

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	<p>Content Expectations: 7-4.H.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: 7-4.H.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: 7-4.H.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: 7-4.H.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: 7-4.H.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 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	<p>TSWBAT read an informational text to comprehend information assessed by the reading check at the end of the section. (14.1)</p> <p>Students will use reading skills to decode a text.</p>	<p>TSWBAT use oral language to persuade in a presentation on the Reformers of Chapter 12</p> <p>TSWBAT read an informational text to comprehend information assessed by the reading check at the end of the section. (14.2)</p>	<p>TSWBAT use oral language to persuade in a presentation on the Reformers of Chapter 12</p> <p>TSWBAT read an informational text to comprehend information assessed by the reading check at the end of the section. (14.3)</p>	<p>TSWBAT use oral language to persuade in a presentation on the Reformers of Chapter 12</p> <p>TSWBAT read an informational text to comprehend information assessed by the reading check at the end of the section. (14.4)</p>	<p>TSWBAT take a test on Chapter 14.</p> <p>Students will use reading skills to decode a test.</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. 2. Students will begin an oral interpretation of Lincoln's Gettysburg Address.</p>				
Vocabulary	<p>Sojourner Truth, Lucretia Mott, Elizabeth Cady Stanton, woman's suffrage, women's rights movement, Susan B. Anthony.</p>	<p>Sojourner Truth, Lucretia Mott, Elizabeth Cady Stanton, woman's suffrage, women's rights movement, Susan B. Anthony.</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

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	<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 - F1.1: 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 - F1.2: 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 - F1.3: 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.