7th Grade World History							
	Monday	Tuesday	Wednesday	Thursday	Friday		
Objectives	TSWBAT use listening skills during the introduction to Unit 4. TSW will use speaking skills to turn and talk.	TSWBAT take the Common Assessment Pretest for Unit 4. TSW will use speaking skills to organize their presentations for the 17th.	TSWBAT use listening skills, reading skills, and writing skills to complete Unit 4, lesson 1. TSW will use speaking skills to turn and talk.	TSWBAT use listening skills, reading skills, and writing skills to complete Unit 4, lesson 1. TSW will use speaking skills to turn and talk.	TSWBAT use listening skills, reading skills, and writing skills to complete Unit 4, lesson 1. TSW will use speaking skills to turn and talk.		
Vocabulary	conflict and cooperation, cultural diffusion, evidence, power & authority, social hierarchy, specialization, technology	conflict and cooperation, cultural diffusion, evidence, power & authority, social hierarchy, specialization, technology	conflict and cooperation, cultural diffusion, evidence, power & authority, social hierarchy, specialization, technology	conflict and cooperation, cultural diffusion, evidence, power & authority, social hierarchy, specialization, technology	conflict and cooperation, cultural diffusion, evidence, power & authority, social hierarchy, specialization, technology		
Standards	Content Expectations: 7-H1-2.4: Compare and evaluate competing historical perspectives about the past based on proof. Common Core State Standards: WHST-6-8.1: Drobuc clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. WHST-6-8.0: Exter 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 white arolling plagitation and following a standard formal for children white arolling plagitation and following a standard formal for children white arolling plagitation and following a standard formal for children white arolling plagitation and following a standard formal for children white arolling plagitation and following a standard formal for children and revision) and shorter time frames (a single sitting or a day or two) for a range of deciptine-specific tasks, purposes, and audiences.	Content Expectations: 7-H1.24. Classed on yell-valuate competing historical perspectives about the past 7-H1.24. Classed on proof. Common Core Stata Standard's: WHST.6-8.4: Phoduce class and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. WHST.6-8.8: Calter relevant information from multiple print and digital sources, using section of the proof of the	Content Expectations: 7-H1.2-6. 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 siyle are appropriate to task, purpose, and audience. WHST.6-8.4. Produce clear and coherent writing in which the development, organization, and siyle are appropriate to task, purpose, and audience. WHST.6-8.10. Where relevant information from multiple prival and gigital sources, using search terms effectively, assess the credibility and accuracy of each source, and quote or paraphress the data and conclusions of others write and following a standard format for clation. WHST.6-8.10. Where coursely over excluded time frames (inc 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-H1.2-1. Compare and evaluate competing historical perspectives about the past based on proof. Common Core State Standards: WHST.6-8.0 Froduce clear and coherent writing in which the development, organization, and silyle are appropriate to task, purpose, and audience. WHST.6-8.0 Froduce clear and coherent writing in which the development, organization, and silyle are appropriate to task, purpose, and audience. WHST.6-8.10 Where relevant information from multiple print and digital sources, using search terms effectively, assess the credibility and accuracy of each source, and quote or paraphress the data and conclusions of others white arciting plagation and following a standard format for challon. WHST.6-8.10 Where coulterly over exhibited time frames (in for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of descriptive-specific tasks, purposes, and audiences.	Content Expectations: 7411.24. Compare and evaluate competing historical perspectives about the past based on proof. Common Corn State Standards: WHST.6-8.4. Produce dear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. WHST.6-8.4. Produce dear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. WHST.6-8.0. State revealant information from multiple prior and oglist sources, using search terms effectively, assess the credibility and accuracy of each source, and quote for partname the data and consistents of others white evidents glajarism and following a standard format for callation. WHST.6-8.10. Where outlines you expected time frames (in or reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of disoptime-specific basks, purposes, and audiences.		

Lesson Abstract:

In this lesson students explore important trends and patterns of development during Era 2. Through discussion activities around information presented in a PowerPoint presentation, students begin the lesson by considering the rise and fall of kingdoms in this period and analyze the common features of these kingdoms. Students then connect the previous lesson on technology and cultural diffusion to the steady growth of the human population in this era. Finally, students engage in an inquiry activity around learning stations to explore the different types of interactions – both conflict and cooperation – that took place within farming societies, across farming societies, and between farming societies and pastoral nomads. The lesson ends with a group analysis of patterns across the stations and an exit slip asking students to make larger generalizations about conflict and cooperation in Era 2.

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8th Grade U.S. History								
	Monday	Tuesday	Wednesday	Thursday	Friday			
Objectives	TSWBAT read an informational text to comprehend information	TSWBAT use oral language to persuade in a presentation on the	TSWBAT use oral language to persuade in a presentation on the	TSWBAT use oral language to persuade in a presentation on the				
	assessed by the reading check at the end of the	Reformers of Chapter 12	Reformers of Chapter 12	Reformers of Chapter 12	Students will use reading skills to decode a test.			
	section. (14.1)	TSWBAT read an informational text to	TSWBAT read an informational text to	TSWBAT read an informational text to				
	Students will use reading skills to decode a text.	comprehend information assessed by the reading check at the end of the section. (14.2)	comprehend information assessed by the reading check at the end of the section. (14.3)	comprehend information assessed by the reading check at the end of the section. (14.4)				
Long Term Items	1	1. Students are using persuasive speaking and writing skills to persuade their peers that their chosen Reformer of Chapter 12. 2. Students will begin an oral interpretation of Lincoln's Gettysburg Address.						
Vocabulary	Sojourner Truth, Lucretia Mott, Elizabeth Cady Stanton, woman's suffrage, women's rights movement, Susan B. Anthony.	Sojourner Truth, Lucretia Mott, Elizabeth Cady Stanton, woman's suffrage, women's rights movement, Susan B. Anthony.	social reform, predestination, Charles Finney, revival, temperance movement, prohibition, Dorothea Dix, public school, Horace Mann	abolitionist, William Lloyd Garrison, Frederick Douglass, Harriet Tubman	Sojourner Truth, Lucretia Mott, Elizabeth Cady Stanton, woman's suffrage, women's rights movement, Susan B. Anthony.			

