



2019-2020 History	
Date	Lesson
Wednesday 08/21/2019	<p>Opening Day</p> <p>Day: 1</p> <p>Essential Question:</p> <ul style="list-style-type: none"> • None <p>Key Vocabulary:</p> <ul style="list-style-type: none"> • none <p>Activating Strategies/Procedures: (Does it connect to previous learning content? Are students engaged?)</p> <ul style="list-style-type: none"> • Student Name Cards-Include Basic info and Interest (Siblings, Activities, Sports, Pets, Vacations, Fav Subject, Etc) but also the answer to the question: What do you want to get from this class. <p>Teaching Strategies Procedures: (Is logical sequence followed? Are activities varied to keep students fresh/focused?)</p> <ul style="list-style-type: none"> • Do any beginning of the year paperwork • Do the Activating Strategy • Go over rules and expectations • Distribute textbooks <p>Summarizing Strategies/Procedures: (Are higher level thinking skills present?)</p> <ul style="list-style-type: none"> • Thumbs up, Thumbs Down if they understand the classroom rules. <p>Modifications of Lesson:</p> <ul style="list-style-type: none"> • None should be needed, but circulate to make sure no one is having a hard time writing. <p>Assessments:</p> <ul style="list-style-type: none"> • Thumbs up, Thumbs down.
Thursday 08/22/2019	<p>Opening Day</p> <p>Day: 2</p> <p>Essential Question:</p> <ul style="list-style-type: none"> • None <p>Key Vocabulary:</p> <ul style="list-style-type: none"> • none <p>Activating Strategies/Procedures: (Does it connect to previous learning content? Are students engaged?)</p> <ul style="list-style-type: none"> • Student Name Cards-Include Basic info and Interest (Siblings, Activities, Sports, Pets, Vacations, Fav Subject, Etc) but also the answer to the question: What do you want to get from this class. <p>Teaching Strategies Procedures: (Is logical sequence followed? Are activities varied to keep students fresh/focused?)</p> <ul style="list-style-type: none"> • Do any beginning of the year paperwork • Do the Activating Strategy • Go over rules and expectations • Distribute textbooks <p>Summarizing Strategies/Procedures: (Are higher level thinking skills present?)</p> <ul style="list-style-type: none"> • Thumbs up, Thumbs Down if they understand the classroom rules. <p>Modifications of Lesson:</p> <ul style="list-style-type: none"> • None should be needed, but circulate to make sure no one is having a hard time writing. <p>Assessments:</p> <ul style="list-style-type: none"> • Thumbs up, Thumbs down.



<p>Friday 08/23/2019</p>	<p>A changing world</p> <p>Day: 3</p> <p>Essential Question:</p> <ul style="list-style-type: none"> Describe how changes in the world between 1000 and 1400 influenced Europeans. <p>Key Vocabulary, People, and Places:</p> <ul style="list-style-type: none"> Classical, Renaissance, Technology, Pilgrimage, Mosque Marco Polo Orient (the countries of Asia), Middle East (pg RA15 in text for map). Arab (a member of a Semitic people, originally from the Arabian peninsula and neighboring territories, inhabiting much of the Middle East and North Africa.), Nation State (a sovereign state whose citizens or subjects are relatively homogeneous in factors such as language or common descent.) <p>Activating Strategies/Procedures: (Does it connect to previous learning content? Are students engaged?)</p> <ul style="list-style-type: none"> Read Aloud: A European Story on page 38. Take student reactions and responses to the time it took to travel. <p>Teaching Strategies Procedures: (Is logical sequence followed? Are activities varied to keep students fresh/focused?)</p> <ul style="list-style-type: none"> A teacher read aloud with an occasional volunteer to gauge who my initial group leaders may be. Stop and pose standard based questions from the spreadsheet as we go. Students fill in a worksheet as we go. <p>Summarizing Strategies/Procedures: (Are higher level thinking skills present?)</p> <ul style="list-style-type: none"> Headline summaries: Students will write a 12-16 word newspaper headline that gives the main points of the lesson. <p>Modifications of Lesson:</p> <ul style="list-style-type: none"> Close distance on students who are having a hard time following along. <p>Assessments:</p> <ul style="list-style-type: none"> Chapter Exam Headline Summaries Reading Questions <p>Standards</p> <p>6.4.8.B Compare the standard of living in different times and places. Multinational and Non-Governmental Organizations</p> <p>7.2.8.A Explain the characteristics of places and regions. Physical Processes</p> <p>8.4.8.A Compare the role groups and individuals played in the social, political, cultural, and economic development throughout world history. Historical Documents, Artifacts, and Sites (World)</p> <p>8.4.8.B Illustrate how historical documents, artifacts, and sites are critical to world history. Impact of Continuity and Change (World)</p> <p>7.2.8.B Explain the physical processes that shape patterns on Earth's surface. Human Characteristics</p> <p>8.4.8.C Illustrate how continuity and change have impacted world history.</p> <ul style="list-style-type: none"> Belief systems and religions Commerce and industry Technology Politics and government Physical and human geography Social organizations Conflict and Cooperation (World)
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<p>Monday 08/26/2019</p>	<p>A changing world</p> <p>Day: 4</p> <p>Essential Question:</p> <ul style="list-style-type: none"> Describe how changes in the world between 1000 and 1400 influenced Europeans. <p>Key Vocabulary, People, and Places:</p> <ul style="list-style-type: none"> Classical, Renaissance, Technology, Pilgrimage, Mosque Marco Polo Orient (the countries of Asia), Middle East (pg RA15 in text for map). Arab (a member of a Semitic people, originally from the Arabian peninsula and neighboring territories, inhabiting much of the Middle East and North Africa.), Nation State (a sovereign state whose citizens or subjects are relatively homogeneous in factors such as language or common descent.) <p>Activating Strategies/Procedures: (Does it connect to previous learning content? Are students engaged?)</p> <ul style="list-style-type: none"> Read Aloud: A European Story on page 38. Take student reactions and responses to the time it took to travel. <p>Teaching Strategies Procedures: (Is logical sequence followed? Are activities varied to keep students fresh/focused?)</p> <ul style="list-style-type: none"> A teacher read aloud with an occasional volunteer to gauge who my initial group leaders may be. Stop and pose standard based questions from the spreadsheet as we go. Students fill in a worksheet as we go. <p>Summarizing Strategies/Procedures: (Are higher level thinking skills present?)</p> <ul style="list-style-type: none"> Headline summaries: Students will write a 12-16 word newspaper headline that gives the main points of the lesson. <p>Modifications of Lesson:</p> <ul style="list-style-type: none"> Close distance on students who are having a hard time following along. <p>Assessments:</p> <ul style="list-style-type: none"> Chapter Exam Headline Summaries Reading Questions <p>Standards</p> <p>6.4.8.B Compare the standard of living in different times and places. Multinational and Non-Governmental Organizations</p> <p>7.2.8.A Explain the characteristics of places and regions. Physical Processes</p> <p>8.4.8.A Compare the role groups and individuals played in the social, political, cultural, and economic development throughout world history. Historical Documents, Artifacts, and Sites (World)</p> <p>8.4.8.B Illustrate how historical documents, artifacts, and sites are critical to world history. Impact of Continuity and Change (World)</p> <p>7.2.8.B Explain the physical processes that shape patterns on Earth's surface. Human Characteristics</p> <p>8.4.8.C Illustrate how continuity and change have impacted world history.</p> <ul style="list-style-type: none"> Belief systems and religions Commerce and industry Technology Politics and government Physical and human geography Social organizations Conflict and Cooperation (World)
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<p>Tuesday 08/27/2019</p>	<p>Early Explorations</p> <p>Day: 5</p> <p>Essential Question:</p> <ul style="list-style-type: none"> Describe the consequences of Columbus' voyages. <p>Key Vocabulary, People, Places:</p> <ul style="list-style-type: none"> Strait, circumnavigate, Christopher Columbus, Henry the Navigator (Prince Henry), Vikings(800-900's visited Iceland and Greenland), Queen Isabella, Ferdinand Magellan Gold Coast (West coast of Africa), West Indies, Pacific Ocean, Atlantic Ocean, North Pole, South Pole <p>Activating Strategies/Procedures: (Does it connect to previous learning content? Are students engaged?)</p> <ul style="list-style-type: none"> Video Clip: http://www.youtube.com/watch?v=aF_unlvjccA <p>Teaching Strategies Procedures: (Is logical sequence followed? Are activities varied to keep students fresh/focused?)</p> <ul style="list-style-type: none"> Partner read pg 43-49. Complete graphic organizer on page 43. Answer Worksheet questions as they read. Student-led discussion based off of the worksheet. <p>Summarizing Strategies/Procedures: (Are higher level thinking skills present?)</p> <ul style="list-style-type: none"> Quick Write (Timed 2 minutes. Students must write the entire time: True or False Christopher Columbus discovered America. Defend your answer. <p>Modifications of Lesson:</p> <ul style="list-style-type: none"> Make sure low readers are with someone who can help them. The quick write may need to be bullet points for those who struggle writing. <p>Assessments:</p> <ul style="list-style-type: none"> Chapter Exam Question and answer. Quick Writes
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<p>Wednesday 08/28/2019</p>	<p>Early Explorations</p> <p>Day: 6</p> <p>Essential Question:</p> <ul style="list-style-type: none"> Describe the consequences of Columbus' voyages. <p>Key Vocabulary, People, Places:</p> <ul style="list-style-type: none"> Strait, circumnavigate, Christopher Columbus, Henry the Navigator (Prince Henry), Vikings(800-900's visited Iceland and Greenland), Queen Isabella, Ferdinand Magellan Gold Coast (West coast of Africa), West Indies, Pacific Ocean, Atlantic Ocean, North Pole, South Pole <p>Activating Strategies/Procedures: (Does it connect to previous learning content? Are students engaged?)</p> <ul style="list-style-type: none"> Video Clip: http://www.youtube.com/watch?v=aF_unlvjccA <p>Teaching Strategies Procedures: (Is logical sequence followed? Are activities varied to keep students fresh/focused?)</p> <ul style="list-style-type: none"> Partner read pg 43-49. Complete graphic organizer on page 43. Answer Worksheet questions as they read. Student-led discussion based off of the worksheet. <p>Summarizing Strategies/Procedures: (Are higher level thinking skills present?)</p> <ul style="list-style-type: none"> Quick Write (Timed 2 minutes. Students must write the entire time: True or False Christopher Columbus discovered America. Defend your answer. <p>Modifications of Lesson:</p> <ul style="list-style-type: none"> Make sure low readers are with someone who can help them. The quick write may need to be bullet points for those who struggle writing. <p>Assessments:</p> <ul style="list-style-type: none"> Chapter Exam Question and answer. Quick Writes <p>Standards</p> <p>8.4.8.A Compare the role groups and individuals played in the social, political, cultural, and economic development throughout world history. Historical Documents, Artifacts, and Sites (World)</p>
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<p>Thursday 08/29/2019</p>	<p>Spain in America</p> <p>Day: 7</p> <p>Essential Question:</p> <ul style="list-style-type: none"> Describe the consequences of Spanish interaction with Native American peoples. <p>Key Vocabulary, People, and Places:</p> <ul style="list-style-type: none"> Conquistador, Tribute, Pueblo, Mission, Presidio, Plantation, Hernan Cortes (conquered the Aztec), Fransico Pizzaro (conquered the Inca) St. Augustine (first Spanish settlement in North America) <p>Activating Strategies/Procedures: (Does it connect to previous learning content? Are students engaged?)</p> <ul style="list-style-type: none"> Turn and Talk: What sacrifices would you make to find riches? <p>Teaching Strategies Procedures: (Is logical sequence followed? Are activities varied to keep students fresh/focused?)</p> <ul style="list-style-type: none"> Partner read: Pgs 51-55 Recreate the T chart on page 51 and complete in a notebook as they read. Complete worksheet Student-Led discussion using the worksheet. <p>Summarizing Strategies/Procedures: (Are higher level thinking skills present?)</p> <ul style="list-style-type: none"> Think-Pair-Share: What were the consequences of Spanish interaction with Native American peoples <p>Modifications of Lesson:</p> <ul style="list-style-type: none"> Make sure low-level readers are with someone who can help Sit in with students who may struggle. <p>Assessments:</p> <ul style="list-style-type: none"> Chapter Exam Student Discussion Think-Pair-Share
<p>Friday 08/30/2019</p>	<p>Spain in America</p> <p>Day: 8</p> <p>Essential Question: Describe the consequences of Spanish interaction with Native American peoples.</p> <p>Key Vocabulary, People, and Places:</p> <ul style="list-style-type: none"> Conquistador, Tribute, Pueblo, Mission, Presidio, Plantation, Hernan Cortes (conquered the Aztec), Fransico Pizzaro (conquered the Inca) St. Augustine (first Spanish settlement in North America) <p>Activating Strategies/Procedures: (Does it connect to previous learning content? Are students engaged?)</p> <ul style="list-style-type: none"> Turn and Talk: What sacrifices would you make to find riches? <p>Teaching Strategies Procedures: (Is logical sequence followed? Are activities varied to keep students fresh/focused?)</p> <ul style="list-style-type: none"> Partner read: Pgs 51-55 Recreate the T chart on page 51 and complete in a notebook as they read. Complete worksheet Student-Led discussion using the worksheet. <p>Summarizing Strategies/Procedures: (Are higher level thinking skills present?)</p> <ul style="list-style-type: none"> Think-Pair-Share: What were the consequences of Spanish interaction with Native American peoples <p>Modifications of Lesson:</p> <ul style="list-style-type: none"> Make sure low-level readers are with someone who can help Sit in with students who may struggle. <p>Assessments:</p> <ul style="list-style-type: none"> Chapter Exam Student Discussion Think-Pair-Share



