7th Grade World History						
	Monday	Tuesday	Wednesday	Thursday	Friday	
Objectives	TSWBAT organize information on early civilizations in a graphic organizer. TSW will use writing skills	TSWBAT organize information on early civilizations in a graphic organizer. TSW will use writing skills	TSWBAT sort the characteristics of river valley civilizations. TSW will use reading skills to decode informational	TSWBAT engage in dialogue using discussion questions on river valley civilizations. TSW will use oral skills to	TSWBAT use the video "Poop to Profits" to compare/contrast specialization among neolithic and classical civilizations with today.	
	in a graphic organizer.	in a graphic organizer.	text.	discuss river valley civilizations.	TSW will use listening skills as they glean information from a 10:50 minute video.	
Vocabulary	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,	intensification, Mesopotamia, Sumer, Nile River, Indus River, Yellow River, Fertile Crescent,	intensification, Mesopotamia, Sumer, Nile River, Indus River, Yellow River, Fertile Crescent,	
Standards	Context Expectations: 7.411.2.4. Compare and evaluate competing historical perspectives about the past based on proof. Common Core State Standards: WHST 6.4.4. Produce deer and coherent writing in which the development, organization, and skyle are appropriate to task, purpose, and audience. WHST 6.4.4. Produce deer and coherent writing in which the development, organization, and skyle are appropriate to task out and diplat sources, using search terms effectively, assess the credibility and accuracy of each source; and quide organization from multiple print and cohusions of others while avoiding plaganism and following a standard formal for clation. WHST 6.4.2. Unive country over extended fore frame(cline 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-H1-24. Compare and evaluate competing historical perspectives about the past based on proof. Common Core State Standards: WHST5-64. Photoce beer and coherent writing in which the development, organization, and siyle are appropriate to task, purpose, and audence. WHST6-WHST beer relevant information from multiple physical and digital source, using search terms effectively, assess the credibility and accuracy of each source; and quice or paryherase the data and conclusions of others while working plaginism and following a standard formal for clation. WHST6-64.0: With conclusivo use canced the frames (time for relection and revision) and shorter time frames (a single stilling or a day or two) for a range of discipline-specific tasks, purpose, and audences.	Content Expectations: 7-4/1.2.4. Compare and evaluate competing historical perspectives about the past based on proof. Common Core State Standards: WHS7.6-4.8. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience WHS7.6-4.8. Charter relevant information from multiple sprit and digital source, using search terms effectively, assess the creditility and accuracy of each source, and quote praphrates the data and conclusions of others while avoiding biggistrain and following a standard format for clation. WHS7.6-8.1. Other counterly our extended time frames (time for relection and revision) and shorter time frames (a single stilling or a day or two) for a range of discipline-specific tasks, purpose, and audiences.	Content Expectations: 74/1.2.4. Compare and valuate competing historical perspectives about the past based on proof. Common Core State Standards: WHST6-64. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audence. WHST6-64. Provide relevant information form multiple private and digital source, using search terms effectively, assess the credibility and accuracy of each source, and quote or paraphrase the data and acculations of others while avoiding plagiantm and following a standard formal for clastion. WHST6-64. Compared in the frames (a single stilling or a day or two) for a range of discipline-specific tasks, purpose, and audences.	Content Expectations: 7-H1.2.4 Compare and evaluate competing historical perspectives about the past based on proof. Common Care State Standards: WHST-6-8.4 Founde caker and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. WHST-6-8.4 Coherent evaluari informating per write digital sources, using search terms effectively, assess the credibility and accuracy of each source, and quote paragrithmese the data and conclusions of others while avoiding plagiants and following a standard format for clation. WHST-6-8.4 Coherendue for many for period 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 audience.	

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 discuss the intervention of the U.S. in the Barbary States, explain the effects of war in Europe on American trade, and discuss the events that led up to the Battle of Tippecanoe. TSW use reading skills to decode an informational text.	PBIS - Students remaining will work in Moodle on Primary Source project.	TSWBAT discuss the intervention of the U.S. in the Barbary States, explain the effects of war in Europe on American trade, and discuss the events that led up to the Battle of Tippecanoe. TSW use reading skills to decode an informational text.	TSWBAT review Chapter 9, for the test. Students will use reading skills to decode an informational text's questions.	TSWBAT take a test.			
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 som 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.							
Vocabulary	Thomas Jefferson, Aaron Burr, laissez-faire, John Marshall, judicial review	expedition, Meriweather Lewis, William Clark, continental divide, Zebulon Pike	tribute, Stephen Decatur, embargo, smuggle, Tecumseh, William Henry Harrison	nationalism, war hawk, blockade, Oliver Hazard Perry, Andrew Jackson, secede				

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 with the right government of Great titatian after - charging interactions and second second - charging interactions with the right government of Great titatian after - charging interactions second seco	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 Contedentation changing views on freedom 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 draftners 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.	² 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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