

7th Grade World History

	Monday	Tuesday	Wednesday	Thursday	Friday
Objectives	Winter Break	Winter Break	TSWBAT discuss the video “The Story of One” and it’s connection to early civilization.  TSW will use oral language skills to discuss Friday’s video.	TSWBAT engage in dialogue using discussion questions on river valley civilizations.  TSW will use oral skills to discuss 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	Winter Break	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	<p>Content Expectations: 7.HI.2.4: Compare and evaluate competing historical perspectives about the past based on proof.</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>Content Expectations: 7.HI.2.4: Compare and evaluate competing historical perspectives about the past based on proof.</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>Content Expectations: 7.HI.2.4: Compare and evaluate competing historical perspectives about the past based on proof.</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>Content Expectations: 7.HI.2.4: Compare and evaluate competing historical perspectives about the past based on proof.</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>Content Expectations: 7.HI.2.4: Compare and evaluate competing historical perspectives about the past based on proof.</p> <p>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.</p> <p>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.</p> <p>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.</p>

8th Grade U.S. History

	Monday	Tuesday	Wednesday	Thursday	Friday
Objectives	Winter Break	Winter Break	TSWBAT reflect on the test from Friday.  TSW use listening skills to self evaluate performance on Friday's test.	TSWBAT read informational text (Chapter 10.1) 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 10.2) and use language skills to answer four content based questions.  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 <b>writing</b> 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.

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

# 8th Grade U.S. History

## Standards

Standards	Content Expectations	Content Expectations	Content Expectations	Content Expectations	Standard 1: Scarcity
	<p><b>Content Expectations</b></p> <p><b>8 – U3.3.7:</b> 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<sup>1</sup>, limited government, natural rights, right of revolution, separation of powers, bicameralism, republicanism, and popular participation in government.</p> <p><b>8 – F1.1:</b> Describe the ideas, experiences, and interactions that influenced the colonists' decisions to declare independence by analyzing</p> <ul style="list-style-type: none"> <li>• colonial ideas about government (e.g., limited government, republicanism, protecting individual rights and promoting the common good, representative government, natural rights)</li> <li>• experiences with self-government (e.g., House of Burgesses and town meetings)</li> <li>• changing interactions with the royal government of Great Britain after the French and Indian War.</li> </ul> <p><b>8 – F1.2:</b> Using the Declaration of Independence, including the grievances at the end of the document, describe the role this document played in expressing</p> <ul style="list-style-type: none"> <li>• colonists' views of government</li> <li>• their reasons for separating from Great Britain.</li> </ul> <p><b>8 – F1.3:</b> Describe the consequences of the American Revolution by analyzing the</p> <ul style="list-style-type: none"> <li>• birth of an independent republican government</li> <li>• creation of Articles of Confederation</li> <li>• changing views on freedom and equality</li> <li>• and concerns over distribution of power within [and between] governments, between government and the governed, and among people.<sup>2</sup></li> </ul> <p><b>8 – U3.3.1:</b> 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><b>8 – U3.3.2:</b> 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><sup>1</sup>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." <sup>2</sup>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.</small></p>	<p><b>Content Expectations</b></p> <p><b>8 – U3.3.7:</b> 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<sup>1</sup>, limited government, natural rights, right of revolution, separation of powers, bicameralism, republicanism, and popular participation in government.</p> <p><b>8 – F1.1:</b> Describe the ideas, experiences, and interactions that influenced the colonists' decisions to declare independence by analyzing</p> <ul style="list-style-type: none"> <li>• colonial ideas about government (e.g., limited government, republicanism, protecting individual rights and promoting the common good, representative government, natural rights)</li> <li>• experiences with self-government (e.g., House of Burgesses and town meetings)</li> <li>• changing interactions with the royal government of Great Britain after the French and Indian War.</li> </ul> <p><b>8 – F1.2:</b> Using the Declaration of Independence, including the grievances at the end of the document, describe the role this document played in expressing</p> <ul style="list-style-type: none"> <li>• colonists' views of government</li> <li>• their reasons for separating from Great Britain.</li> </ul> <p><b>8 – F1.3:</b> Describe the consequences of the American Revolution by analyzing the</p> <ul style="list-style-type: none"> <li>• birth of an independent republican government</li> <li>• creation of Articles of Confederation</li> <li>• changing views on freedom and equality</li> <li>• and concerns over distribution of power within [and between] governments, between government and the governed, and among people.<sup>2</sup></li> </ul> <p><b>8 – U3.3.1:</b> 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><b>8 – U3.3.2:</b> 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><sup>1</sup>This expectation uses the phrase "social compact." 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Therefore people cannot have all the goods and services they want; as a result, they must choose some things and give up others.</p> <p>Like individuals, governments and societies experience scarcity because human wants exceed what can be made from all available resources.</p> <p>Choices involve trading off the expected value of one opportunity against the expected value of its best alternative.</p> <p>The choices people make have both present and future consequences.</p> <p>The evaluation of choices and opportunity costs is subjective; such evaluations differ across individuals and societies.</p> <p>Standard 4: Incentives</p> <p>People respond predictably to positive and negative incentives.</p> <p>Rewards are positive incentives that make people better off.</p> <p>Penalties are negative incentives that make people worse off.</p> <p>Standard 15: Growth</p> <p>Investment in factories, machinery, new technology, and in the health, education, and training of people can raise future standards of living.</p> <p>Economic growth is a sustained rise in a nation's production of goods and services. It results from investments in human and physical capital, research and development, technological change, and improved institutional arrangements and incentives.</p> <p>Historically, economic growth has been the primary vehicle for alleviating poverty and raising standards of living around the world.</p> <p>Differences in economic growth are explained by differences in institutional arrangements, incentives to invest and the openness of markets to trade.</p>

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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