<p>Tuesday 09/03/2019</p>	<p>Exploring North America</p> <p>Day: 9</p> <p>Essential Question:</p> <ul style="list-style-type: none"> • Explain the reasons why people wanted to explore North America. <p>Key Vocabulary, People, Places:</p> <ul style="list-style-type: none"> • Mercantilism, Columbian Exchange, Northwest Passage • Martin Luther (Inspired the Protestant Reformation) John Cabot (Newfoundland) Verranzo (Nova Scotia to the Carolinas) Jacques Cartier (St Lawrence River, Montreal), Henry Hudson (Hudson Bay)Samuel De Champlain (Quebec) <p>Activating Strategies/Procedures: (Does it connect to previous learning content? Are students engaged?)</p> <ul style="list-style-type: none"> • Turn and Talk: What are some reason why people may go look for a new place to live? <p>Teaching Strategies Procedures: (Is logical sequence followed? Are activities varied to keep students fresh/focused?)</p> <ul style="list-style-type: none"> • Jigsaw each of the subtopics. • Each group is responsible for "their" section of the worksheet. It will be completed in the second grouping. • Teacher Led discussion to pull it all together. <p>Summarizing Strategies/Procedures: (Are higher level thinking skills present?)</p> <ul style="list-style-type: none"> • Thumbs Up, Thumbs Down: Explain the reasons why people wanted to explore North America. Call on thumbs up to explain. <p>Modifications of Lesson:</p> <ul style="list-style-type: none"> • Lower level students may need some help through this activity. Be sure to be available. <p>Assessments:</p> <ul style="list-style-type: none"> • Chapter Exam • Discussion • Thumbs up, Thumbs down. <p>Standards</p> <p>8.4.8.C Illustrate how continuity and change have impacted world history.</p> <ul style="list-style-type: none"> • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations Conflict and Cooperation (World) <p>8.3.8.C Summarize how continuity and change have impacted U.S. history.</p> <ul style="list-style-type: none"> • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations Conflict and Cooperation (US)
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<p>Wednesday 09/04/2019</p>	<p>Exploring North America</p> <p>Day: 10</p> <p>Essential Question:</p> <ul style="list-style-type: none"> • Explain the reasons why people wanted to explore North America. <p>Key Vocabulary, People, Places:</p> <ul style="list-style-type: none"> • Mercantilism, Columbian Exchange, Northwest Passage • Martin Luther (Inspired the Protestant Reformation) John Cabot (Newfoundland) Verranzo (Nova Scotia to the Carolinas) Jacques Cartier (St Lawrence River, Montreal), Henry Hudson (Hudson Bay)Samuel De Champlain (Quebec) <p>Activating Strategies/Procedures: (Does it connect to previous learning content? Are students engaged?)</p> <ul style="list-style-type: none"> • Turn and Talk: What are some reason why people may go look for a new place to live? <p>Teaching Strategies Procedures: (Is logical sequence followed? Are activities varied to keep students fresh/focused?)</p> <ul style="list-style-type: none"> • Jigsaw each of the subtopics. • Each group is responsible for "their" section of the worksheet. It will be completed in the second grouping. • Teacher Led discussion to pull it all together. <p>Summarizing Strategies/Procedures: (Are higher level thinking skills present?)</p> <ul style="list-style-type: none"> • Thumbs Up, Thumbs Down: Explain the reasons why people wanted to explore North America. Call on thumbs up to explain. <p>Modifications of Lesson:</p> <ul style="list-style-type: none"> • Lower level students may need some help through this activity. Be sure to be available. <p>Assessments:</p> <ul style="list-style-type: none"> • Chapter Exam • Discussion • Thumbs up, Thumbs down. <p>Standards</p> <p>8.4.8.C Illustrate how continuity and change have impacted world history.</p> <ul style="list-style-type: none"> • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations Conflict and Cooperation (World) <p>8.3.8.C Summarize how continuity and change have impacted U.S. history.</p> <ul style="list-style-type: none"> • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations Conflict and Cooperation (US)
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<p>Thursday 09/05/2019</p>	<p>Exploring North America</p> <p>Day: 11</p> <p>Essential Question:</p> <ul style="list-style-type: none"> • Explain the reasons why people wanted to explore North America. <p>Key Vocabulary, People, Places:</p> <ul style="list-style-type: none"> • Mercantilism, Columbian Exchange, Northwest Passage • Martin Luther (Inspired the Protestant Reformation) John Cabot (Newfoundland) Verranzo (Nova Scotia to the Carolinas) Jacques Cartier (St Lawrence River, Montreal), Henry Hudson (Hudson Bay)Samuel De Champlain (Quebec) <p>Activating Strategies/Procedures: (Does it connect to previous learning content? Are students engaged?)</p> <ul style="list-style-type: none"> • Turn and Talk: What are some reason why people may go look for a new place to live? <p>Teaching Strategies Procedures: (Is logical sequence followed? Are activities varied to keep students fresh/focused?)</p> <ul style="list-style-type: none"> • Jigsaw each of the subtopics. • Each group is responsible for "their" section of the worksheet. It will be completed in the second grouping. • Teacher Led discussion to pull it all together. <p>Summarizing Strategies/Procedures: (Are higher level thinking skills present?)</p> <ul style="list-style-type: none"> • Thumbs Up, Thumbs Down: Explain the reasons why people wanted to explore North America. Call on thumbs up to explain. <p>Modifications of Lesson:</p> <ul style="list-style-type: none"> • Lower level students may need some help through this activity. Be sure to be available. <p>Assessments:</p> <ul style="list-style-type: none"> • Chapter Exam • Discussion • Thumbs up, Thumbs down. <p>Standards</p> <p>8.4.8.C Illustrate how continuity and change have impacted world history.</p> <ul style="list-style-type: none"> • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations Conflict and Cooperation (World) <p>8.3.8.C Summarize how continuity and change have impacted U.S. history.</p> <ul style="list-style-type: none"> • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations Conflict and Cooperation (US)
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<p>Friday 09/06/2019</p>	<p>Chapter Review</p> <p>Day: 12</p> <p>Essential Question:</p> <ul style="list-style-type: none"> Chapter Review <p>Key Vocabulary:</p> <ul style="list-style-type: none"> Mercantilism, Presidio, Classical, Strait, Tribute, Plantation, Technology, Pilgrimage, Conquistador, Mission <p>Activating Strategies/Procedures: (Does it connect to previous learning content? Are students engaged?)</p> <ul style="list-style-type: none"> Think-Pair-Share: Explain how the arrival of Europeans affected Native American empires. <p>Teaching Strategies Procedures: (Is logical sequence followed? Are activities varied to keep students fresh/focused?)</p> <ul style="list-style-type: none"> Students complete the study guide in small groups. Student-led study guide check. With a student recorder. <p>Summarizing Strategies/Procedures: (Are higher level thinking skills present?)</p> <ul style="list-style-type: none"> The entire lesson is a review. <p>Modifications of Lesson:</p> <ul style="list-style-type: none"> Students receive a separate study guide according to IEP <p>Assessments:</p> <ul style="list-style-type: none"> Chapter Exam Student responses <p>Standards</p> <p>8.3.8.C Summarize how continuity and change have impacted U.S. history.</p> <ul style="list-style-type: none"> Belief systems and religions Commerce and industry Technology Politics and government Physical and human geography Social organizations Conflict and Cooperation (US) <p>8.4.8.C Illustrate how continuity and change have impacted world history.</p> <ul style="list-style-type: none"> Belief systems and religions Commerce and industry Technology Politics and government Physical and human geography Social organizations Conflict and Cooperation (World) <p>8.4.8.A Compare the role groups and individuals played in the social, political, cultural, and economic development throughout world history. Historical Documents, Artifacts, and Sites (World)</p> <p>8.4.8.D Compare conflict and cooperation among groups and organizations which have impacted the history and development of the world.</p> <p>7.2.8.A Explain the characteristics of places and regions. Physical Processes</p> <p>7.2.8.B Explain the physical processes that shape patterns on Earth's surface. Human Characteristics</p>
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<p>Monday 09/09/2019</p>	<p>Chapter Review</p> <p>Day: 13</p> <p>Essential Question:</p> <ul style="list-style-type: none"> • Chapter Review <p>Key Vocabulary:</p> <ul style="list-style-type: none"> • Mercantilism, Presidio, Classical, Strait, Tribute, Plantation, Technology, Pilgrimage, Conquistador, Mission <p>Activating Strategies/Procedures: (Does it connect to previous learning content? Are students engaged?)</p> <ul style="list-style-type: none"> • Think-Pair-Share: Explain how the arrival of Europeans affected Native American empires. <p>Teaching Strategies Procedures: (Is logical sequence followed? Are activities varied to keep students fresh/focused?)</p> <ul style="list-style-type: none"> • Students complete the study guide in small groups. • Student-led study guide check. With a student recorder. <p>Summarizing Strategies/Procedures: (Are higher level thinking skills present?)</p> <ul style="list-style-type: none"> • The entire lesson is a review. <p>Modifications of Lesson:</p> <ul style="list-style-type: none"> • Students receive a separate study guide according to IEP <p>Assessments:</p> <ul style="list-style-type: none"> • Chapter Exam • Student responses <p>Standards</p> <p>8.3.8.C Summarize how continuity and change have impacted U.S. history.</p> <ul style="list-style-type: none"> • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations Conflict and Cooperation (US) <p>8.4.8.C Illustrate how continuity and change have impacted world history.</p> <ul style="list-style-type: none"> • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations Conflict and Cooperation (World) <p>8.4.8.A Compare the role groups and individuals played in the social, political, cultural, and economic development throughout world history. Historical Documents, Artifacts, and Sites (World)</p> <p>8.4.8.D Compare conflict and cooperation among groups and organizations which have impacted the history and development of the world.</p> <p>7.2.8.A Explain the characteristics of places and regions. Physical Processes</p> <p>7.2.8.B Explain the physical processes that shape patterns on Earth's surface. Human Characteristics</p>
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<p>Tuesday 09/10/2019</p>	<p>Chapter Review</p> <p>Day:14</p> <p>Essential Question:</p> <ul style="list-style-type: none"> • Chapter Review <p>Key Vocabulary:</p> <ul style="list-style-type: none"> • Mercantilism, Presidio, Classical, Strait, Tribute, Plantation, Technology, Pilgrimage, Conquistador, Mission <p>Activating Strategies/Procedures: (Does it connect to previous learning content? Are students engaged?)</p> <ul style="list-style-type: none"> • Review Day. <p>Teaching Strategies Procedures: (Is logical sequence followed? Are activities varied to keep students fresh/focused?)</p> <ul style="list-style-type: none"> • Speed Study <p>Summarizing Strategies/Procedures: (Are higher level thinking skills present?)</p> <ul style="list-style-type: none"> • The entire lesson is a review. <p>Modifications of Lesson:</p> <ul style="list-style-type: none"> • Careful with student groupings. Watch for ability and behavior. <p>Assessments:</p> <ul style="list-style-type: none"> • Chapter Exam • Student responses <p>Standards</p> <p>8.3.8.C Summarize how continuity and change have impacted U.S. history.</p> <ul style="list-style-type: none"> • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations Conflict and Cooperation (US) <p>8.4.8.C Illustrate how continuity and change have impacted world history.</p> <ul style="list-style-type: none"> • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations Conflict and Cooperation (World) <p>8.4.8.A Compare the role groups and individuals played in the social, political, cultural, and economic development throughout world history. Historical Documents, Artifacts, and Sites (World)</p> <p>8.4.8.D Compare conflict and cooperation among groups and organizations which have impacted the history and development of the world.</p> <p>7.2.8.A Explain the characteristics of places and regions. Physical Processes</p> <p>7.2.8.B Explain the physical processes that shape patterns on Earth's surface. Human Characteristics</p>
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<p>Wednesday 09/11/2019</p>	<p>Chapter Exam</p> <p>Day: 15</p> <p>Essential Question:</p> <ul style="list-style-type: none"> • Chapter Review <p>Key Vocabulary:</p> <ul style="list-style-type: none"> • Mercantilism, Presidio, Classical, Strait, Tribute, Plantation, Technology, Pilgrimage, Conquistador, Mission <p>Activating Strategies/Procedures: (Does it connect to previous learning content? Are students engaged?)</p> <ul style="list-style-type: none"> • Exam day. <p>Teaching Strategies Procedures: (Is logical sequence followed? Are activities varied to keep students fresh/focused?)</p> <ul style="list-style-type: none"> • Complete chapter exam. <p>Summarizing Strategies/Procedures: (Are higher level thinking skills present?)</p> <ul style="list-style-type: none"> • The entire lesson is a review. <p>Modifications of Lesson:</p> <ul style="list-style-type: none"> • Follow student adaptations in IEPs. <p>Assessments:</p> <ul style="list-style-type: none"> • Chapter Exam <p>Standards</p> <p>8.3.8.C Summarize how continuity and change have impacted U.S. history.</p> <ul style="list-style-type: none"> • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations Conflict and Cooperation (US) <p>8.4.8.C Illustrate how continuity and change have impacted world history.</p> <ul style="list-style-type: none"> • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations Conflict and Cooperation (World) <p>8.4.8.A Compare the role groups and individuals played in the social, political, cultural, and economic development throughout world history. Historical Documents, Artifacts, and Sites (World)</p> <p>8.4.8.D Compare conflict and cooperation among groups and organizations which have impacted the history and development of the world.</p> <p>7.2.8.A Explain the characteristics of places and regions. Physical Processes</p> <p>7.2.8.B Explain the physical processes that shape patterns on Earth's surface. Human Characteristics</p>
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<p>Thursday 09/12/2019</p>	<p>Early English Settlements</p> <p>Day:16</p> <p>Essential Question:</p> <ul style="list-style-type: none"> • Explain why the settlement of Jamestown was successful. <p>Key Vocabulary, People, and Places:</p> <ul style="list-style-type: none"> • Charter, Joint-Stock Company (http://www.investinganswers.com/financial-dictionary/businesses-corporations/joint-stock-company-3485), burgesses • Pocahontas, Captain John Smith, John Rolfe • Jamestown, Chesapeake <p>Activating Strategies/Procedures: (Does it connect to previous learning content? Are students engaged?)</p> <ul style="list-style-type: none"> • Quick Talk: Talk to neighbors for 2 minutes to determine what they feel would be the essentials for establishing a settlement in a new area. <p>Teaching Strategies Procedures: (Is logical sequence followed? Are activities varied to keep students fresh/focused?)</p> <ul style="list-style-type: none"> • Teacher read aloud pgs 70-73. • Students complete worksheet. Pause during reading to answer and discuss. <p>Summarizing Strategies/Procedures: (Are higher level thinking skills present?)</p> <ul style="list-style-type: none"> • Ticket out the door: What do I want to remember? <p>Modifications of Lesson:</p> <ul style="list-style-type: none"> • Check on students during pauses. <p>Assessments:</p> <ul style="list-style-type: none"> • Chapter Exam • Student answers • Ticket out the door. <p>Standards</p> <p>8.3.8.A Examine the role groups and individuals played in the social, political, cultural, and economic development of the United States. Historical Documents and Artifacts (US History)</p> <p>8.3.8.B Evaluate the importance of historical documents, artifacts and places critical to United States history. Impact of Continuity and Change on US History</p>
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<p>Friday 09/13/2019</p>	<p>Early English Settlements</p> <p>Day: 17</p> <p>Essential Question:</p> <ul style="list-style-type: none"> • Explain why the settlement of Jamestown was successful. <p>Key Vocabulary, People, and Places:</p> <ul style="list-style-type: none"> • Charter, Joint-Stock Company (http://www.investinganswers.com/financial-dictionary/businesses-corporations/joint-stock-company-3485), burgesses • Pocahontas, Captain John Smith, John Rolfe • Jamestown, Chesapeake <p>Activating Strategies/Procedures: (Does it connect to previous learning content? Are students engaged?)</p> <ul style="list-style-type: none"> • Quick Talk: Talk to neighbors for 2 minutes to determine what they feel would be the essentials for establishing a settlement in a new area. <p>Teaching Strategies Procedures: (Is logical sequence followed? Are activities varied to keep students fresh/focused?)</p> <ul style="list-style-type: none"> • Teacher read aloud pgs 70-73. • Students complete worksheet. Pause during reading to answer and discuss. <p>Summarizing Strategies/Procedures: (Are higher level thinking skills present?)</p> <ul style="list-style-type: none"> • Ticket out the door: What do I want to remember? <p>Modifications of Lesson:</p> <ul style="list-style-type: none"> • Check on students during pauses. <p>Assessments:</p> <ul style="list-style-type: none"> • Chapter Exam • Student answers • Ticket out the door. <p>Standards</p> <p>8.3.8.A Examine the role groups and individuals played in the social, political, cultural, and economic development of the United States. Historical Documents and Artifacts (US History)</p> <p>8.3.8.B Evaluate the importance of historical documents, artifacts and places critical to United States history. Impact of Continuity and Change on US History</p>
