

7th Grade World History

	Monday	Tuesday	Wednesday	Thursday	Friday
Objectives	<p>TSWBAT use reading skills to take a vocabulary test.</p> <p>TSW will use writing skills on a vocabulary test.</p>	<p>TSWBAT use reviewing skills to prepare for the end of the year assessment.</p> <p>TSW will use listening and writing skills to study for a test.</p>	<p>TSWBAT use reviewing skills to prepare for the end of the year assessment.</p> <p>TSW will use listening and writing skills to study for a test.</p>	<p>TSWBAT use decoding skills to take an end of year Common Assessment</p>	<p>TSWBAT use evaluation skills to decode a series of primary sources to draw a conclusion.</p> <p>TSW will use reading and oral skills to derive meaning and determine a conclusion.</p>
Vocabulary	See Vocabulary Journals	See Vocabulary Journals	See Vocabulary Journals	See Vocabulary Journals	See Vocabulary Journals
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	<p>TSWBAT review for common assessments.</p> <p>TSWBAT use reading skills to decode a test.</p>	<p>TSWBAT review for common assessments.</p> <p>TSWBAT use reading skills to decode a test.</p>	<p>TSWBAT review for common assessments.</p> <p>TSWBAT use reading skills to decode a test.</p> <p>High School Graduation Day</p>	<p>TSWBAT review for common assessments.</p> <p>TSWBAT use reading skills to decode a test.</p>	Cedar Point Day
Long Term Items	1. Students are using persuasive speaking and writing skills to persuade their peers that their chosen Reformer of Chapter 12. 2. Students will practice an oral interpretation of Lincoln's Gettysburg Address.				
Vocabulary					
Standards	<p>Content Expectations 8 – U3.3.7: Using important documents (e.g., Mayflower Compact, Common Sense, Declaration of Independence, Northwest Ordinance, Federalist Papers), describe the historical and philosophical origins of constitutional government in the United States using the ideas of social compact, limited government, natural rights, right of revolution, separation of powers, bicameralism, republicanism, and popular participation in government.</p> <p>8 – Ft.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 – Ft.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 – Ft.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. <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><small>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." 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>Content Expectations 8 – U3.3.7: Using important documents (e.g., Mayflower Compact, Common Sense, Declaration of Independence, Northwest Ordinance, Federalist Papers), describe the historical and philosophical origins of constitutional government in the United States using the ideas of social compact, limited government, natural rights, right of revolution, separation of powers, bicameralism, republicanism, and popular participation in government.</p> <p>8 – Ft.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 – Ft.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 – Ft.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. <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><small>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." 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>Content Expectations 8 – U3.3.7: Using important documents (e.g., Mayflower Compact, Common Sense, Declaration of Independence, Northwest Ordinance, Federalist Papers), describe the historical and philosophical origins of constitutional government in the United States using the ideas of social compact, limited government, natural rights, right of revolution, separation of powers, bicameralism, republicanism, and popular participation in government.</p> <p>8 – Ft.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 – Ft.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 – Ft.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. <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><small>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." 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>Content Expectations 8 – U3.3.7: Using important documents (e.g., Mayflower Compact, Common Sense, Declaration of Independence, Northwest Ordinance, Federalist Papers), describe the historical and philosophical origins of constitutional government in the United States using the ideas of social compact, limited government, natural rights, right of revolution, separation of powers, bicameralism, republicanism, and popular participation in government.</p> <p>8 – Ft.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 – Ft.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 – Ft.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. <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><small>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." 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>Content Expectations 8 – U3.3.7: Using important documents (e.g., Mayflower Compact, Common Sense, Declaration of Independence, Northwest Ordinance, Federalist Papers), describe the historical and philosophical origins of constitutional government in the United States using the ideas of social compact, limited government, natural rights, right of revolution, separation of powers, bicameralism, republicanism, and popular participation in government.</p> <p>8 – Ft.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 – Ft.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 – Ft.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. <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><small>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." 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>

Reformers project continuing this week.

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