

7th Grade World History

	Monday	Tuesday	Wednesday	Thursday	Friday
Objectives	TSWBAT read informational text Constitution Day Lesson	TSWBAT Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. TSW use oral language to answer the following: 1. Compare your historical account with the historical account of others in the class. How are they different? Same?	TSWBAT Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. TSW use oral language to answer the following: 1. Do you think our histories about the same day in history are the same? 2. Do you think you included the same events in your history as your classmates?	TSWBAT Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. TSW use reading skills to compare and contrast two historical accounts of the Industrial Revolution.	TSWBAT Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. TSW use oral skills to analyze the veracity of primary and secondary sources.
Vocabulary	Separation of Powers, Federalism, Free and Open Markets, Entrepreneurship, Innovation, Property Rights.	event, history, perspective, representations/accounts	event, history, perspective, representations/accounts	corroborating, evidence, history, primary sources, secondary sources.	corroborating, evidence, history, primary sources, secondary sources.
Standards	ESSA Law fulfillment.	Content Expectations: 7-HI.2.4: Compare and evaluate competing historical perspectives about the past based on proof. Common Core State Standards: WHST.6-8.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. WHST.6-8.8: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. WHST.6-8.10: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Content Expectations: 7-HI.2.4: Compare and evaluate competing historical perspectives about the past based on proof. Common Core State Standards: WHST.6-8.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. WHST.6-8.8: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. WHST.6-8.10: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Content Expectations: 7-HI.2.4: Compare and evaluate competing historical perspectives about the past based on proof. Common Core State Standards: WHST.6-8.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. WHST.6-8.8: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. WHST.6-8.10: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Content Expectations: 7-HI.2.4: Compare and evaluate competing historical perspectives about the past based on proof. Common Core State Standards: WHST.6-8.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. WHST.6-8.8: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. WHST.6-8.10: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

8th Grade U.S. History

	Monday	Tuesday	Wednesday	Thursday	Friday
Objectives	TSWBAT read informational text Constitution Day Lesson	TSWBAT read Ch. 5.1 and answer content based questions. Students will use oral language to discuss the impetus of the American Revolution (French & Indian War).	TSWBAT explain the conflict between Native Americans and British settlers in 1763. Students will use reading skills to decode an informational text.	TSWBAT describe how the colonists responded to British tax laws. Students will use reading skills to decode an informational text.	TSWBAT identify the causes of the Boston Tea Party, explain how the colonists protested the Intolerable Acts, and describe the events of April 19, 1775, at Lexington and Concord. Students will use oral language to describe the events.
Vocabulary	Separation of Powers, Federalism, Free and Open Markets, Entrepreneurship, Innovation, Property Rights.	central planning	George Washington, militia, alliance, cede.	duty, boycott, petition, writ of assistance, John Adams, Samuel Adams.	monopoly, repeal, minuteman
Standards	ESSA Law fulfillment.	<p>Content Expectations <i>8 – U3.3.7:</i> 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 compact¹, limited government, natural rights, right of revolution, separation of powers, bicameralism, republicanism, and popular participation in government.</p> <p><i>8 - FI.1:</i> Describe the ideas, experiences, and interactions that influenced the colonists' decisions to declare independence by analyzing <ul style="list-style-type: none"> 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. </p> <p><i>8 - FI.2:</i> Using the Declaration of Independence, including the grievances at the end of the document, describe the role this document played in expressing <ul style="list-style-type: none"> colonists' views of government their reasons for separating from Great Britain. </p> <p><i>8 - FI.3:</i> Describe the consequences of the American Revolution by analyzing the <ul style="list-style-type: none"> birth of an independent republican government creation of Articles of Confederation changing views on freedom and equality and concerns over distribution of power within [and between] governments, between government and the governed, and among people.² </p> <p><i>8 – U3.3.1:</i> 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).</p> <p><i>8 – U3.3.2:</i> 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.</p> <p><small>¹This 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." ²Since 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.</small></p>	<p>Content Expectations <i>8 – U3.3.7:</i> 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 compact¹, limited government, natural rights, right of revolution, separation of powers, bicameralism, republicanism, and popular participation in government.</p> <p><i>8 - FI.1:</i> Describe the ideas, experiences, and interactions that influenced the colonists' decisions to declare independence by analyzing <ul style="list-style-type: none"> 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. </p> <p><i>8 - FI.2:</i> Using the Declaration of Independence, including the grievances at the end of the document, describe the role this document played in expressing <ul style="list-style-type: none"> colonists' views of government their reasons for separating from Great Britain. </p> <p><i>8 - FI.3:</i> Describe the consequences of the American Revolution by analyzing the <ul style="list-style-type: none"> birth of an independent republican government creation of Articles of Confederation changing views on freedom and equality and concerns over distribution of power within [and between] governments, between government and the governed, and among people.² </p> <p><i>8 – U3.3.1:</i> 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).</p> <p><i>8 – U3.3.2:</i> 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.</p> <p><small>¹This expectation uses the phrase "social compact." 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