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<p>Monday 09/16/2019</p>	<p>New England Colonies</p> <p>Day: 18</p> <p>Essential Question:</p> <ul style="list-style-type: none"> Explain why settlers formed the New England Colonies. <p>Key Vocabulary, People, and Places:</p> <ul style="list-style-type: none"> Dissent, Persecute, Mayflower Compact, Toleration, Great Migration, Puritan, Separatist, Pilgrim, Squanto, Samoset, Roger Williams, Netherlands (RA 15 in the text), <p>Activating Strategies/Procedures: (Does it connect to previous learning content? Are students engaged?)</p> <ul style="list-style-type: none"> Activating Gist/Word Association: Today we are going to learn about the New-England Colonies. On a piece of scratch paper write 6 words that we may see/discuss in this lesson. After 3 minutes make a master list on the board. <p>Teaching Strategies Procedures: (Is logical sequence followed? Are activities varied to keep students fresh/focused?)</p> <ul style="list-style-type: none"> Partner Read: Pages 76-80 Answer worksheet questions as they read. Student-led discussion using the worksheet. Do the reteaching worksheet in small groups. <p>Summarizing Strategies/Procedures: (Are higher level thinking skills present?)</p> <ul style="list-style-type: none"> The Important Thing: Two important things that I learned this lesson are----- and-----, but the most important thing I learned today was-----. <p>Modifications of Lesson:</p> <ul style="list-style-type: none"> Pair low-level readers with someone who can help them. <p>Assessments:</p> <ul style="list-style-type: none"> Chapter Exam Student discussion The Important thing activity. <p>Standards</p> <p>5.1.8.A Identify the sources of the rule of law. Laws and Government</p> <p>8.3.8.A Examine the role groups and individuals played in the social, political, cultural, and economic development of the United States. Historical Documents and Artifacts (US History)</p> <p>8.3.8.B Evaluate the importance of historical documents, artifacts and places critical to United States history. Impact of Continuity and Change on US History</p>
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<p>Tuesday 09/17/2019</p>	<p>New England Colonies</p> <p>Day: 19</p> <p>Essential Question:</p> <ul style="list-style-type: none"> • Explain why settlers formed the New England Colonies. <p>Key Vocabulary, People, and Places:</p> <ul style="list-style-type: none"> • Dissent, Persecute, Mayflower Compact, Toleration, Great Migration, • Puritan, Separatist, Pilgrim, Squanto, Samoset, Roger Williams, • Netherlands (RA 15 in the text), <p>Activating Strategies/Procedures: (Does it connect to previous learning content? Are students engaged?)</p> <ul style="list-style-type: none"> • Activating Gist/Word Association: Today we are going to learn about the New-England Colonies. On a piece of scratch paper write 6 words that we may see/discuss in this lesson. After 3 minutes make a master list on the board. <p>Teaching Strategies Procedures: (Is logical sequence followed? Are activities varied to keep students fresh/focused?)</p> <ul style="list-style-type: none"> • Partner Read: Pages 76-80 • Answer worksheet questions as they read. • Student-led discussion using the worksheet. • Do the reteaching worksheet in small groups. <p>Summarizing Strategies/Procedures: (Are higher level thinking skills present?)</p> <ul style="list-style-type: none"> • The Important Thing: Two important things that I learned this lesson are----- and-----, but the most important thing I learned today was-----. <p>Modifications of Lesson:</p> <ul style="list-style-type: none"> • Pair low-level readers with someone who can help them. <p>Assessments:</p> <ul style="list-style-type: none"> • Chapter Exam • Student discussion • The Important thing activity. <p>Standards</p> <p>5.1.8.A Identify the sources of the rule of law. Laws and Government</p> <p>8.3.8.A Examine the role groups and individuals played in the social, political, cultural, and economic development of the United States. Historical Documents and Artifacts (US History)</p> <p>8.3.8.B Evaluate the importance of historical documents, artifacts and places critical to United States history. Impact of Continuity and Change on US History</p>
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<p>Wednesday 09/18/2019</p>	<p>New England Colonies</p> <p>Day: 20</p> <p>Essential Question:</p> <ul style="list-style-type: none"> • Explain why settlers formed the New England Colonies. <p>Key Vocabulary, People, and Places:</p> <ul style="list-style-type: none"> • Dissent, Persecute, Mayflower Compact, Toleration, Great Migration, • Puritan, Separatist, Pilgrim, Squanto, Samoset, Roger Williams, • Netherlands (RA 15 in the text), <p>Activating Strategies/Procedures: (Does it connect to previous learning content? Are students engaged?)</p> <ul style="list-style-type: none"> • Activating Gist/Word Association: Today we are going to learn about the New-England Colonies. On a piece of scratch paper write 6 words that we may see/discuss in this lesson. After 3 minutes make a master list on the board. <p>Teaching Strategies Procedures: (Is logical sequence followed? Are activities varied to keep students fresh/focused?)</p> <ul style="list-style-type: none"> • Partner Read: Pages 76-80 • Answer worksheet questions as they read. • Student-led discussion using the worksheet. • Do the reteaching worksheet in small groups. <p>Summarizing Strategies/Procedures: (Are higher level thinking skills present?)</p> <ul style="list-style-type: none"> • The Important Thing: Two important things that I learned this lesson are----- and-----, but the most important thing I learned today was-----. <p>Modifications of Lesson:</p> <ul style="list-style-type: none"> • Pair low-level readers with someone who can help them. <p>Assessments:</p> <ul style="list-style-type: none"> • Chapter Exam: • Student discussion • The Important thing activity. <p>Standards</p> <p>5.1.8.A Identify the sources of the rule of law. Laws and Government</p> <p>8.3.8.A Examine the role groups and individuals played in the social, political, cultural, and economic development of the United States. Historical Documents and Artifacts (US History)</p> <p>8.3.8.B Evaluate the importance of historical documents, artifacts and places critical to United States history. Impact of Continuity and Change on US History</p>
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<p>Thursday 09/19/2019</p>	<p>Middle Colonies</p> <p>Day: 21</p> <p>Essential Question:</p> <ul style="list-style-type: none"> Explain why the Middle Colonies had the most diverse populations in Colonial America. <p>Key Vocabulary, People, and Places:</p> <ul style="list-style-type: none"> Patroon, Proprietary Colony, Pacifist William Penn <p>Activating Strategies/Procedures: (Does it connect to previous learning content? Are students engaged?)</p> <ul style="list-style-type: none"> Dear _____, Have students write a note to another person telling them something they think they know about the Middle Colonies. <p>Teaching Strategies Procedures: (Is logical sequence followed? Are activities varied to keep students fresh/focused?)</p> <ul style="list-style-type: none"> Partner Read 3-3 Complete WS Student-Led discussion <p>Summarizing Strategies/Procedures: (Are higher-level thinking skills present?)</p> <ul style="list-style-type: none"> Hashtags: Create 3 Hashtags relating to the main ideas of the lesson. <p>Modifications of Lesson:</p> <ul style="list-style-type: none"> Partnering low-level students with higher-level students are crucial for the Crazy Profesor. <p>Assessments:</p> <ul style="list-style-type: none"> Chapter Exam Worksheet/Discussion Hashtags <p>Standards</p> <p>8.2.8.A Compare and contrast the social, political, cultural, and economic contributions of specific individuals and groups from Pennsylvania. Historical Documents, Artifacts, and Places (PA)</p> <p>8.2.8.C Compare and contrast the ways continuity and change have impacted Pennsylvania history.</p> <ul style="list-style-type: none"> Belief systems and religions Commerce and industry Technology Politics and government Physical and human geography Social organizations Conflict and Cooperation (PA) <p>8.2.8.D Compare and contrast examples of how conflict and cooperation among groups and organizations impacted the history and development of Pennsylvania.</p> <ul style="list-style-type: none"> Ethnicity and race Working conditions Immigration Military conflict Economic stability Contributions of Individuals and Groups (US History) <p>5.1.8.A Identify the sources of the rule of law. Laws and Government</p> <p>5.1.8.C Analyze the principles and ideas that shaped local, Pennsylvania, and national governments.</p> <ul style="list-style-type: none"> Liberty / Freedom Democracy Justice Equality Documents and Ideals that Shape Pennsylvania and US Government
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<p>Friday 09/20/2019</p>	<p>Middle Colonies</p> <p>Day: 22</p> <p>Essential Question:</p> <ul style="list-style-type: none"> • Explain why the Middle Colonies had the most diverse populations in Colonial America. <p>Key Vocabulary, People, and Places:</p> <ul style="list-style-type: none"> • Patroon, Proprietary Colony, Pacifist • William Penn <p>Activating Strategies/Procedures: (Does it connect to previous learning content? Are students engaged?)</p> <ul style="list-style-type: none"> • Dear _____, Have students write a note to another person telling them something they think they know about the Middle Colonies. <p>Teaching Strategies Procedures: (Is logical sequence followed? Are activities varied to keep students fresh/focused?)</p> <ul style="list-style-type: none"> • Partner Read 3-3 • Complete WS • Student-Led discussion <p>Summarizing Strategies/Procedures: (Are higher-level thinking skills present?)</p> <ul style="list-style-type: none"> • Hashtags: Create 3 Hashtags relating to the main ideas of the lesson. <p>Modifications of Lesson:</p> <ul style="list-style-type: none"> • Partnering low-level students with higher-level students are crucial for the Crazy Profesor. <p>Assessments:</p> <ul style="list-style-type: none"> • Chapter Exam • Worksheet/Discussion • Hashtags <p>Standards</p> <p>8.2.8.A Compare and contrast the social, political, cultural, and economic contributions of specific individuals and groups from Pennsylvania. Historical Documents, Artifacts, and Places (PA)</p> <p>8.2.8.C Compare and contrast the ways continuity and change have impacted Pennsylvania history.</p> <ul style="list-style-type: none"> • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations Conflict and Cooperation (PA) <p>8.2.8.D Compare and contrast examples of how conflict and cooperation among groups and organizations impacted the history and development of Pennsylvania.</p> <ul style="list-style-type: none"> • Ethnicity and race • Working conditions • Immigration • Military conflict • Economic stability Contributions of Individuals and Groups (US History) <p>5.1.8.A Identify the sources of the rule of law. Laws and Government</p> <p>5.1.8.C Analyze the principles and ideas that shaped local, Pennsylvania, and national governments.</p> <ul style="list-style-type: none"> • Liberty / Freedom • Democracy • Justice • Equality Documents and Ideals that Shape Pennsylvania and US Government
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<p>Monday 09/23/2019</p>	<p>Southern Colonies</p> <p>Day: 23</p> <p>Essential Question:</p> <ul style="list-style-type: none"> Describe how the Southern Colonies were established. <p>Key Vocabulary, People, and Places:</p> <ul style="list-style-type: none"> Perpetual (Never changing), Indentured Servant, Constitution, Tenant Farmer, Debtor, Mission Nathaniel Bacon, . <p>Activating Strategies/Procedures: (Does it connect to previous learning content? Are students engaged?)</p> <ul style="list-style-type: none"> Turn and Talk: What do you think is going to be different about the Southern Colonies compared to the Middle and New England. <p>Teaching Strategies Procedures: (Is logical sequence followed? Are activities varied to keep students fresh/focused?)</p> <ul style="list-style-type: none"> Jigsaw the subsections of the reading. Complete the worksheet during the second grouping. Teacher-led class discussion. <p>Summarizing Strategies/Procedures: (Are higher level thinking skills present?)</p> <ul style="list-style-type: none"> Text Message: Describe how the Southern Colonies were settled. <p>Modifications of Lesson:</p> <ul style="list-style-type: none"> Be careful with pairings. <p>Assessments:</p> <ul style="list-style-type: none"> Chapter Exam Student Discussions/Worksheet Teacher Discussion <p>Standards</p> <p>8.3.8.A Examine the role groups and individuals played in the social, political, cultural, and economic development of the United States. Historical Documents and Artifacts (US History)</p>
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<p>Tuesday 09/24/2019</p>	<p>Southern Colonies</p> <p>Day:24</p> <p>Essential Question:</p> <ul style="list-style-type: none"> Describe how the Southern Colonies were established. <p>Key Vocabulary, People, and Places:</p> <ul style="list-style-type: none"> Perpetual (Never changing), Indentured Servant, Constitution, Tenant Farmer, Debtor, Mission Nathaniel Bacon, . <p>Activating Strategies/Procedures: (Does it connect to previous learning content? Are students engaged?)</p> <ul style="list-style-type: none"> Turn and Talk: What do you think is going to be different about the Southern Colonies compared to the Middle and New England. <p>Teaching Strategies Procedures: (Is logical sequence followed? Are activities varied to keep students fresh/focused?)</p> <ul style="list-style-type: none"> Jigsaw the subsections of the reading. Complete the worksheet during the second grouping. Teacher-led class discussion. <p>Summarizing Strategies/Procedures: (Are higher level thinking skills present?)</p> <ul style="list-style-type: none"> Text Message: Describe how the Southern Colonies were settled. <p>Modifications of Lesson:</p> <ul style="list-style-type: none"> Be careful with pairings. <p>Assessments:</p> <ul style="list-style-type: none"> Chapter Exam Student Discussions/Worksheet Teacher Discussion <p>Standards</p> <p>8.3.8.A Examine the role groups and individuals played in the social, political, cultural, and economic development of the United States. Historical Documents and Artifacts (US History)</p>
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<p>Wednesday 09/25/2019</p>	<p>Southern Colonies</p> <p>Day:25</p> <p>Essential Question:</p> <ul style="list-style-type: none"> Describe how the Southern Colonies were established. <p>Key Vocabulary, People, and Places:</p> <ul style="list-style-type: none"> Perpetual (Never changing), Indentured Servant, Constitution, Tenant Farmer, Debtor, Mission Nathaniel Bacon, . <p>Activating Strategies/Procedures: (Does it connect to previous learning content? Are students engaged?)</p> <ul style="list-style-type: none"> Turn and Talk: What do you think is going to be different about the Southern Colonies compared to the Middle and New England. <p>Teaching Strategies Procedures: (Is logical sequence followed? Are activities varied to keep students fresh/focused?)</p> <ul style="list-style-type: none"> Jigsaw the subsections of the reading. Complete the worksheet during the second grouping. Teacher-led class discussion. <p>Summarizing Strategies/Procedures: (Are higher level thinking skills present?)</p> <ul style="list-style-type: none"> Text Message: Describe how the Southern Colonies were settled. <p>Modifications of Lesson:</p> <ul style="list-style-type: none"> Be careful with pairings. <p>Assessments:</p> <ul style="list-style-type: none"> Chapter Exam Student Discussions/Worksheet Teacher Discussion <p>Standards</p> <p>8.3.8.A Examine the role groups and individuals played in the social, political, cultural, and economic development of the United States. Historical Documents and Artifacts (US History)</p>
<p>Thursday 09/26/2019</p>	<p>Chapter Review</p> <p>Day: 26</p> <p>Essential Question:</p> <ul style="list-style-type: none"> Chapter Review <p>Key Vocabulary, People, and Places:</p> <ul style="list-style-type: none"> Separatist, Debtor, Dissent, Puritan, Tenant Farmer, Constitution, Charter, Persecute, Toleration, Indentured Servant <p>Activating Strategies/Procedures: (Does it connect to previous learning content? Are students engaged?)</p> <ul style="list-style-type: none"> Quick Talk: Explain the difference between Puritans' beliefs and Pilgrims' beliefs. <p>Teaching Strategies Procedures: (Is logical sequence followed? Are activities varied to keep students fresh/focused?)</p> <ul style="list-style-type: none"> Students complete the study guide in small groups. Student-led study guide check. With a student recorder. <p>Summarizing Strategies/Procedures: (Are higher level thinking skills present?)</p> <ul style="list-style-type: none"> The entire lesson is a review. <p>Modifications of Lesson:</p> <ul style="list-style-type: none"> Students receive a separate study guide according to IEP <p>Assessments:</p> <ul style="list-style-type: none"> Chapter Exam Student responses



