7th Grade World History								
	Monday	Tuesday	Wednesday	Thursday	Friday			
Objectives	TSWBAT explain three distinct spacial categories: continents, hemispheres and other "invented" categories like "Afroeurasia". TSW will use writing skills to copy vocabulary into their Vocabulary Journals. (School Improvement Goal)	TSWBAT explain three distinct spacial categories: continents, hemispheres and other "invented" categories like "Afroeurasia". TSW will use writing skills to copy vocabulary into their Vocabulary Journals. (School Improvement Goal)	TSWBAT review vocabulary from lessons 7-9 for a test. TSW use oral language to explain the tools historians use to understand the past. We will be evaluating national election results also.	TSWBAT take a test on lessons 7-9. TSW use reading skills to read test questions.	TSWBAT complete a study guide in preparation for a Unit 1 Common Assessment TSW use oral skills to communicate academic language to peers.			
Vocabulary	geographic features, spatial scales.	geographic features, spatial scales.	geographic features, spatial scales.					
Standards	Content Expectations: 7.471.2.6 Compare and evaluate competing historical perspectives about the past 7.471.2.6 Compare and evaluate competing historical perspectives about the past 7.471.2.6.7 Compare and evaluate competing historical perspectives WHOT 6.4.6.1 Compare and evaluate the second perspective of	Content Expectations: 7/47.2.4. Compare and valuate competing historical perspectives about the past Example on proof. Common Core State Standards: WHST-6.4.8. To compare and valuate competing historical perspectives about the past WHST-6.4.8. Compare and valuate competing historical perspectives about the past WHST-6.4.8. Cather retrieval information from table particular to table, purpose, and sudence. WHST-6.4.8. Cather retrieval information from table particular to table, purpose, and sudence. while continue particular to table the data and conclusions of others while oxiding particular and following a stated format for cation. WHST-6.4.10. White routinety over extended time frames (time for retrieval model) and while routine point over extended tables, purpose, and sudence. WHST-6.4.10. White routinety over extended time frames (time for retrieval model) and model model.	Content Expectations: 74/1.2. & Compare and waluate competing historical perspectives about the past that a second on proof. Common Core State Standards: WHST-6.4.8. Produce observed willing in which the development. WHST-6.4.8. Catter metered information from multiple print and digital assumes, using second proof of paraphrase the data and conclusions of others will evoding plagmant, seases the rededitive of and accuracy of each source, and quote or paraphrase the data and conclusions of others will evoding plagmant and following a stated from the cataon. WHST-6.4.10: White routiney over extended time frames (time for reflection and ready and discound or the frames (a single stating or a day or two) for a range of discipline-specific tasks, purpose, and audiences.	Content Expectations: 7-41.2. & Compare and evaluate competing historical perspectives about the past task of proof. Common Core State Standerste: WHST-6.4. Productionation and evaluate unifugi in which the devalopment. WHST-6.4. Collevel intervent information from nullifiely print and digital sources, using source; and quote or panephrase the data and conclusions of others while source groups and the source of the source of the source of the source; and quote or panephrase the data and conclusions of others while source of panephrase the fames (the line attract formation for a source) or the source of the source in the source of the source o	Content Expectations: 7-41-2. Compare and valuate competing historical perspectives about the past task and on proof. Common Core State Standards: WHST-6-8. Produce task and columnt writing in which the development. WHST-6-8. Could be an end of the state of the state of the state of the state state of the state of the state of the state of the state of the state which could be an end of the state of the state of the state of the state which could be an end of the state of the state of the state while avoiding plaquime manse (black and conclusions of others while avoiding plaquime manse) (black and conclusions of others while avoiding black and the manse) (black and conclusions of advective) or a range of discipline-specific basis, purposes, and audiences.			

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

8th Grade U.S. History								
	Monday	Tuesday	Wednesday	Thursday	Friday			
Objectives	TSWBAT take a Chapter 7 Pretest and go over the results of the Chapter 6 test. TSW will use reading skills to examine their own answers to the Chapter 6 test.	TSWBAT read Chapter 7, Section 1 and derive information from the text. TSW use reading skills to decode an informational text.	TSWBAT describe the government under the Articles of Confederation. Students will use listening skills to understand an informational text.	TSWBAT read Chapter 7, Section 2 and derive information from the text. Students will use reading skills to decode an informational text's questions.	TSWBAT explain how the Great Compromise benefitted both large and small states. TSW use oral language to debate the Virginia and the New Jersey Plans.			
Vocabulary		minimize, derive, constitution, executive, economic depression, Daniel Shays	minimize, derive, constitution, executive, economic depression, Daniel Shays	James Madison, judicial branch, Roger Sherman, James Wilson, compromise, Gouveneur Morris.	James Madison, judicial branch, Roger Sherman, James Wilson, compromise, Gouveneur Morris.			

