Indian War as a prelude to the American Revolution to establish prior knowledge.

All plans subject to change without notice and at the discretion of the teacher.