8th Grade U.S. History							
Standards	Content Expectations 8 – U.3.3.7. Using important documents (e.g., Mayflower Compact, Common Sersee, Description of Independence, Northwest Ordinance, Federalista Papers), government in the United States using the ideas of social compact ¹ , imited government, family and right, sight of revolution, separation of powers, bicameratism, republicanism, and popular participation in government.	Content Expectations 8 – U.3.3.7: Using important documents (e.g., Mayflower Compact, Common Sense, D. 1.3.3.7: Using important documents (e.g., Mayflower Compact, Common Sense, D. 1.3.3.7: Using important of independence, Northwest Ordination, Federalists Papers), government in the United States using the ideas of social compact, imited government, study right, sight of revolution, separation of powers, bicameralism, republicanism, and popular participation in government.	Content Expectations 8 – U.S.7. Using important documents (e.g., Mayflower Compact, Common Sense, D. Berlardson of Independence, Northwest Ordinance, Federalists Papers), programmer in the United States using the ideas of social compact, initial government, land inglish, gifty of revolution, separation of power, bicameratism, republicanism, and popular participation in government.	Content Expectations 8 – U.3.3.7. Using important documents (e.g., Mayflower Compact, Common Sense, D. 1.3.3.7. Using important documents (e.g., Mayflower Compact, Common Sense, D. 1.3.3.7. Using importance of the Common Sense, D. 1.3.3. Using the Sense of Social Compact, Immited government, Institute of Social Compact (immited government), and implication, separation of powers, bicamerialism, republicanism, and popular participation in government.	Content Expectations 8 – U.S.7. Using important documents (e.g., Mayflower Compact, Common Sense, D.S. artistion of Independence, Northwest Ordinance, Federalists Papers), government in the United States using the ideas of social compact, limited government, faustriphs, right of evolution, separation of powers, bicameralien, republicanism, and popular participation in government.		
	8 - F-1.1: Describe the isleas, experiences, and interactions that fillularoad the colonial decisions to decide independence by amplying a colonial ideas about government (e.g., limited government, republicamien, protecting individual rights and promoting the common experiences with self-government (e.g., House of Burgesses and fown meetings) - changing interactions with the royal government of Great British after the French and Indian War.	8 - F1.: Describe the ideas, experiences, and interactions that foliacened the closis's decisions to declare independence by analyzing - colonial ideas about government (e.g., limited government, republicament, protecting individual rights and promoting the common good, representative government, natural rights) - republications, protecting providers in the proceed to government (e.g., Touce of Burgesses and town meetings) - changing interactions with the royal government of Great Britain after the Fernich and Indian War.	8 - F.1: Describe the steas, experiences, and interactions that influenced the closist's decisions to decide independence by analyzing colonial ideas about government (e.g., limited government, republications; protecting individual right and promoting the common good, representable government, instant rights) and representable government (e.g., Stone of Burgesses and town meetings) investigations with the royal government of Great Britain after the Ferench and Indian War.	8 - F1.: Describe the ideas, experiences, and interactions that influenced the closis's decisions to decide independence by analyzing cotonial ideas about government (e.g., limited government, reputicianeum, protecting individual rights and promoting the common good, representable government, rehard rights) experience in the protection of the protec	8 - F.1: Describe the isless, experiences, and inferenctions that influenced the colorist's decisions to declare independence by analyzing colorial ideas should government (e.g., limited government, republicalments, protecting individual rights and promoting the common good, representative government, republicalments of protections and promoting the common good, representative government (e.g., flower of Eugensteas and lown meetings) the self-government (e.g., flower of Eugensteas and lown meetings) the self-government (e.g., flower of Eugensteas and lown meetings).		
	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 their reasons for separating from Great Britain.	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 - their reasons for separating from Great Britain.	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 their reasons for separating from Great Britain.	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 - their reasons for separating from Great Britain.	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 • their reasons for separating from Great Britain.		
	8 - F1.3. Describe the consequences of the American Revolution by analyzing the birth of an independent regulation government. - creation of Articles of Confederation. - changing views on feeding and equality. governments, between government and the governed, and among people.	8 - F1.2: Describe the consequences of the American Revolution by analyzing the - Similar for an independent republican government - creation of Articles of Confederation - changing views on Tereston and equality governments, believein government and the governed, and among people.*	8 - F12: Describe the consequences of the American Revolution by analyzing the bit of an independent republican government - creation of Articles of Confederation - changing views on Teachon and equality - confederation - changing views on Teachon and equality - governments, between government and the governed, and among people."	8 - F1.2: Describe the consequences of the American Revolution by analyzing the string of the consequence of the American Revolution by analyzing the creation of Articles of Confederation changing views on fereodom and equality governments, between government and the governed, and among people. ⁴	8 - F1.2: Describe the consequences of the American Revolution by analyzing the third of an independent regulation government - creation of Articles of Confederation - changing views on tendon and equality governments, between government and the governed, and among people. ⁴		
	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 – 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 – 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.3.3.1: 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' Rabellion, 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 – 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.	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.		
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Reformers project coming sometime this week.