7th Grade World History								
	Monday	Tuesday	Wednesday	Thursday	Friday			
Objectives	TSWBAT establish connections between the field trip from the 20th of December and Unit 2	TSWBAT establish connections between the field trip from the 20th of December and Unit 2	TSWBAT establish connections between the field trip from the 20th of December and Unit 2	TSWBAT establish connections between the field trip from the 20th of December and Unit 2	TSWBAT update their vocabulary journal based on MC3 Lessons 5-7			
	Lesson 6 and a short lesson on MLK.	Lesson 6.	Lesson 7.	Lesson 7.	TSW will use writing skills to copy vocabulary into			
	TSW will use writing skills to copy vocabulary into their Vocabulary Journals. (School Improvement Goal)	TSW will use writing skills to copy vocabulary into their Vocabulary Journals. (School Improvement Goal)	TSW will use writing skills to copy vocabulary into their Vocabulary Journals. (School Improvement Goal)	TSW will use writing skills to copy vocabulary into their Vocabulary Journals. (School Improvement Goal)	their Vocabulary Journals. (School Improvement Goal)			
Vocabulary	primary source, artifact, turning point, temporal frames	primary source, artifact, turning point, temporal frames	primary source, artifact, turning point, temporal frames	primary source, artifact, turning point, temporal frames	primary source, artifact, turning point, temporal frames			
Standards	 Content Expectations: 7-41.2.4. Compare and avaluate competing historical perspectives about the past based on proof. Common Core State Standards: WHST-6.4.7. Produce deer and coherent writing in which the development. or granization, on style are appropriate to task, purpose, and audience. WHST-6.4.7. Define relevant information from multiple print and diplat source, using source, and quotie color approximation, and obje are appropriate to task. WHST-6.4.7. Define relevant information from multiple print and diplat source, using source, and quotie color approximation and following a statust format for collation. WHST-6.4.10. White routine you've extended time frames (time for reflection and range of discipline-specific tasks, purpose, and audiences. 	Content Expectations: //41.24. Compare and availuate competing historical perspectives about the past hand on proof. Common Core State Standards: WHST6.44. Produce dear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience, WHST6.44. Produce dear and coherent writing in a which the development, organization, and style are appropriate to task, purpose, and audience, whist7.64.31. Collect dear and coherent and tables accords, autore, and ogue or panaphrase the data and conclusions of others while oxidine placement, whist7.64.10. White toxine(s) our excluded time frames (time for reflection and range of discipline-specific tasks, purposes, and audience.	 Centent Expectations: 7/41.2.4. Compare and availuate competing historical perspectives about the past based on proof. Common Core State Standards: WHST 64.4. Poulou clear and coherent writing in which the development, organization, on sigher as approximation to state, purpose, and audience. WHST 64.4. Poulou clear and coherent writing in adult and digital source, isong source, and quice or paraphrase the data and conclusions of others will be ording plagination and following a stated formal for claison. WHST 64.6.1. White routinety over extended time frames (time for reflection and many of the sing a state ison) and shorter in frames (a time for a theory on yol or a range of discipline-specific tasks, purpose, and audience. 	Content Expectations: 74/12.4 Compare and evaluate competing historical perspectives about the past 174/12.4 Compare and evaluate competing historical perspectives about the past 174/12.4 Compare and the content writing in which the development, 174/12.4 Compare and the content writing in which the development, 174/12.4 Compare and the content of the content of the content, using 174/12.4 Compare and the content of the content of the content of the 174/12.4 Compare and the content of the content of the content of the 174/12.4 Compare and the content of the content of the content of the 174/12.4 Compare and the content of the content of the content of the 174/12.4 Compare and the content of the content of the content of the 174/12.4 Compare and the content of the content of the content of the 174/12.4 Compare and the content of the con	Content Expectations: 74/1.2.4. Compare and evaluate competing historical perspectives about the past lased on proof. Common Care State Standards: WHST6.4.8. Produce care and cohered writing in which the development. erganization, and type are appropriate to task, purpose, and autence. WHST6.4.8. Produce task and cohered writing in which the development. erganization, and type are appropriate to task, purpose, and autence. WHST6.4.8.10. White outlendy outper paraphrase the data and conclusions of others will avoiding plaquierum and following a statement format for alternation and metrics of the outperspecific tasks, purposes, and audences.			

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

8th Grade U.S. History								
	Monday	Tuesday	Wednesday	Thursday	Friday			
Objectives	TSWBAT preview Chapter 8 with a KIQ Chart and readings. TSW will use reading skills to examine their own answers to the Chapter 8 test.	TSWBAT read Chapter 8, Section 1 and derive information from the text. TSW use reading skills to decode an informational text.	TSWBAT read Chapter 8, Section 2 and derive information from the text. TSW use reading skills to decode an informational text.	TSWBAT read Chapter 8, Section 3 and derive information from the text. Students will use reading skills to decode an informational text's questions.	TSWBAT read Chapter 8, Section 4 and derive information from the text. Students will use reading skills to decode an informational text's questions.			
Vocabulary		minimize, derive, constitution, executive, economic depression, Daniel Shays	minimize, derive, constitution, executive, economic depression, Daniel Shays	James Madison, judicial branch, Roger Sherman, James Wilson, compromise, Gouveneur Morris.	James Madison, judicial branch, Roger Sherman, James Wilson, compromise, Gouveneur Morris.			

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 - charging interactions with the right government of Great titatian after - charging interactions with the right government of Great titatian after - charging interactions and the right government of Great titatian after - charging interactions and the right government of Great titatian after - charging interactions and the right government of Great titatian after - charging interactions after the right government of Great titatian after - charging interactions after - charging i	8 - F.F.: Describe the ideas, experiences, and interactions that influenced the choice of the second second second second second second second second expedication, producting individual rights and promoting the common good, representative government, nature rights) experiences with self-government (e.g., House of Burgesses and town of the second second second second second second second second object of the second second second second second second second second second second second second second second object of the second s	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 docement	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 Great 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.

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