

7th Grade World History

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|-------------------|---|---|---|---|---|
| Objectives | <p>TSWBAT aggregate notes on a video with the sub.</p> <p>TSW will use listening skills to aggregate notes on a video with the sub.</p> | <p>TSWBAT use written reflection on their exercises from Thursday and Friday of the previous 2 weeks.</p> <p>TSW will use writing skills to reflect on their performance.</p> | <p>TSWBAT decode informational text to complete a graphic organizer on ancient early civilizations.</p> <p>TSW will use reading skills to complete a note taking device on ancient civilizations.</p> | <p>TSWBAT use listening skills to transcribe information from a PowerPoint.</p> <p>TSW will use speaking skills to turn and talk.</p> | <p>TSWBAT enjoy Good Friday.</p> |
| Vocabulary | <p>conflict and cooperation, cultural diffusion, evidence, intensification</p> | <p>conflict and cooperation, cultural diffusion, evidence, intensification</p> | <p>conflict and cooperation, cultural diffusion, evidence, intensification</p> | <p>conflict and cooperation, cultural diffusion, evidence, intensification</p> | <p>conflict and cooperation, cultural diffusion, evidence, intensification</p> |
| Standards | <p>Content Expectations: 7-H1.2.4: 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-H1.2.4: 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-H1.2.4: 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-H1.2.4: 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-H1.2.4: 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> |

Lesson Abstract:

In this lesson, students are introduced to several technological innovations that changed the way people lived, worked, and interacted during Era 2. Specifically, students explore pottery, plows, irrigation, woven textiles, metallurgy, and wheels and wheeled vehicles. Through the use of maps and images in a PowerPoint presentation, students engage in a series of informal writing and discussion activities. They then extend their thinking by reading and analyzing secondary historical documents to answer the question of how technology changed human lives during this era. They read and think about the Bronze Age as they consider the ways in which metal technologies in particular changed human societies.

8th Grade U.S. History

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|------------------------|--|---|---|---|---|
| Objectives | <p>TSWBAT use technology for preparing a presentation on the 31st on Reformers in Chapter 12.</p> <p>Students will use reading skills to decode an informational text's questions.</p> | <p>TSWBAT take the M-STEP</p> <p>Students will use reading skills to decode a text.</p> | <p>TSWBAT take the M-STEP</p> <p>Students will use reading skills to decode a text.</p> | <p>TSWBAT take the M-STEP</p> <p>Students will use reading skills to decode a text.</p> | <p>TSWBAT enjoy Good Friday.</p> |
| Long Term Items | <p>1. Students are using persuasive speaking and writing skills to persuade their peers that their chosen Reformer of Chapter 12. Due the 31st.</p> | | | | |
| Vocabulary | <p>Miguel Hildago, Simon Bolivar, James Monroe, John Quincy Adams, self-government.</p> | <p>social reform, predestination, Charles Finney, revival, temperance movement, prohibition, Dorothea Dix, public school, Horace Mann</p> | <p>social reform, predestination, Charles Finney, revival, temperance movement, prohibition, Dorothea Dix, public school, Horace Mann</p> | <p>abolitionist, William Lloyd Garrison, Frederick Douglass, Harriet Tubman</p> | <p>Sojourner Truth, Lucretia Mott, Elizabeth Cady Stanton, woman's suffrage, women's rights movement, Susan B. Anthony.</p> |

8th Grade U.S. History

Standards

| Standards | Content Expectations | Content Expectations | Content Expectations | Content Expectations | Content Expectations |
|-----------|--|--|--|--|--|
| | <p>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 compact¹, limited government, natural rights, right of revolution, separation of powers, bicameralism, republicanism, and popular participation in government.</p> <p>8 - FI.1: Describe the ideas, experiences, and interactions that influenced the colonists' decisions to declare independence by analyzing</p> <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>8 - FI.2: 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"> • colonists' views of government • their reasons for separating from Great Britain. <p>8 - FI.3: Describe the consequences of the American Revolution by analyzing the</p> <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>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).</p> <p>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.</p> | <p>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 compact¹, limited government, natural rights, right of revolution, separation of powers, bicameralism, republicanism, and popular participation in government.</p> <p>8 - 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| | <p>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.</p> | <p>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.</p> | <p>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.</p> | <p>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.</p> | <p>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.</p> |

Reformers project coming sometime this week.

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