<p>Friday 09/27/2019</p>	<p>Chapter Review</p> <p>Day: 27</p> <p>Essential Question:</p> <ul style="list-style-type: none"> Chapter Review <p>Key Vocabulary, People, and Places:</p> <ul style="list-style-type: none"> Separatist, Debtor, Dissent, Puritan, Tenant Farmer, Constitution, Charter, Persecute, Toleration, Indentured Servant <p>Activating Strategies/Procedures: (Does it connect to previous learning content? Are students engaged?)</p> <ul style="list-style-type: none"> Quick Talk: Explain the difference between Puritans' beliefs and Pilgrims' beliefs. <p>Teaching Strategies Procedures: (Is logical sequence followed? Are activities varied to keep students fresh/focused?)</p> <ul style="list-style-type: none"> Students complete the study guide in small groups. Student-led study guide check. With a student recorder. <p>Summarizing Strategies/Procedures: (Are higher level thinking skills present?)</p> <ul style="list-style-type: none"> The entire lesson is a review. <p>Modifications of Lesson:</p> <ul style="list-style-type: none"> Students receive a separate study guide according to IEP <p>Assessments:</p> <ul style="list-style-type: none"> Chapter Exam Student responses <p>Standards</p> <p>8.3.8.A Examine the role groups and individuals played in the social, political, cultural, and economic development of the United States. Historical Documents and Artifacts (US History)</p> <p>8.3.8.B Evaluate the importance of historical documents, artifacts and places critical to United States history. Impact of Continuity and Change on US History</p> <p>5.1.8.A Identify the sources of the rule of law. Laws and Government</p>
<p>Monday 09/30/2019</p>	<p>Chapter Review</p> <p>Day: 28</p> <p>Essential Question:</p> <ul style="list-style-type: none"> Chapter Review <p>Key Vocabulary, People, and Places:</p> <ul style="list-style-type: none"> Separatist, Debtor, Dissent, Puritan, Tenant Farmer, Constitution, Charter, Persecute, Toleration, Indentured Servant <p>Activating Strategies/Procedures: (Does it connect to previous learning content? Are students engaged?)</p> <ul style="list-style-type: none"> Review Day. <p>Teaching Strategies Procedures: (Is logical sequence followed? Are activities varied to keep students fresh/focused?)</p> <ul style="list-style-type: none"> Student-led study groups. <p>Summarizing Strategies/Procedures: (Are higher level thinking skills present?)</p> <ul style="list-style-type: none"> The entire lesson is a review. <p>Modifications of Lesson:</p> <ul style="list-style-type: none"> Careful with student groupings. Watch for ability and behavior. <p>Assessments:</p> <ul style="list-style-type: none"> Chapter Exam Student responses



