7th Grade World History									
	Monday	Tuesday	Wednesday	Thursday	Friday				
Objectives	TSWBAT use reading skills to take a vocabulary test. TSW will use writing skills on a vocabulary test.	TSWBAT use reviewing skills to prepare for the end of the year assessment. TSW will use listening and writing skills to study for a test.	TSWBAT use reviewing skills to prepare for the end of the year assessment. TSW will use listening and writing skills to study for a test.	TSWBAT use decoding skills to take an end of year Common Assessment	TSWBAT use evaluation skills to decode a series of primary sources to draw a conclusion. TSW will use reading and oral skills to derive meaning and determine a conclusion.				
Vocabulary	See Vocabulary Journals	See Vocabulary Journals	See Vocabulary Journals	See Vocabulary Journals	See Vocabulary Journals				
Standards	Content Expectations: 7-747.2.4. Compare and evaluate competing historical perspectives about the past based on proof. Common Care State Standards: WHST-6-8.0. Those other and coherent writing in which the development, or produce other and coherent writing in which the development, or produce other and coherent writing in which the development, or produce other and other are appropriate to task, purpose, and audience. WHST-6-8.0. Scatter relevant information from multiple print and digital sources, using search tenses effectively, assess the credibility and accuracy of each swart tense effectively, assess the credibility and accuracy of each swart tense effectively, assess the credibility and accuracy of others while avoiding plagisarism and following a standard format for otherion. WHST-6-8.10. Write routinely over extended time frames (as imple sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Content Expectations: 7-M1.2.4: Compare and evaluate competing historical perspectives about the past based on proof. Common Care State Standards: WHST.6-8.4. Prophose other and coherent writing in which the development, organization, and sylve are appropriate to task, purpose, and audience, organization, and sylve are appropriate to task, purpose, and audience, search terms effectively, satests the creditility and accuracy of ends source, and quote or parahyses the data and conclusions of others white avoiding plagistram and following a standard format for citation. WHST.6-8.10. Where couldn't personal time frames (line 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. 7-741.2.4. Compare and evaluate competing historical perspectives about the past based on proof. Common Care State Speaderts: WHST.6-8.4. Produce stear and coherent writing in which the development, organization, and ship are appropriate to task, purpose, and sudience, organization, and ship are appropriate to task, purpose, and sudience, organization, and ship are appropriate to task, purpose, and sudience, which is a second or the control of	Content Expectations. 7-41.2.4. Compare and evaluate competing historical perspectives about the past based on proof. Common Care State Spanderds: WHST.6-8.4. Profession and ship expectation in which the development, organization, and ship ear experposite to task, purpose, and audience, organization, and ship ear experposite to task, purpose, and audience, organization, and ship ear experposite to task, purpose, and audience, search terms effectively, assess the endeatily and accuracy of each search terms effectively, assess the endeatily and accuracy of each while exoding plagisters man disclosuring a standard format for clastion. WHST.6-8.1 no "Wite routinely one extended time frames (line 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.	Contest Experiations: 741.2.4 Compass and evaluate competing historical perspectives about the past based on prof. Common Core State Standards: WHST.6.4.6 Those score and coherent wisting in which the development, organization, and siyle are appropriate to task, purpose, and sudence, organization, and siyle are appropriate to task, purpose, and sudence, organization, and siyle are appropriate to task, purpose, and sudence, susing search terms effectively, seeses the ordibility and sociary of each source, and quote or paraphrase the data not conclusions of others white avoiding legislarism and following a standard formal for citation. WHST.6.9.10 With countey over extended time frames (time or effection and revision) and shorter time frames (as single sitting or a day or two) for a range of disoptine-specific tasks, purposes, and audiences.				

		8th Grade	U.S. History		
	Monday	Tuesday	Wednesday	Thursday	Friday
Objectives	TSWBAT review for common assessments.	Cedar Point Day			
	TSWBAT use reading skills to decode a test.	TSWBAT use reading skills to decode a test.	TSWBAT use reading skills to decode a test.	TSWBAT use reading skills to decode a test.	