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

8th Grade U.S. History

andards	Content Expectations 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 compact ¹ ,	Content Expectations 8 − U.3.3.7. 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 compact ¹ ,	Content Expectations 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 ordina of constitutional government in the United States using the ideas of social compact ¹ ,	Content Expectations 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 compact ¹ ,	Standard 1: Scarcity
	limited government, natural rights, right of revolution, separation of powers, bicameralism, republicanism, and popular participation in government.	imited government, natural rights, right of revolution, separation of powers, bicameralism, republicanism, and popular participation in government.	limited government, natural rights, right of revolution, separation of powers, bicameralism, republicanism, and popular participation in government.	limited government, natural rights, right of revolution, separation of powers, bicameralism, republicanism, and popular participation in government.	Productive resources are limited. Then people cannot have all the goods and
	8 - F1.1: Describe the issue, superinteraction, and interactions that influenced the colonist declaration describes relationship and an and an analysis of the second s	8 - F1: Describe the ideas, experiences, and interactions that influenced the control decisions to decise midependence of a markying - cost of the second second second second second second oppolicitation, protecting individual rights and perioditis the control oppolicitation, protecting individual rights and perioditis the control oppolicitation, protecting advantage of the second - charging interactions with the right government of Great titatian after - charging interactions with the right government of Great titatian after - charging interactions with the right government of Great titatian after - charging interactions with the right government of Great titatian after - charging interactions and second second - charging interactions with the right government of Great titatian after - charging interactions second seco	8 - F.F.: Describe the ideas, experiences, and interactions that influenced the choice of the second second second second second second second second expedication, producting individual rights and promoting the common good, representative government, nature rights) experiences with self-government (e.g., House of Burgesses and town of the second second second second second second second second object of the second second second second second second second second second second second second second second object of the second s	8 - F.T.: Describe the steaks, experiences, and interactions that influenced the colonistic decisions to decisien independence by analyzing expeditionation, producting individual to gains and percenting the common good, representative percention, inducting the total of the experiences with saff-government, related rights) experiences with saff-government of Cesa Bittains after dependences with the royal government of Cesa Bittains after experiences.	services they want; as a result, they m choose some things and give up othe
	the French and Indian War. 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	the French and Indian War. 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 - colonistic views of docemment	the French and Indian War. 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 - colonist's views of docement	the French and Indian War. 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 - colonist's views of doverment	Like individuals, governments and societies experience scarcity becaus human wants exceed what can be m
	 their reasons for separating from Creat Britain. <i>δ</i> - <i>F1</i>.3. Describe the consequences of the Amarican Revolution by analyzing the brit of a incategoreant republican government. creation of Articles of Consideration my Version and Consequences of the Amarican of Articles of Constraints. characting views on Statistication of power within (and between) government, between government, and among people. 	 their reasons for separating from Great Britain. F1.3: Describe the consequences of the American Revolution by analyzing the brit of an independent republican government creation of Articles of Confederation dharings levers on thereadon and equality and concerns over distribution of power within (and between) possible. 	their reasons for separating from Great Britisin. S - F1.3: Describe the consequences of the American Revolution by analyzing the brit of an indegeneeting requiration and equations charging views on thereadon and equations charging views on thereadon and equations and concerns over distribution of power within (and between) and concerns over distribution of power within (and between) powers.	their reasons for separating from Great British. S - F1.3: Describe the consequences of the American Revolution by analyzing the brit of an independent republican government. creation of Articles of Confederation changing views on freedom and equality. and concerns oner distributions government and the governext, and among propole.	from all available resources. Choices involve trading off the exp value of one opportunity against the expected value of its best alternative
	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, chalenges 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 Confideration (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.3.1: 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 westimn land).	The choices people make have be present and future consequences. The evaluation of choices and
	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.	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.	opportunity costs is subjective; such evaluations differ across individuals
	¹ 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."	¹ 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.'	¹ 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."	¹ 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."	societies.
	'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.	³ 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.	³ 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.	² 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.	Standard 4: Incentives
					People respond predictably to posinegative incentives.
					Rewards are positive incentives the people better off.
					Penalties are negative incentives t make people worse off.
					Standard 15: Growth
					Investment in factories, machinery, technology, and in the health, educ and training of people can raise fut standards of living.
					Economic growth is a sustained ri nation's production of goods and se It results from investments in human physical capital, research and develo
					technological change, and improve institutional arrangements and ince Historically, economic growth has
					the primary vehicle for alleviating per and raising standards of living arour

I'll be showing parts of videos throughout the week on the French & Indian War as a prelude to the American Revolution to establish prior knowledge.

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