<p>Tuesday 10/01/2019</p>	<p>Chapter Exam</p> <p>Day: 29</p> <p>Essential Question:</p> <ul style="list-style-type: none"> • Chapter Exam <p>Key Vocabulary, People, and Places:</p> <ul style="list-style-type: none"> • Separatist, Debtor, Dissent, Puritan, Tenant Farmer, Constitution, Charter, Persecute, Toleration, Indentured Servant • Literacy, Subsistence Farming, Mercantilism, Tidewater, Triangular Trade, Diversity, Smuggling, Cash Crop, Backcountry, Iroquois Confederacy, Apprentice, Militia, Royal Colony, Overseer, Alliance, Export, Speculator, Import, Charter Colony, Proprietary Colony <p>Activating Strategies/Procedures: (Does it connect to previous learning content? Are students engaged?)</p> <ul style="list-style-type: none"> • Exam day. <p>Teaching Strategies Procedures: (Is logical sequence followed? Are activities varied to keep students fresh/focused?)</p> <ul style="list-style-type: none"> • Complete chapter exam. • Chapter 3 Vocab <p>Summarizing Strategies/Procedures: (Are higher level thinking skills present?)</p> <ul style="list-style-type: none"> • The entire lesson is a review. <p>Modifications of Lesson:</p> <ul style="list-style-type: none"> • Follow student adaptations in IEPs. <p>Assessments:</p> <ul style="list-style-type: none"> • Chapter Exam
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<p>Wednesday 10/02/2019</p>	<p>Colonial Life Project (The whole project, it may need broke into smaller parts)</p> <p>Day: 30</p> <p>Essential Question:</p> <ul style="list-style-type: none"> • Illustrate the way of life in the regions of colonial America. <p>Key Vocabulary, People, and Places:</p> <ul style="list-style-type: none"> • (These should be used in the projects) Subsistence Farming, Triangular Trade, Cash Crop, Backcountry, Overseer, Diversity, Tidewater, Mercantilism, Export, Import, Smuggling, Charter Colony, Proprietary Colony, Royal Colony, Apprentice, Literacy <p>Activating Strategies/Procedures: (Does it connect to previous learning content? Are students engaged?)</p> <ul style="list-style-type: none"> • Think-Pair-Share: How is living in Orbisonia different from living in Orange City, Florida? Connect to today's lesson. <p>Teaching Strategies Procedures: (Is logical sequence followed? Are activities varied to keep students fresh/focused?)</p> <ul style="list-style-type: none"> • Note to self. Set deadlines. It took 13 days last year. This is too many. • Project Based: Explain the human characteristics of the regions of colonial America using the following criteria: Population, Culture, Settlement, Economic activities, and Political activities. • Students will be given the opportunity to choose what artifact they are going to create. • Students will work in groups. • Students will submit a written proposal stating what they would like to do for the project (to be approved by me). • Artifacts must be presented to the class with all the group members participating. <p>Summarizing Strategies/Procedures: (Are higher level thinking skills present?)</p> <ul style="list-style-type: none"> • Chart similarities and difference in small groups (1 from each region) • Class complete charts on board. <p>Modifications of Lesson:</p> <ul style="list-style-type: none"> • Some students may need more time and or study hall time in the resource room. <p>Assessments:</p> <ul style="list-style-type: none"> • Artifact • Presentation • Student Discussions • Written Proposal <p>Standards</p> <p>6.2.8.E Compare the state of the current economy with the economy in a different time or place. Private Economic Institutions</p> <p>6.4.8.B Compare the standard of living in different times and places. Multinational and Non-Governmental Organizations</p> <p>6.4.8.D Explain how the level of transportation, communication networks, and technology affect economic interdependence. Factors Influencing Wages</p> <p>7.1.8.A Explain and illustrate how geographic tools are used to organize and interpret information about people, places, and environments. Location of Places and Regions</p> <p>7.1.8.B Explain and locate places and regions as defined by physical and human features. Physical Characteristics</p> <p>7.2.8.A Explain the characteristics of places and regions. Physical Processes</p> <p>7.3.8.A Explain the human characteristics of places and regions using the following criteria:</p> <ul style="list-style-type: none"> • Population • Culture • Settlement • Economic activities • Political activities Impact of Physical Systems on People <p>7.4.8.A Illustrate the effects of the physical systems on people within regions. Impact of People on Physical</p>
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Systems

8.3.8.C Summarize how continuity and change have impacted U.S. history.

- Belief systems and religions
- Commerce and industry
- Technology
- Politics and government
- Physical and human geography
- Social organizations Conflict and Cooperation (US)



<p>Thursday 10/03/2019</p>	<p>Colonial Life Project (The whole project, it may need broke into smaller parts)</p> <p>Day: 31</p> <p>Essential Question:</p> <ul style="list-style-type: none"> • Illustrate the way of life in the regions of colonial America. <p>Key Vocabulary, People, and Places:</p> <ul style="list-style-type: none"> • (These should be used in the projects) Subsistence Farming, Triangular Trade, Cash Crop, Backcountry, Overseer, Diversity, Tidewater, Mercantilism, Export, Import, Smuggling, Charter Colony, Proprietary Colony, Royal Colony, Apprentice, Literacy <p>Activating Strategies/Procedures: (Does it connect to previous learning content? Are students engaged?)</p> <ul style="list-style-type: none"> • Think-Pair-Share: How is living in Orbisonia different from living in Orange City, Florida? Connect to today's lesson. <p>Teaching Strategies Procedures: (Is logical sequence followed? Are activities varied to keep students fresh/focused?)</p> <ul style="list-style-type: none"> • Note to self. Set deadlines. It took 13 days last year. This is too many. • Project Based: Explain the human characteristics of the regions of colonial America using the following criteria: Population, Culture, Settlement, Economic activities, and Political activities. • Students will be given the opportunity to choose what artifact they are going to create. • Students will work in groups. • Students will submit a written proposal stating what they would like to do for the project (to be approved by me). • Artifacts must be presented to the class with all the group members participating. <p>Summarizing Strategies/Procedures: (Are higher level thinking skills present?)</p> <ul style="list-style-type: none"> • Chart similarities and difference in small groups (1 from each region) • Class complete charts on board. <p>Modifications of Lesson:</p> <ul style="list-style-type: none"> • Some students may need more time and or study hall time in the resource room. <p>Assessments:</p> <ul style="list-style-type: none"> • Artifact • Presentation • Student Discussions • Written Proposal <p>Standards</p> <p>6.2.8.E Compare the state of the current economy with the economy in a different time or place. Private Economic Institutions</p> <p>6.4.8.B Compare the standard of living in different times and places. Multinational and Non-Governmental Organizations</p> <p>6.4.8.D Explain how the level of transportation, communication networks, and technology affect economic interdependence. Factors Influencing Wages</p> <p>7.1.8.A Explain and illustrate how geographic tools are used to organize and interpret information about people, places, and environments. Location of Places and Regions</p> <p>7.1.8.B Explain and locate places and regions as defined by physical and human features. Physical Characteristics</p> <p>7.2.8.A Explain the characteristics of places and regions. Physical Processes</p> <p>7.3.8.A Explain the human characteristics of places and regions using the following criteria:</p> <ul style="list-style-type: none"> • Population • Culture • Settlement • Economic activities • Political activities Impact of Physical Systems on People <p>7.4.8.A Illustrate the effects of the physical systems on people within regions. Impact of People on Physical</p>
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Systems

8.3.8.C Summarize how continuity and change have impacted U.S. history.

- Belief systems and religions
- Commerce and industry
- Technology
- Politics and government
- Physical and human geography
- Social organizations Conflict and Cooperation (US)



<p>Friday 10/04/2019</p>	<p>Colonial Life Project (The whole project, it may need broke into smaller parts)</p> <p>Day: 32</p> <p>Essential Question:</p> <ul style="list-style-type: none"> • Illustrate the way of life in the regions of colonial America. <p>Key Vocabulary, People, and Places:</p> <ul style="list-style-type: none"> • (These should be used in the projects) Subsistence Farming, Triangular Trade, Cash Crop, Backcountry, Overseer, Diversity, Tidewater, Mercantilism, Export, Import, Smuggling, Charter Colony, Proprietary Colony, Royal Colony, Apprentice, Literacy <p>Activating Strategies/Procedures: (Does it connect to previous learning content? Are students engaged?)</p> <ul style="list-style-type: none"> • Think-Pair-Share: How is living in Orbisonia different from living in Orange City, Florida? Connect to today's lesson. <p>Teaching Strategies Procedures: (Is logical sequence followed? Are activities varied to keep students fresh/focused?)</p> <ul style="list-style-type: none"> • Note to self. Set deadlines. It took 13 days last year. This is too many. • Project Based: Explain the human characteristics of the regions of colonial America using the following criteria: Population, Culture, Settlement, Economic activities, and Political activities. • Students will be given the opportunity to choose what artifact they are going to create. • Students will work in groups. • Students will submit a written proposal stating what they would like to do for the project (to be approved by me). • Artifacts must be presented to the class with all the group members participating. <p>Summarizing Strategies/Procedures: (Are higher level thinking skills present?)</p> <ul style="list-style-type: none"> • Chart similarities and difference in small groups (1 from each region) • Class complete charts on board. <p>Modifications of Lesson:</p> <ul style="list-style-type: none"> • Some students may need more time and or study hall time in the resource room. <p>Assessments:</p> <ul style="list-style-type: none"> • Artifact • Presentation • Student Discussions • Written Proposal <p>Standards</p> <p>6.2.8.E Compare the state of the current economy with the economy in a different time or place. Private Economic Institutions</p> <p>6.4.8.B Compare the standard of living in different times and places. Multinational and Non-Governmental Organizations</p> <p>6.4.8.D Explain how the level of transportation, communication networks, and technology affect economic interdependence. Factors Influencing Wages</p> <p>7.1.8.A Explain and illustrate how geographic tools are used to organize and interpret information about people, places, and environments. Location of Places and Regions</p> <p>7.1.8.B Explain and locate places and regions as defined by physical and human features. Physical Characteristics</p> <p>7.2.8.A Explain the characteristics of places and regions. Physical Processes</p> <p>7.3.8.A Explain the human characteristics of places and regions using the following criteria:</p> <ul style="list-style-type: none"> • Population • Culture • Settlement • Economic activities • Political activities Impact of Physical Systems on People <p>7.4.8.A Illustrate the effects of the physical systems on people within regions. Impact of People on Physical</p>
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	<p>Systems</p> <p>8.3.8.C Summarize how continuity and change have impacted U.S. history.</p> <ul style="list-style-type: none">• Belief systems and religions• Commerce and industry• Technology• Politics and government• Physical and human geography• Social organizations Conflict and Cooperation (US)
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<p>Monday 10/07/2019</p>	<p>Colonial Life Project (The whole project, it may need broke into smaller parts)</p> <p>Day: 33</p> <p>Essential Question:</p> <ul style="list-style-type: none"> • Illustrate the way of life in the regions of colonial America. <p>Key Vocabulary, People, and Places:</p> <ul style="list-style-type: none"> • (These should be used in the projects) Subsistence Farming, Triangular Trade, Cash Crop, Backcountry, Overseer, Diversity, Tidewater, Mercantilism, Export, Import, Smuggling, Charter Colony, Proprietary Colony, Royal Colony, Apprentice, Literacy <p>Activating Strategies/Procedures: (Does it connect to previous learning content? Are students engaged?)</p> <ul style="list-style-type: none"> • Think-Pair-Share: How is living in Orbisonia different from living in Orange City, Florida? Connect to today's lesson. <p>Teaching Strategies Procedures: (Is logical sequence followed? Are activities varied to keep students fresh/focused?)</p> <ul style="list-style-type: none"> • Note to self. Set deadlines. It took 13 days last year. This is too many. • Project Based: Explain the human characteristics of the regions of colonial America using the following criteria: Population, Culture, Settlement, Economic activities, and Political activities. • Students will be given the opportunity to choose what artifact they are going to create. • Students will work in groups. • Students will submit a written proposal stating what they would like to do for the project (to be approved by me). • Artifacts must be presented to the class with all the group members participating. <p>Summarizing Strategies/Procedures: (Are higher level thinking skills present?)</p> <ul style="list-style-type: none"> • Chart similarities and difference in small groups (1 from each region) • Class complete charts on board. <p>Modifications of Lesson:</p> <ul style="list-style-type: none"> • Some students may need more time and or study hall time in the resource room. <p>Assessments:</p> <ul style="list-style-type: none"> • Artifact • Presentation • Student Discussions • Written Proposal <p>Standards</p> <p>6.2.8.E Compare the state of the current economy with the economy in a different time or place. Private Economic Institutions</p> <p>6.4.8.B Compare the standard of living in different times and places. Multinational and Non-Governmental Organizations</p> <p>6.4.8.D Explain how the level of transportation, communication networks, and technology affect economic interdependence. Factors Influencing Wages</p> <p>7.1.8.A Explain and illustrate how geographic tools are used to organize and interpret information about people, places, and environments. Location of Places and Regions</p> <p>7.1.8.B Explain and locate places and regions as defined by physical and human features. Physical Characteristics</p> <p>7.2.8.A Explain the characteristics of places and regions. Physical Processes</p> <p>7.3.8.A Explain the human characteristics of places and regions using the following criteria:</p> <ul style="list-style-type: none"> • Population • Culture • Settlement • Economic activities • Political activities Impact of Physical Systems on People <p>7.4.8.A Illustrate the effects of the physical systems on people within regions. Impact of People on Physical</p>
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Systems