			High School Graduation Day		
Long Term Items	,	uasive speaking and writing setation of Lincoln's Gettysbu		that their chosen Reformer	of Chapter 12. 2. Students
Vocabulary					
Standards	Content Expectations 8 - U.3.3.7. Lising important documents (e.g., Mayflower Compact, Common Sense, Declaration of Independence, Northwest Ordinance, Federalisa Papers), Declaration of Independence, Northwest Ordinance, Federalisa Papers), and the Compact of Independence of Independe	Content Expectations 8 – U.3.3.7: Using important documents (e.g., Mayflower Compact, Common Sense, 1-1.3.3.7: Using important documents (e.g., Mayflower Compact, Common Sense, 1-1.3.3.7: Using important documents (e.g., Mayflower Compact, Common Sense, 1-1.3.3.7: Using important of the Compact, Common Sense, 1-1.3.7: Using important of the United States using the ideas of social compact, 1-1.3.7: In the Compact of the Com	Content Expectations 8 – U.S. 27: Using important documents (e.g., Maysflower Compact, Common Sense, December 1997, 1998). The Common Sense Compact Compac	Content Expectations 8 – U.3.7. Using important documents (e.g., Mayfower Compact, Common Sense, Definition of Independence, Northwest Ordinance, Federalist Papers), government in the United States using the ideas of social compact ¹ , inited government, barrier gibts, right of evolution, separation of government in the United States using the ideas of social compact ¹ , inited government, barrier gibts, right of evolution, separation of government. 8 - F.1.1: Describe he ideas, experiences, and interactions that influenced the colonistic decisions to declare independence by analyzing of colonial deas about government (e.g., Initial government, republicamient, protecting infoldual rights and promoting the common experiences with self-government (e.g., Initial Government (e.g., Initial G	Content Expectations 8 – US3.27: Using important documents (e.g., Mayflower Compact, Common Sense 10.3.20: The content of Independence, Northwest Ordinance, Federalists Pipper government in the United States using the steas of nocial compact, finited government, states (rights, right of revolution, separation of government), and production, and production, separation of preserver. 8 - F.F.: Description of the content of
	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.	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	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	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	8 - F1.2: Using the Declaration of Independence, including the grievances at the end of the document, describe the role this document played in express colorists' views of government - their reasons for separating from Great Britain.
	their reasons for separating from Great Britain. 8 - F.1.3: Describe the consequences of the American Revolution by analyzing the brit of an independent regulations government creation of Articles of Cortificentation changing views on freedom and equality and concerns over distribution of power within jand behaven) period. people. 2 - People. 2 - People. 3 - People. 3 - People. 4 - People. 5 - People. 5 - People. 6 - People. 6 - People. 6 - People. 6 - People. 7 - People. 7 - People. 8 - People. 8 - People. 8 - People. 9 - Peop	 their reasons for separating from Great Britain. 8 - F1.3: Describe the consequences of the American Revolution by analyzing the birth of an independent republican government creation of Articles of Confederation changing views on feecon and equality and concerns over distribution of goner within jand between joint of the governed, and among people. 	their reasons for separating from Genal British. 8 - F1.3: Describe the consequences of the American Revolution by analyzing the birth of an independent republican government creation of Articles of Confederation changing views on threadon and equality and concerns over distribution of power within [and between] proof. 2 - The Description of the General State of Section of the General State of Section of the General State of Section of Section Sec	 their reasons for separating from Genal Britain. F1.3: Describe the consequences of the American Revolution by analyzing the birth of an independent republican government creation of Articles of Confederation changing views on feedom and equality and concerns over distribution of power within (and between) power of the power of the government, and among power of the government and the government, and among power of the government and the government, and among power of the government and the government, and among power of the government and the government and	** refer reasons to separating from treats britain. 8 - F1.3: Describe the consequences of the American Revolution by analyzing the state of the American government. - creation of Amisses of Confederating operament. - changing views on freedom and equality - and concerns over disclusion of power within [and between] governments, between government and the governed, and among people.
	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' Rebellion, disputes over western land).	8 – U.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, disouses 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 Articl 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	8 – U.3.3.2: Identify (the major) economic and political questions facing the nation	8 – U3.3.2: Identify [the major] economic and political questions facing the nation	
	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 – U.S.3.2: Identify [the major] economic and political questions tacing the nation during the period of the Articles of Confederation and the opening of the Constitutional Convention.	during the period of the Articles of Confederation and the opening of the Constitutional Convention.	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.

Reformers project continuing this week.