8.3.8.C Summarize how continuity and change have impacted U.S. history.

- Belief systems and religions
- Commerce and industry
- Technology
- Politics and government
- Physical and human geography
- Social organizations Conflict and Cooperation (US)



<p>Tuesday 10/08/2019</p>	<p>Colonial Life Project (The whole project, it may need broke into smaller parts)</p> <p>Day: 34</p> <p>Essential Question:</p> <ul style="list-style-type: none"> • Illustrate the way of life in the regions of colonial America. <p>Key Vocabulary, People, and Places:</p> <ul style="list-style-type: none"> • (These should be used in the projects) Subsistence Farming, Triangular Trade, Cash Crop, Backcountry, Overseer, Diversity, Tidewater, Mercantilism, Export, Import, Smuggling, Charter Colony, Proprietary Colony, Royal Colony, Apprentice, Literacy <p>Activating Strategies/Procedures: (Does it connect to previous learning content? Are students engaged?)</p> <ul style="list-style-type: none"> • Think-Pair-Share: How is living in Orbisonia different from living in Orange City, Florida? Connect to today's lesson. <p>Teaching Strategies Procedures: (Is logical sequence followed? Are activities varied to keep students fresh/focused?)</p> <ul style="list-style-type: none"> • Note to self. Set deadlines. It took 13 days last year. This is too many. • Project Based: Explain the human characteristics of the regions of colonial America using the following criteria: Population, Culture, Settlement, Economic activities, and Political activities. • Students will be given the opportunity to choose what artifact they are going to create. • Students will work in groups. • Students will submit a written proposal stating what they would like to do for the project (to be approved by me). • Artifacts must be presented to the class with all the group members participating. <p>Summarizing Strategies/Procedures: (Are higher level thinking skills present?)</p> <ul style="list-style-type: none"> • Chart similarities and difference in small groups (1 from each region) • Class complete charts on board. <p>Modifications of Lesson:</p> <ul style="list-style-type: none"> • Some students may need more time and or study hall time in the resource room. <p>Assessments:</p> <ul style="list-style-type: none"> • Artifact • Presentation • Student Discussions • Written Proposal <p>Standards</p> <p>6.2.8.E Compare the state of the current economy with the economy in a different time or place. Private Economic Institutions</p> <p>6.4.8.B Compare the standard of living in different times and places. Multinational and Non-Governmental Organizations</p> <p>6.4.8.D Explain how the level of transportation, communication networks, and technology affect economic interdependence. Factors Influencing Wages</p> <p>7.1.8.A Explain and illustrate how geographic tools are used to organize and interpret information about people, places, and environments. Location of Places and Regions</p> <p>7.1.8.B Explain and locate places and regions as defined by physical and human features. Physical Characteristics</p> <p>7.2.8.A Explain the characteristics of places and regions. Physical Processes</p> <p>7.3.8.A Explain the human characteristics of places and regions using the following criteria:</p> <ul style="list-style-type: none"> • Population • Culture • Settlement • Economic activities • Political activities Impact of Physical Systems on People <p>7.4.8.A Illustrate the effects of the physical systems on people within regions. Impact of People on Physical</p>
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Systems

8.3.8.C Summarize how continuity and change have impacted U.S. history.

- Belief systems and religions
- Commerce and industry
- Technology
- Politics and government
- Physical and human geography
- Social organizations Conflict and Cooperation (US)



<p>Wednesday 10/09/2019</p>	<p>Colonial Life Project (The whole project, it may need broke into smaller parts)</p> <p>Day: 35</p> <p>Essential Question:</p> <ul style="list-style-type: none"> • Illustrate the way of life in the regions of colonial America. <p>Key Vocabulary, People, and Places:</p> <ul style="list-style-type: none"> • (These should be used in the projects) Subsistence Farming, Triangular Trade, Cash Crop, Backcountry, Overseer, Diversity, Tidewater, Mercantilism, Export, Import, Smuggling, Charter Colony, Proprietary Colony, Royal Colony, Apprentice, Literacy <p>Activating Strategies/Procedures: (Does it connect to previous learning content? Are students engaged?)</p> <ul style="list-style-type: none"> • Think-Pair-Share: How is living in Orbisonia different from living in Orange City, Florida? Connect to today's lesson. <p>Teaching Strategies Procedures: (Is logical sequence followed? Are activities varied to keep students fresh/focused?)</p> <ul style="list-style-type: none"> • Note to self. Set deadlines. It took 13 days last year. This is too many. • Project Based: Explain the human characteristics of the regions of colonial America using the following criteria: Population, Culture, Settlement, Economic activities, and Political activities. • Students will be given the opportunity to choose what artifact they are going to create. • Students will work in groups. • Students will submit a written proposal stating what they would like to do for the project (to be approved by me). • Artifacts must be presented to the class with all the group members participating. <p>Summarizing Strategies/Procedures: (Are higher level thinking skills present?)</p> <ul style="list-style-type: none"> • Chart similarities and difference in small groups (1 from each region) • Class complete charts on board. <p>Modifications of Lesson:</p> <ul style="list-style-type: none"> • Some students may need more time and or study hall time in the resource room. <p>Assessments:</p> <ul style="list-style-type: none"> • Artifact • Presentation • Student Discussions • Written Proposal <p>Standards</p> <p>6.2.8.E Compare the state of the current economy with the economy in a different time or place. Private Economic Institutions</p> <p>6.4.8.B Compare the standard of living in different times and places. Multinational and Non-Governmental Organizations</p> <p>6.4.8.D Explain how the level of transportation, communication networks, and technology affect economic interdependence. Factors Influencing Wages</p> <p>7.1.8.A Explain and illustrate how geographic tools are used to organize and interpret information about people, places, and environments. Location of Places and Regions</p> <p>7.1.8.B Explain and locate places and regions as defined by physical and human features. Physical Characteristics</p> <p>7.2.8.A Explain the characteristics of places and regions. Physical Processes</p> <p>7.3.8.A Explain the human characteristics of places and regions using the following criteria:</p> <ul style="list-style-type: none"> • Population • Culture • Settlement • Economic activities • Political activities Impact of Physical Systems on People <p>7.4.8.A Illustrate the effects of the physical systems on people within regions. Impact of People on Physical</p>
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Systems

8.3.8.C Summarize how continuity and change have impacted U.S. history.

- Belief systems and religions
- Commerce and industry
- Technology
- Politics and government
- Physical and human geography
- Social organizations Conflict and Cooperation (US)



<p>Thursday 10/10/2019</p>	<p>Colonial Life Project (The whole project, it may need broke into smaller parts)</p> <p>Day: 36</p> <p>Essential Question:</p> <ul style="list-style-type: none"> • Illustrate the way of life in the regions of colonial America. <p>Key Vocabulary, People, and Places:</p> <ul style="list-style-type: none"> • (These should be used in the projects) Subsistence Farming, Triangular Trade, Cash Crop, Backcountry, Overseer, Diversity, Tidewater, Mercantilism, Export, Import, Smuggling, Charter Colony, Proprietary Colony, Royal Colony, Apprentice, Literacy <p>Activating Strategies/Procedures: (Does it connect to previous learning content? Are students engaged?)</p> <ul style="list-style-type: none"> • Think-Pair-Share: How is living in Orbisonia different from living in Orange City, Florida? Connect to today's lesson. <p>Teaching Strategies Procedures: (Is logical sequence followed? Are activities varied to keep students fresh/focused?)</p> <ul style="list-style-type: none"> • Note to self. Set deadlines. It took 13 days last year. This is too many. • Project Based: Explain the human characteristics of the regions of colonial America using the following criteria: Population, Culture, Settlement, Economic activities, and Political activities. • Students will be given the opportunity to choose what artifact they are going to create. • Students will work in groups. • Students will submit a written proposal stating what they would like to do for the project (to be approved by me). • Artifacts must be presented to the class with all the group members participating. <p>Summarizing Strategies/Procedures: (Are higher level thinking skills present?)</p> <ul style="list-style-type: none"> • Chart similarities and difference in small groups (1 from each region) • Class complete charts on board. <p>Modifications of Lesson:</p> <ul style="list-style-type: none"> • Some students may need more time and or study hall time in the resource room. <p>Assessments:</p> <ul style="list-style-type: none"> • Artifact • Presentation • Student Discussions • Written Proposal <p>Standards</p> <p>6.2.8.E Compare the state of the current economy with the economy in a different time or place. Private Economic Institutions</p> <p>6.4.8.B Compare the standard of living in different times and places. Multinational and Non-Governmental Organizations</p> <p>6.4.8.D Explain how the level of transportation, communication networks, and technology affect economic interdependence. Factors Influencing Wages</p> <p>7.1.8.A Explain and illustrate how geographic tools are used to organize and interpret information about people, places, and environments. Location of Places and Regions</p> <p>7.1.8.B Explain and locate places and regions as defined by physical and human features. Physical Characteristics</p> <p>7.2.8.A Explain the characteristics of places and regions. Physical Processes</p> <p>7.3.8.A Explain the human characteristics of places and regions using the following criteria:</p> <ul style="list-style-type: none"> • Population • Culture • Settlement • Economic activities • Political activities Impact of Physical Systems on People <p>7.4.8.A Illustrate the effects of the physical systems on people within regions. Impact of People on Physical</p>
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	<p>Systems</p> <p>8.3.8.C Summarize how continuity and change have impacted U.S. history.</p> <ul style="list-style-type: none"> • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations Conflict and Cooperation (US)
<p>Friday 10/11/2019</p>	<p>France and Britain Clash</p> <p>Day:37</p> <p>Essential Question:</p> <ul style="list-style-type: none"> • Explain how the rivalry between Great Britain and France led to conflict. <p>Key Vocabulary, People, and Places:</p> <ul style="list-style-type: none"> • Militia, Iroquois Confederacy <p>Activating Strategies/Procedures: (Does it connect to previous learning content? Are students engaged?)</p> <ul style="list-style-type: none"> • Read and Say Something: Teacher will read aloud "An American Story" on page 116. Students will generate 1 discussion question from the passage. <p>Teaching Strategies Procedures: (Is logical sequence followed? Are activities varied to keep students fresh/focused?)</p> <ul style="list-style-type: none"> • Partner Read 4-3 • Complete guided reading 4-3 • Class Discussion on the material. <p>Summarizing Strategies/Procedures: (Are higher level thinking skills present?)</p> <ul style="list-style-type: none"> • 5 W's Summary: Students will complete the Who, What, When, Where, and Why for the material in this section. <p>Modifications of Lesson:</p> <ul style="list-style-type: none"> • Be sure lower level readers are with someone they can work with. • Some may need extra direction on step 2. <p>Assessments:</p> <ul style="list-style-type: none"> • Chapter Exam • Student discussion • Guided Reading 4-3 <p>Standards</p> <p>8.3.8.D Examine how conflict and cooperation among groups and organizations have impacted the growth and development of the U.S.</p> <ul style="list-style-type: none"> • Ethnicity and race • Working conditions • Immigration • Military conflict • Economic stability Contributions of Individuals and Groups (World) <p>8.3.8.C Summarize how continuity and change have impacted U.S. history.</p> <ul style="list-style-type: none"> • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations Conflict and Cooperation (US)



<p>Monday 10/14/2019</p>	<p>France and Britain Clash</p> <p>Day:38</p> <p>Essential Question:</p> <ul style="list-style-type: none"> • Explain how the rivalry between Great Britain and France led to conflict. <p>Key Vocabulary, People, and Places:</p> <ul style="list-style-type: none"> • Militia, Iroquois Confederacy <p>Activating Strategies/Procedures: (Does it connect to previous learning content? Are students engaged?)</p> <ul style="list-style-type: none"> • Read and Say Something: Teacher will read aloud "An American Story" on page 116. Students will generate 1 discussion question from the passage. <p>Teaching Strategies Procedures: (Is logical sequence followed? Are activities varied to keep students fresh/focused?)</p> <ul style="list-style-type: none"> • Partner Read 4-3 • Complete guided reading 4-3 • Class Discussion on the material. <p>Summarizing Strategies/Procedures: (Are higher level thinking skills present?)</p> <ul style="list-style-type: none"> • 5 W's Summary: Students will complete the Who, What, When, Where, and Why for the material in this section. <p>Modifications of Lesson:</p> <ul style="list-style-type: none"> • Be sure lower level readers are with someone they can work with. • Some may need extra direction on step 2. <p>Assessments:</p> <ul style="list-style-type: none"> • Chapter Exam • Student discussion • Guided Reading 4-3 <p>Standards</p> <p>8.3.8.D Examine how conflict and cooperation among groups and organizations have impacted the growth and development of the U.S.</p> <ul style="list-style-type: none"> • Ethnicity and race • Working conditions • Immigration • Military conflict • Economic stability Contributions of Individuals and Groups (World) <p>8.3.8.C Summarize how continuity and change have impacted U.S. history.</p> <ul style="list-style-type: none"> • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations Conflict and Cooperation (US)
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<p>Tuesday 10/15/2019</p>	<p>French and Indian War</p> <p>Day:39</p> <p>Essential Question:</p> <ul style="list-style-type: none"> • Students will explain how the French and Indian War changed America. <p>Key Vocabulary:</p> <ul style="list-style-type: none"> • Alliance, Speculator <p>Activating Strategies/Procedures: (Does it connect to previous learning content? Are students engaged?)</p> <ul style="list-style-type: none"> • Video Clip: http://www.youtube.com/watch?v=iup8xOR-nUw on The French and Indian War. <p>Teaching Strategies Procedures: (Is logical sequence followed? Are activities varied to keep students fresh/focused?)</p> <ul style="list-style-type: none"> • Partner Read • The class will complete guided reading 4-4 <p>Summarizing Strategies/Procedures: (Are higher level thinking skills present?)</p> <ul style="list-style-type: none"> • Paragraph Summary: Explain how the French and Indian War changed America. <p>Modifications of Lesson:</p> <ul style="list-style-type: none"> • Students will be required to make bullet points instead of a paragraph. <p>Assessments:</p> <ul style="list-style-type: none"> • Chapter Exam • Paragraph Summary • Student responses to guided reading questions. <p>Standards</p> <p>8.3.8.D Examine how conflict and cooperation among groups and organizations have impacted the growth and development of the U.S.</p> <ul style="list-style-type: none"> • Ethnicity and race • Working conditions • Immigration • Military conflict • Economic stability Contributions of Individuals and Groups (World) <p>8.3.8.C Summarize how continuity and change have impacted U.S. history.</p> <ul style="list-style-type: none"> • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations Conflict and Cooperation (US)
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<p>Wednesday 10/16/2019</p>	<p>French and Indian War</p> <p>Day:40</p> <p>Essential Question:</p> <ul style="list-style-type: none"> • Students will explain how the French and Indian War changed America. <p>Key Vocabulary:</p> <ul style="list-style-type: none"> • Alliance, Speculator <p>Activating Strategies/Procedures: (Does it connect to previous learning content? Are students engaged?)</p> <ul style="list-style-type: none"> • Video Clip: http://www.youtube.com/watch?v=iup8xOR-nUw on The French and Indian War. <p>Teaching Strategies Procedures: (Is logical sequence followed? Are activities varied to keep students fresh/focused?)</p> <ul style="list-style-type: none"> • Choral Reading: Teacher and students will read section 4 aloud. • The class will complete guided reading 4-4 <p>Summarizing Strategies/Procedures: (Are higher level thinking skills present?)</p> <ul style="list-style-type: none"> • Paragraph Summary: Explain how the French and Indian War changed America. <p>Modifications of Lesson:</p> <ul style="list-style-type: none"> • Students will be required to make bullet points instead of a paragraph. <p>Assessments:</p> <ul style="list-style-type: none"> • Chapter Exam • Paragraph Summary • Student responses to guided reading questions. <p>Standards</p> <p>8.3.8.D Examine how conflict and cooperation among groups and organizations have impacted the growth and development of the U.S.</p> <ul style="list-style-type: none"> • Ethnicity and race • Working conditions • Immigration • Military conflict • Economic stability Contributions of Individuals and Groups (World) <p>8.3.8.C Summarize how continuity and change have impacted U.S. history.</p> <ul style="list-style-type: none"> • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations Conflict and Cooperation (US)
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<p>Thursday 10/17/2019</p>	<p>Chapter Review</p> <p>Day:41</p> <p>Essential Question:</p> <ul style="list-style-type: none"> Chapter Review <p>Key Vocabulary:</p> <ul style="list-style-type: none"> Subsistence Farming, Triangular Trade, Cash Crop, Backcountry, Overseer, Diversity, Tidewater, Mercantilism, Export, Import, Smuggling, Charter Colony, Proprietary Colony, Royal Colony, Apprentice, Literacy <p>Activating Strategies/Procedures: (Does it connect to previous learning content? Are students engaged?)</p> <ul style="list-style-type: none"> Quick Talk: How was life in Colonial America different by region? <p>Activating Strategies/Procedures: (Does it connect to previous learning content? Are students engaged?)</p> <ul style="list-style-type: none"> Quick Talk: Explain the difference between Puritans' beliefs and Pilgrims' beliefs. <p>Teaching Strategies Procedures: (Is logical sequence followed? Are activities varied to keep students fresh/focused?)</p> <ul style="list-style-type: none"> Students complete the study guide in small groups. Student-led study guide check. With a student recorder. <p>Summarizing Strategies/Procedures: (Are higher level thinking skills present?)</p> <ul style="list-style-type: none"> The entire lesson is a review. <p>Modifications of Lesson:</p> <ul style="list-style-type: none"> Students receive a separate study guide according to IEP <p>Assessments:</p> <ul style="list-style-type: none"> Chapter Exam Student responses <p>Standards</p> <p>8.3.8.C Summarize how continuity and change have impacted U.S. history.</p> <ul style="list-style-type: none"> Belief systems and religions Commerce and industry Technology Politics and government Physical and human geography Social organizations Conflict and Cooperation (US) <p>8.3.8.D Examine how conflict and cooperation among groups and organizations have impacted the growth and development of the U.S.</p> <ul style="list-style-type: none"> Ethnicity and race Working conditions Immigration Military conflict Economic stability Contributions of Individuals and Groups (World) <p>7.1.8.B Explain and locate places and regions as defined by physical and human features. Physical Characteristics</p> <p>7.2.8.A Explain the characteristics of places and regions. Physical Processes</p> <p>7.3.8.A Explain the human characteristics of places and regions using the following criteria:</p> <ul style="list-style-type: none"> Population Culture Settlement Economic activities Political activities Impact of Physical Systems on People
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<p>Friday 10/18/2019</p>	<p>Chapter Review</p> <p>Day:42</p> <p>Essential Question:</p> <ul style="list-style-type: none"> • Chapter Review <p>Key Vocabulary:</p> <ul style="list-style-type: none"> • Subsistence Farming, Triangular Trade, Cash Crop, Backcountry, Overseer, Diversity, Tidewater, Mercantilism, Export, Import, Smuggling, Charter Colony, Proprietary Colony, Royal Colony, Apprentice, Literacy <p>Activating Strategies/Procedures: (Does it connect to previous learning content? Are students engaged?)</p> <ul style="list-style-type: none"> • Quick Talk: How was life in Colonial America different by region? <p>Teaching Strategies Procedures: (Is logical sequence followed? Are activities varied to keep students fresh/focused?)</p> <ul style="list-style-type: none"> • Students complete the study guide in small groups. • Student-led study guide check. With a student recorder. <p>Summarizing Strategies/Procedures: (Are higher level thinking skills present?)</p> <ul style="list-style-type: none"> • The entire lesson is a review. <p>Modifications of Lesson:</p> <ul style="list-style-type: none"> • Students receive a separate study guide according to IEP <p>Assessments:</p> <ul style="list-style-type: none"> • Chapter Exam • Student responses <p>Standards</p> <p>8.3.8.C Summarize how continuity and change have impacted U.S. history.</p> <ul style="list-style-type: none"> • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations Conflict and Cooperation (US) <p>8.3.8.D Examine how conflict and cooperation among groups and organizations have impacted the growth and development of the U.S.</p> <ul style="list-style-type: none"> • Ethnicity and race • Working conditions • Immigration • Military conflict • Economic stability Contributions of Individuals and Groups (World) <p>7.1.8.B Explain and locate places and regions as defined by physical and human features. Physical Characteristics</p> <p>7.2.8.A Explain the characteristics of places and regions. Physical Processes</p> <p>7.3.8.A Explain the human characteristics of places and regions using the following criteria:</p> <ul style="list-style-type: none"> • Population • Culture • Settlement • Economic activities • Political activities Impact of Physical Systems on People
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<p>Tuesday 10/22/2019</p>	<p>Chapter Review</p> <p>Day:44</p> <p>Essential Question:</p> <ul style="list-style-type: none"> • Chapter Review <p>Key Vocabulary:</p> <ul style="list-style-type: none"> • Subsistence Farming, Triangular Trade, Cash Crop, Backcountry, Overseer, Diversity, Tidewater, Mercantilism, Export, Import, Smuggling, Charter Colony, Proprietary Colony, Royal Colony, Apprentice, Literacy <p>Activating Strategies/Procedures: (Does it connect to previous learning content? Are students engaged?)</p> <ul style="list-style-type: none"> • Review Day <p>Teaching Strategies Procedures: (Is logical sequence followed? Are activities varied to keep students fresh/focused?)</p> <ul style="list-style-type: none"> • Speed Studying <p>Summarizing Strategies/Procedures: (Are higher level thinking skills present?)</p> <ul style="list-style-type: none"> • The entire lesson is a review. <p>Modifications of Lesson:</p> <ul style="list-style-type: none"> • Students receive a separate study guide according to IEP <p>Assessments:</p> <ul style="list-style-type: none"> • Chapter Exam • Student responses <p>Standards</p> <p>8.3.8.C Summarize how continuity and change have impacted U.S. history.</p> <ul style="list-style-type: none"> • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations Conflict and Cooperation (US) <p>8.3.8.D Examine how conflict and cooperation among groups and organizations have impacted the growth and development of the U.S.</p> <ul style="list-style-type: none"> • Ethnicity and race • Working conditions • Immigration • Military conflict • Economic stability Contributions of Individuals and Groups (World) <p>7.1.8.B Explain and locate places and regions as defined by physical and human features. Physical Characteristics</p> <p>7.2.8.A Explain the characteristics of places and regions. Physical Processes</p> <p>7.3.8.A Explain the human characteristics of places and regions using the following criteria:</p> <ul style="list-style-type: none"> • Population • Culture • Settlement • Economic activities • Political activities Impact of Physical Systems on People
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<p>Wednesday 10/23/2019</p>	<p>Chapter Exam</p> <p>Day:45</p> <p>Essential Question:</p> <ul style="list-style-type: none"> • Chapter Review <p>Key Vocabulary:</p> <ul style="list-style-type: none"> • Subsistence Farming, Triangular Trade, Cash Crop, Backcountry, Overseer, Diversity, Tidewater, Mercantilism, Export, Import, Smuggling, Charter Colony, Proprietary Colony, Royal Colony, Apprentice, Literacy <p>Activating Strategies/Procedures: (Does it connect to previous learning content? Are students engaged?)</p> <ul style="list-style-type: none"> • Test Day <p>Teaching Strategies Procedures: (Is logical sequence followed? Are activities varied to keep students fresh/focused?)</p> <ul style="list-style-type: none"> • Students will complete Ch 4 Exam • Complete Ch 5 Vocab words and definitions. <p>Summarizing Strategies/Procedures: (Are higher level thinking skills present?)</p> <ul style="list-style-type: none"> • The entire lesson is a review. <p>Modifications of Lesson:</p> <ul style="list-style-type: none"> • Students receive a separate study guide according to IEP <p>Assessments:</p> <ul style="list-style-type: none"> • Chapter Exam • Student responses <p>Standards</p> <p>8.3.8.C Summarize how continuity and change have impacted U.S. history.</p> <ul style="list-style-type: none"> • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations Conflict and Cooperation (US) <p>8.3.8.D Examine how conflict and cooperation among groups and organizations have impacted the growth and development of the U.S.</p> <ul style="list-style-type: none"> • Ethnicity and race • Working conditions • Immigration • Military conflict • Economic stability Contributions of Individuals and Groups (World) <p>7.1.8.B Explain and locate places and regions as defined by physical and human features. Physical Characteristics</p> <p>7.2.8.A Explain the characteristics of places and regions. Physical Processes</p> <p>7.3.8.A Explain the human characteristics of places and regions using the following criteria:</p> <ul style="list-style-type: none"> • Population • Culture • Settlement • Economic activities • Political activities Impact of Physical Systems on People
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<p>Thursday 10/24/2019</p>	<p>Taxation Without Representation</p> <p>Day: 46</p> <p>Essential Question:</p> <ul style="list-style-type: none"> Explain how the French and Indian War impacted the colonists. <p>Key Vocabulary:</p> <ul style="list-style-type: none"> Revenue, writs of assistance, resolution, resolution, effigy, boycott, nonimportation, repeal. <p>Activating Strategies/Procedures: (Does it connect to previous learning content? Are students engaged?)</p> <ul style="list-style-type: none"> Plus/Minus/Intriguing: 1. Colonists should be responsible for paying for the French and Indian War. 2. Colonists should be allowed to move wherever they want in America. <p>Teaching Strategies Procedures: (Is logical sequence followed? Are activities varied to keep students fresh/focused?)</p> <ul style="list-style-type: none"> Partner Read: Pages 132-135 and complete guided reading 5-1 Student-led discussion using guided reading ws. Complete the diagram on page 135 question 5 independently, then on the board. Predict how changes to government involvement at the state and national levels may affect the economy. Taxation. How may increased taxes impact us today? <p>Summarizing Strategies/Procedures: (Are higher-level thinking skills present?)</p> <ul style="list-style-type: none"> Sample Test Question: Students will create 2 possible short answers (not yes or no) test questions. Have students ask and answer their questions. <p>Modifications of Lesson:</p> <ul style="list-style-type: none"> Students with the adaptation for testing that they do not answer shot answer questions should create a multiple choice. <p>Assessments:</p> <ul style="list-style-type: none"> Chapter Exam Sample Test Questions and discussion <p>Standards</p> <p>6.3.8.B Predict how changes to government involvement at the state and national levels may affect the economy. Taxation</p> <p>5.2.8.B Describe how citizens resolve conflicts in society and government. Leadership and Public Service</p>
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<p>Friday 10/25/2019</p>	<p>Taxation Without Representation</p> <p>Day: 47</p> <p>Essential Question:</p> <ul style="list-style-type: none"> Explain how the French and Indian War impacted the colonists. <p>Key Vocabulary:</p> <ul style="list-style-type: none"> Revenue, writs of assistance, resolution, resolution, effigy, boycott, nonimportation, repeal. <p>Activating Strategies/Procedures: (Does it connect to previous learning content? Are students engaged?)</p> <ul style="list-style-type: none"> Plus/Minus/Intriguing: 1. Colonists should be responsible for paying for the French and Indian War. 2. Colonists should be allowed to move wherever they want in America. <p>Teaching Strategies Procedures: (Is logical sequence followed? Are activities varied to keep students fresh/focused?)</p> <ul style="list-style-type: none"> Partner Read: Pages 132-135 and complete guided reading 5-1 Student-led discussion using guided reading ws. Complete the diagram on page 135 question 5 independently, then on the board. Predict how changes to government involvement at the state and national levels may affect the economy. Taxation. How may increased taxes impact us today? <p>Summarizing Strategies/Procedures: (Are higher-level thinking skills present?)</p> <ul style="list-style-type: none"> Sample Test Question: Students will create 2 possible short answers (not yes or no) test questions. Have students ask and answer their questions. <p>Modifications of Lesson:</p> <ul style="list-style-type: none"> Students with the adaptation for testing that they do not answer shot answer questions should create a multiple choice. <p>Assessments:</p> <ul style="list-style-type: none"> Chapter Exam Sample Test Questions and discussion <p>Standards</p> <p>6.3.8.B Predict how changes to government involvement at the state and national levels may affect the economy. Taxation</p> <p>5.2.8.B Describe how citizens resolve conflicts in society and government. Leadership and Public Service</p>
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<p>Monday 10/28/2019</p>	<p>Building Colonial Unity</p> <p>Day:48</p> <p>Essential Question:</p> <ul style="list-style-type: none"> • Explain how the tension between colonist and the British led to war. <p>Key Vocabulary:</p> <ul style="list-style-type: none"> • Propaganda, Committee of correspondence. <p>Activating Strategies/Procedures: (Does it connect to previous learning content? Are students engaged?)</p> <ul style="list-style-type: none"> • Think Pair Share: What unites you with others? <p>Teaching Strategies Procedures: (Is logical sequence followed? Are activities varied to keep students fresh/focused?)</p> <ul style="list-style-type: none"> • Jigsaw:5-2 • Complete 5-2 Guided reading • Class discussion <p>Summarizing Strategies/Procedures: (Are higher level thinking skills present?)</p> <ul style="list-style-type: none"> • Gist Bingo: Students will create a 3x3 grid (9 squares). They will fill each square with keyword or phrase from the reading. <p>Modifications of Lesson:</p> <ul style="list-style-type: none"> • Align groups by ability if possible. <p>Assessments:</p> <ul style="list-style-type: none"> • Chapter Exam • Discussion • Gist Bingo <p>Standards</p> <p>8.3.8.D Examine how conflict and cooperation among groups and organizations have impacted the growth and development of the U.S.</p> <ul style="list-style-type: none"> • Ethnicity and race • Working conditions • Immigration • Military conflict • Economic stability Contributions of Individuals and Groups (World) <p>6.2.8.D Explain the effects that changes in price have on buyers and sellers. Economic Health</p> <p>6.3.8.B Predict how changes to government involvement at the state and national levels may affect the economy. Taxation</p>
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<p>Tuesday 10/29/2019</p>	<p>Building Colonial Unity</p> <p>Day:49</p> <p>Essential Question:</p> <ul style="list-style-type: none"> • Explain how the tension between colonist and the British led to war. <p>Key Vocabulary:</p> <ul style="list-style-type: none"> • Propaganda, Committee of correspondence. <p>Activating Strategies/Procedures: (Does it connect to previous learning content? Are students engaged?)</p> <ul style="list-style-type: none"> • Think Pair Share: What unites you with others? <p>Teaching Strategies Procedures: (Is logical sequence followed? Are activities varied to keep students fresh/focused?)</p> <ul style="list-style-type: none"> • Jigsaw:5-2 • Complete 5-2 Guided reading • Class discussion <p>Summarizing Strategies/Procedures: (Are higher level thinking skills present?)</p> <ul style="list-style-type: none"> • Gist Bingo: Students will create a 3x3 grid (9 squares). They will fill each square with keyword or phrase from the reading. <p>Modifications of Lesson:</p> <ul style="list-style-type: none"> • Align groups by ability if possible. <p>Assessments:</p> <ul style="list-style-type: none"> • Chapter Exam • Discussion • Gist Bingo <p>Standards</p> <p>8.3.8.D Examine how conflict and cooperation among groups and organizations have impacted the growth and development of the U.S.</p> <ul style="list-style-type: none"> • Ethnicity and race • Working conditions • Immigration • Military conflict • Economic stability Contributions of Individuals and Groups (World) <p>6.2.8.D Explain the effects that changes in price have on buyers and sellers. Economic Health</p> <p>6.3.8.B Predict how changes to government involvement at the state and national levels may affect the economy. Taxation</p>
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<p>Wednesday 10/30/2019</p>	<p>Building Colonial Unity</p> <p>Day:50</p> <p>Essential Question:</p> <ul style="list-style-type: none"> • Explain how the tension between colonist and the British led to war. <p>Key Vocabulary:</p> <ul style="list-style-type: none"> • Propaganda, Committee of correspondence. <p>Activating Strategies/Procedures: (Does it connect to previous learning content? Are students engaged?)</p> <ul style="list-style-type: none"> • Think Pair Share: What unites you with others? <p>Teaching Strategies Procedures: (Is logical sequence followed? Are activities varied to keep students fresh/focused?)</p> <ul style="list-style-type: none"> • Jigsaw:5-2 • Complete 5-2 Guided reading • Class discussion <p>Summarizing Strategies/Procedures: (Are higher level thinking skills present?)</p> <ul style="list-style-type: none"> • Gist Bingo: Students will create a 3x3 grid (9 squares). They will fill each square with keyword or phrase from the reading. <p>Modifications of Lesson:</p> <ul style="list-style-type: none"> • Align groups by ability if possible. <p>Assessments:</p> <ul style="list-style-type: none"> • Chapter Exam • Discussion • Gist Bingo <p>Standards</p> <p>8.3.8.D Examine how conflict and cooperation among groups and organizations have impacted the growth and development of the U.S.</p> <ul style="list-style-type: none"> • Ethnicity and race • Working conditions • Immigration • Military conflict • Economic stability Contributions of Individuals and Groups (World) <p>6.2.8.D Explain the effects that changes in price have on buyers and sellers. Economic Health</p> <p>6.3.8.B Predict how changes to government involvement at the state and national levels may affect the economy. Taxation</p>
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<p>Thursday 10/31/2019</p>	<p>A Call to Arms</p> <p>Day:51</p> <p>Essential Question:</p> <ul style="list-style-type: none"> • Explain the events that led to the first battle of the Revolutionary War. <p>Key Vocabulary:</p> <ul style="list-style-type: none"> • Militia, Minutemen, Loyalist, Patriot <p>Activating Strategies/Procedures: (Does it connect to previous learning content? Are students engaged?)</p> <ul style="list-style-type: none"> • Word Splash: Students will write a few sentences using the following word list to capture their background knowledge of the events that led to the Revolutionary War. Continental Congress, Minutemen, Loyalist, Patriots, Lexington, Paul Revere <p>Teaching Strategies Procedures: (Is logical sequence followed? Are activities varied to keep students fresh/focused?)</p> <ul style="list-style-type: none"> • Partner read 5-3 • Complete guided reading 5-3 • Student-led discussion. <p>Summarizing Strategies/Procedures: (Are higher level thinking skills present?)</p> <ul style="list-style-type: none"> • Sample Test Question: Students will create a sample short answer test question. <p>Modifications of Lesson:</p> <ul style="list-style-type: none"> • May have to break the section into parts and do a teacher read aloud depending on time. <p>Assessments:</p> <ul style="list-style-type: none"> • Chapter exam • Guided Reading <p>Standards</p> <p>8.3.8.B Evaluate the importance of historical documents, artifacts and places critical to United States history. Impact of Continuity and Change on US History</p> <p>8.3.8.D Examine how conflict and cooperation among groups and organizations have impacted the growth and development of the U.S.</p> <ul style="list-style-type: none"> • Ethnicity and race • Working conditions • Immigration • Military conflict • Economic stability Contributions of Individuals and Groups (World)
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<p>Friday 11/01/2019</p>	<p>A Call to Arms</p> <p>Day:52</p> <p>Essential Question:</p> <ul style="list-style-type: none"> • Explain the events that led to the first battle of the Revolutionary War. <p>Key Vocabulary:</p> <ul style="list-style-type: none"> • Militia, Minutemen, Loyalist, Patriot <p>Activating Strategies/Procedures: (Does it connect to previous learning content? Are students engaged?)</p> <ul style="list-style-type: none"> • Word Splash: Students will write a few sentences using the following word list to capture their background knowledge of the events that led to the Revolutionary War. Continental Congress, Minutemen, Loyalist, Patriots, Lexington, Paul Revere <p>Teaching Strategies Procedures: (Is logical sequence followed? Are activities varied to keep students fresh/focused?)</p> <ul style="list-style-type: none"> • Partner read 5-3 • Complete guided reading 5-3 • Student-led discussion. <p>Summarizing Strategies/Procedures: (Are higher level thinking skills present?)</p> <ul style="list-style-type: none"> • Sample Test Question: Students will create a sample short answer test question. <p>Modifications of Lesson:</p> <ul style="list-style-type: none"> • May have to break the section into parts and do a teacher read aloud depending on time. <p>Assessments:</p> <ul style="list-style-type: none"> ◦ Chapter exam ◦ Guided Reading <p>Standards</p> <p>8.3.8.B Evaluate the importance of historical documents, artifacts and places critical to United States history. Impact of Continuity and Change on US History</p> <p>8.3.8.D Examine how conflict and cooperation among groups and organizations have impacted the growth and development of the U.S.</p> <ul style="list-style-type: none"> • Ethnicity and race • Working conditions • Immigration • Military conflict • Economic stability Contributions of Individuals and Groups (World)
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<p>Monday 11/04/2019</p>	<p>A Call to Arms</p> <p>Day:53</p> <p>Essential Question:</p> <ul style="list-style-type: none"> • Explain the events that led to the first battle of the Revolutionary War. <p>Key Vocabulary:</p> <ul style="list-style-type: none"> • Militia, Minutemen, Loyalist, Patriot <p>Activating Strategies/Procedures: (Does it connect to previous learning content? Are students engaged?)</p> <ul style="list-style-type: none"> • Word Splash: Students will write a few sentences using the following word list to capture their background knowledge of the events that led to the Revolutionary War. Continental Congress, Minutemen, Loyalist, Patriots, Lexington, Paul Revere <p>Teaching Strategies Procedures: (Is logical sequence followed? Are activities varied to keep students fresh/focused?)</p> <ul style="list-style-type: none"> • Partner read 5-3 • Complete guided reading 5-3 • Student-led discussion. <p>Summarizing Strategies/Procedures: (Are higher level thinking skills present?)</p> <ul style="list-style-type: none"> • Sample Test Question: Students will create a sample short answer test question. <p>Modifications of Lesson:</p> <ul style="list-style-type: none"> • May have to break the section into parts and do a teacher read aloud depending on time. <p>Assessments:</p> <ul style="list-style-type: none"> • Chapter exam • Guided Reading <p>Standards</p> <p>8.3.8.B Evaluate the importance of historical documents, artifacts and places critical to United States history. Impact of Continuity and Change on US History</p> <p>8.3.8.D Examine how conflict and cooperation among groups and organizations have impacted the growth and development of the U.S.</p> <ul style="list-style-type: none"> • Ethnicity and race • Working conditions • Immigration • Military conflict • Economic stability Contributions of Individuals and Groups (World)
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<p>Tuesday 11/05/2019</p>	<p>Moving Toward Independence</p> <p>Day:54</p> <p>Essential Question:</p> <ul style="list-style-type: none"> Explain why the colonist drafted the Declaration of Independence <p>Key Vocabulary:</p> <ul style="list-style-type: none"> Petition, Preamble <p>Activating Strategies/Procedures: (Does it connect to previous learning content? Are students engaged?)</p> <ul style="list-style-type: none"> Video: Declaration of Independence http://www.youtube.com/watch?v=yb7MI8NQLoo <p>Teaching Strategies Procedures: (Is logical sequence followed? Are activities varied to keep students fresh/focused?)</p> <ul style="list-style-type: none"> Jigsaw: Subsections- Colonial Leaders Emerge, The Colonies Take the Offensive (including Abigail Adams), The Colonies Declare Independence, The Declaration of Independence. Guided Reading 5-4 worksheet. Chart on page 147 <p>Summarizing Strategies/Procedures: (Are higher level thinking skills present?)</p> <ul style="list-style-type: none"> Key Points Summary: Students make a list of bulleted key points of the learning from the lesson. <p>Modifications of Lesson:</p> <ul style="list-style-type: none"> Grouping levels. <p>Assessments:</p> <ul style="list-style-type: none"> Chapter Exam Jigsaw Guided Reading <p>Standards</p> <p>8.3.8.A Examine the role groups and individuals played in the social, political, cultural, and economic development of the United States. Historical Documents and Artifacts (US History)</p> <p>8.3.8.B Evaluate the importance of historical documents, artifacts and places critical to United States history. Impact of Continuity and Change on US History</p>
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<p>Wednesday 11/06/2019</p>	<p>Moving Toward Independence</p> <p>Day:55</p> <p>Essential Question:</p> <ul style="list-style-type: none"> Explain why the colonist drafted the Declaration of Independence <p>Key Vocabulary:</p> <ul style="list-style-type: none"> Petition, Preamble <p>Activating Strategies/Procedures: (Does it connect to previous learning content? Are students engaged?)</p> <ul style="list-style-type: none"> Video: Declaration of Independence http://www.youtube.com/watch?v=yb7MI8NQLoo <p>Teaching Strategies Procedures: (Is logical sequence followed? Are activities varied to keep students fresh/focused?)</p> <ul style="list-style-type: none"> Jigsaw: Subsections- Colonial Leaders Emerge, The Colonies Take the Offensive (including Abigail Adams), The Colonies Declare Independence, The Declaration of Independence. Guided Reading 5-4 worksheet. Chart on page 147 <p>Summarizing Strategies/Procedures: (Are higher level thinking skills present?)</p> <ul style="list-style-type: none"> Key Points Summary: Students make a list of bulleted key points of the learning from the lesson. <p>Modifications of Lesson:</p> <ul style="list-style-type: none"> Grouping levels. <p>Assessments:</p> <ul style="list-style-type: none"> Chapter Exam Jigsaw Guided Reading <p>Standards</p> <p>8.3.8.A Examine the role groups and individuals played in the social, political, cultural, and economic development of the United States. Historical Documents and Artifacts (US History)</p> <p>8.3.8.B Evaluate the importance of historical documents, artifacts and places critical to United States history. Impact of Continuity and Change on US History</p>
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<p>Thursday 11/07/2019</p>	<p>Chapter Review</p> <p>Day:56</p> <p>Essential Question:</p> <ul style="list-style-type: none"> • Chapter Review <p>Key Vocabulary: Minutemen B) Preamble C) Boycott D) Revenue E) Repeal F) Propaganda G) Resolution H) Petition I) Effigy</p> <p>Activating Strategies/Procedures: (Does it connect to previous learning content? Are students engaged?)</p> <ul style="list-style-type: none"> • Quick Talk: Name two events that led to the Revolutionary War. <p>Teaching Strategies Procedures: (Is logical sequence followed? Are activities varied to keep students fresh/focused?)</p> <ul style="list-style-type: none"> • Students complete the study guide in small groups. • Student-led study guide check. With a student recorder. <p>Summarizing Strategies/Procedures: (Are higher level thinking skills present?)</p> <ul style="list-style-type: none"> • The entire lesson is a review. <p>Modifications of Lesson:</p> <ul style="list-style-type: none"> • Students receive a separate study guide according to IEP <p>Assessments:</p> <ul style="list-style-type: none"> • Chapter Exam • Student responses <p>Standards</p> <p>8.3.8.C Summarize how continuity and change have impacted U.S. history.</p> <ul style="list-style-type: none"> • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations Conflict and Cooperation (US) <p>8.3.8.D Examine how conflict and cooperation among groups and organizations have impacted the growth and development of the U.S.</p> <ul style="list-style-type: none"> • Ethnicity and race • Working conditions • Immigration • Military conflict • Economic stability Contributions of Individuals and Groups (World) <p>7.1.8.B Explain and locate places and regions as defined by physical and human features. Physical Characteristics</p> <p>7.2.8.A Explain the characteristics of places and regions. Physical Processes</p> <p>7.3.8.A Explain the human characteristics of places and regions using the following criteria:</p> <ul style="list-style-type: none"> • Population • Culture • Settlement • Economic activities • Political activities Impact of Physical Systems on People
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<p>Friday 11/08/2019</p>	<p>Chapter Review</p> <p>Day:57</p> <p>Essential Question:</p> <ul style="list-style-type: none"> • Chapter Review <p>Key Vocabulary: Minutemen B) Preamble C) Boycott D) Revenue E) Repeal F) Propaganda G) Resolution H) Petition I) Effigy</p> <p>Activating Strategies/Procedures: (Does it connect to previous learning content? Are students engaged?)</p> <ul style="list-style-type: none"> • Quick Talk: Name two events that led to the Revolutionary War. <p>Teaching Strategies Procedures: (Is logical sequence followed? Are activities varied to keep students fresh/focused?)</p> <ul style="list-style-type: none"> • Students complete the study guide in small groups. • Student-led study guide check. With a student recorder. <p>Summarizing Strategies/Procedures: (Are higher level thinking skills present?)</p> <ul style="list-style-type: none"> • The entire lesson is a review. <p>Modifications of Lesson:</p> <ul style="list-style-type: none"> • Students receive a separate study guide according to IEP <p>Assessments:</p> <ul style="list-style-type: none"> • Chapter Exam • Student responses <p>Standards</p> <p>8.3.8.C Summarize how continuity and change have impacted U.S. history.</p> <ul style="list-style-type: none"> • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations Conflict and Cooperation (US) <p>8.3.8.D Examine how conflict and cooperation among groups and organizations have impacted the growth and development of the U.S.</p> <ul style="list-style-type: none"> • Ethnicity and race • Working conditions • Immigration • Military conflict • Economic stability Contributions of Individuals and Groups (World) <p>7.1.8.B Explain and locate places and regions as defined by physical and human features. Physical Characteristics</p> <p>7.2.8.A Explain the characteristics of places and regions. Physical Processes</p> <p>7.3.8.A Explain the human characteristics of places and regions using the following criteria:</p> <ul style="list-style-type: none"> • Population • Culture • Settlement • Economic activities • Political activities Impact of Physical Systems on People
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<p>Tuesday 11/12/2019</p>	<p>Chapter Review</p> <p>Day:58</p> <p>Essential Question:</p> <ul style="list-style-type: none"> • Chapter Review <p>Key Vocabulary: Minutemen B) Preamble C) Boycott D) Revenue E) Repeal F) Propaganda G) Resolution H) Petition I) Effigy</p> <p>Activating Strategies/Procedures: (Does it connect to previous learning content? Are students engaged?)</p> <ul style="list-style-type: none"> • Study Day <p>Teaching Strategies Procedures: (Is logical sequence followed? Are activities varied to keep students fresh/focused?)</p> <ul style="list-style-type: none"> • Speed Study <p>Summarizing Strategies/Procedures: (Are higher level thinking skills present?)</p> <ul style="list-style-type: none"> • The entire lesson is a review. <p>Modifications of Lesson:</p> <ul style="list-style-type: none"> • Students receive a separate study guide according to IEP <p>Assessments:</p> <ul style="list-style-type: none"> • Student responses • Chapter Exam <p>Standards</p> <p>8.3.8.C Summarize how continuity and change have impacted U.S. history.</p> <ul style="list-style-type: none"> • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations Conflict and Cooperation (US) <p>8.3.8.D Examine how conflict and cooperation among groups and organizations have impacted the growth and development of the U.S.</p> <ul style="list-style-type: none"> • Ethnicity and race • Working conditions • Immigration • Military conflict • Economic stability Contributions of Individuals and Groups (World) <p>7.1.8.B Explain and locate places and regions as defined by physical and human features. Physical Characteristics</p> <p>7.2.8.A Explain the characteristics of places and regions. Physical Processes</p> <p>7.3.8.A Explain the human characteristics of places and regions using the following criteria:</p> <ul style="list-style-type: none"> • Population • Culture • Settlement • Economic activities • Political activities Impact of Physical Systems on People
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<p>Wednesday 11/13/2019</p>	<p>Chapter Review</p> <p>Day:59</p> <p>Essential Question:</p> <ul style="list-style-type: none"> • Chapter Review <p>Key Vocabulary: Minutemen B) Preamble C) Boycott D) Revenue E) Repeal F) Propaganda G) Resolution H) Petition I) Effigy</p> <p>Activating Strategies/Procedures: (Does it connect to previous learning content? Are students engaged?)</p> <ul style="list-style-type: none"> • Test Day <p>Teaching Strategies Procedures: (Is logical sequence followed? Are activities varied to keep students fresh/focused?)</p> <ul style="list-style-type: none"> • Students will take ch 5 exam. <p>Summarizing Strategies/Procedures: (Are higher level thinking skills present?)</p> <ul style="list-style-type: none"> • The entire lesson is a review. <p>Modifications of Lesson:</p> <ul style="list-style-type: none"> • Students receive a separate study guide according to IEP <p>Assessments:</p> <ul style="list-style-type: none"> • Chapter Exam <p>Standards</p> <p>8.3.8.C Summarize how continuity and change have impacted U.S. history.</p> <ul style="list-style-type: none"> • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations Conflict and Cooperation (US) <p>8.3.8.D Examine how conflict and cooperation among groups and organizations have impacted the growth and development of the U.S.</p> <ul style="list-style-type: none"> • Ethnicity and race • Working conditions • Immigration • Military conflict • Economic stability Contributions of Individuals and Groups (World) <p>7.1.8.B Explain and locate places and regions as defined by physical and human features. Physical Characteristics</p> <p>7.2.8.A Explain the characteristics of places and regions. Physical Processes</p> <p>7.3.8.A Explain the human characteristics of places and regions using the following criteria:</p> <ul style="list-style-type: none"> • Population • Culture • Settlement • Economic activities • Political activities Impact of Physical Systems on People
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<p>Thursday 11/14/2019</p>	<p>The Early Years</p> <p>Day:60</p> <p>Essential Question:</p> <ul style="list-style-type: none"> Compare the advantages and disadvantages of the British and the Americans during the Revolutionary War. <p>Key Vocabulary:</p> <ul style="list-style-type: none"> Neutral, Mercenary, Recruit <p>Activating Strategies/Procedures: (Does it connect to previous learning content? Are students engaged?)</p> <ul style="list-style-type: none"> Chart: Create the adv/dis adv chart on page162. Have students fill in one thing in each box. Have students share and write them on the whiteboard. <p>Teaching Strategies Procedures: (Is logical sequence followed? Are activities varied to keep students fresh/focused?)</p> <ul style="list-style-type: none"> Partner Read: 6-1 Complete WS 6-1 (If there is a sub in this is not homework) Student-led discussion using the worksheet. "Fix" the chart from the activating activity. <p>Summarizing Strategies/Procedures: (Are higher level thinking skills present?)</p> <ul style="list-style-type: none"> Dear Student Letter: Write a letter to another student telling them which strength or weakness is the most important for the war and explain why. <p>Modifications of Lesson:</p> <ul style="list-style-type: none"> Pair low readers with high-level readers. <p>Assessments:</p> <ul style="list-style-type: none"> Worksheets Discussion Chapter Exam <p>Standards</p> <p>8.3.8.D Examine how conflict and cooperation among groups and organizations have impacted the growth and development of the U.S.</p> <ul style="list-style-type: none"> Ethnicity and race Working conditions Immigration Military conflict Economic stability Contributions of Individuals and Groups (World)
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<p>Friday 11/15/2019</p>	<p>The Early Years</p> <p>Day:61</p> <p>Essential Question:</p> <ul style="list-style-type: none"> • Compare the advantages and disadvantages of the British and the Americans during the Revolutionary War. <p>Key Vocabulary:</p> <ul style="list-style-type: none"> • Neutral, Mercenary, Recruit <p>Activating Strategies/Procedures: (Does it connect to previous learning content? Are students engaged?)</p> <ul style="list-style-type: none"> • Chart: Create the adv/dis adv chart on page162. Have students fill in one thing in each box. • Have students share and write them on the whiteboard. <p>Teaching Strategies Procedures: (Is logical sequence followed? Are activities varied to keep students fresh/focused?)</p> <ul style="list-style-type: none"> • Partner Read: 6-1 • Complete WS 6-1 (If there is a sub in this is not homework) • Student-led discussion using the worksheet. • "Fix" the chart from the activating activity. <p>Summarizing Strategies/Procedures: (Are higher level thinking skills present?)</p> <ul style="list-style-type: none"> • Dear Student Letter: Write a letter to another student telling them which strength or weakness is the most important for the war and explain why. • Have students share and debae their answers. <p>Modifications of Lesson:</p> <ul style="list-style-type: none"> • Pair low readers with high-level readers. <p>Assessments:</p> <ul style="list-style-type: none"> • Worksheets • Discussion • Chapter Exam <p>Standards</p> <p>8.3.8.D Examine how conflict and cooperation among groups and organizations have impacted the growth and development of the U.S.</p> <ul style="list-style-type: none"> • Ethnicity and race • Working conditions • Immigration • Military conflict • Economic stability Contributions of Individuals and Groups (World)
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<p>Monday 11/18/2019</p>	<p>The Early Years</p> <p>Day:62</p> <p>Essential Question:</p> <ul style="list-style-type: none"> Compare the advantages and disadvantages of the British and the Americans during the Revolutionary War. <p>Key Vocabulary:</p> <ul style="list-style-type: none"> Neutral, Mercenary, Recruit <p>Activating Strategies/Procedures: (Does it connect to previous learning content? Are students engaged?)</p> <ul style="list-style-type: none"> Chart: Create the adv/dis adv chart on page162. Have students fill in one thing in each box. Have students share and write them on the whiteboard. <p>Teaching Strategies Procedures: (Is logical sequence followed? Are activities varied to keep students fresh/focused?)</p> <ul style="list-style-type: none"> Partner Read: 6-1 Complete WS 6-1 Student-led discussion using the worksheet. "Fix" the chart from the activating activity. <p>Summarizing Strategies/Procedures: (Are higher level thinking skills present?)</p> <ul style="list-style-type: none"> Dear Student Letter: Write a letter to another student telling them which strength or weakness is the most important for the war and explain why. Have students share and debae their answers. <p>Modifications of Lesson:</p> <ul style="list-style-type: none"> Pair low readers with high-level readers. <p>Assessments:</p> <ul style="list-style-type: none"> Worksheets Discussion Chapter Exam <p>Standards</p> <p>8.3.8.D Examine how conflict and cooperation among groups and organizations have impacted the growth and development of the U.S.</p> <ul style="list-style-type: none"> Ethnicity and race Working conditions Immigration Military conflict Economic stability Contributions of Individuals and Groups (World)
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<p>Tuesday 11/19/2019</p>	<p>The War Continues</p> <p>Day: 63</p> <p>Essential Question:</p> <ul style="list-style-type: none"> • How did France change the course of the war? <p>Key Vocabulary:</p> <ul style="list-style-type: none"> • Ally, Desert, Inflation <p>Activating Strategies/Procedures: (Does it connect to previous learning content? Are students engaged?)</p> <ul style="list-style-type: none"> • Picture Descriptors: Using the picture on page 173 in their textbooks students will list 8 words describing their thoughts and emotions as if they were one of the people in the painting. <p>Teaching Strategies Procedures: (Is logical sequence followed? Are activities varied to keep students fresh/focused?)</p> <ul style="list-style-type: none"> • Class Read Aloud: 6-2 • Student-led worksheet: 6-2 • Question: The Americans were fighting for liberty and freedom. How did these ideals make women and enslaved Africans questions their positions in society? <p>Summarizing Strategies/Procedures: (Are higher level thinking skills present?)</p> <ul style="list-style-type: none"> • Think Pair Share: How did France change the course or the war? <p>Modifications of Lesson:</p> <ul style="list-style-type: none"> • Low-Level readers may pass. <p>Assessments:</p> <ul style="list-style-type: none"> • Student discussion • Worksheet • Chapter Exam <p>Standards</p> <p>8.3.8.D Examine how conflict and cooperation among groups and organizations have impacted the growth and development of the U.S.</p> <ul style="list-style-type: none"> • Ethnicity and race • Working conditions • Immigration • Military conflict • Economic stability Contributions of Individuals and Groups (World)
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<p>Wednesday 11/20/2019</p>	<p>The War Continues</p> <p>Day:64</p> <p>Essential Question:</p> <ul style="list-style-type: none"> • How did France change the course of the war? <p>Key Vocabulary:</p> <ul style="list-style-type: none"> • Ally, Desert, Inflation <p>Activating Strategies/Procedures: (Does it connect to previous learning content? Are students engaged?)</p> <ul style="list-style-type: none"> • Picture Descriptors: Using the picture on page 173 in their textbooks students will list 8 adjectives describing their thoughts as if they were one of the people in the painting. <p>Teaching Strategies Procedures: (Is logical sequence followed? Are activities varied to keep students fresh/focused?)</p> <ul style="list-style-type: none"> • Class Read Aloud: 6-2 • Student-led worksheet: 6-2 • Question: The Americans were fighting for liberty and freedom. How did these ideals make women and enslaved Africans questions their positions in society? <p>Summarizing Strategies/Procedures: (Are higher level thinking skills present?)</p> <ul style="list-style-type: none"> • Think Pair Share: How did France change the course or the war? <p>Modifications of Lesson:</p> <ul style="list-style-type: none"> • Low-Level readers may pass. <p>Assessments:</p> <ul style="list-style-type: none"> • Student discussion • Worksheet • Chapter Exam <p>Standards</p> <p>8.3.8.D Examine how conflict and cooperation among groups and organizations have impacted the growth and development of the U.S.</p> <ul style="list-style-type: none"> • Ethnicity and race • Working conditions • Immigration • Military conflict • Economic stability Contributions of Individuals and Groups (World)
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<p>Thursday 11/21/2019</p>	<p>The War Moves West and South</p> <p>Day: 65</p> <p>Essential Question:</p> <ul style="list-style-type: none"> Examine fighting in the West and South <p>Key Vocabulary:</p> <ul style="list-style-type: none"> Blockade, Privateer, Guerrilla Warfare <p>Activating Strategies/Procedures: (Does it connect to previous learning content? Are students engaged?)</p> <ul style="list-style-type: none"> Read and Say Something: Read the "What If..." and answer the 2 questions. <p>Teaching Strategies Procedures: (Is logical sequence followed? Are activities varied to keep students fresh/focused?)</p> <ul style="list-style-type: none"> Jigsaw: Sections-1. War in the West 2.Glory at Sea 3.Struggles in the South 4.Help From Spain Students complete worksheet as a part of a class discussion. <p>Summarizing Strategies/Procedures: (Are higher level thinking skills present?)</p> <ul style="list-style-type: none"> 5 W's Summary <p>Modifications of Lesson:</p> <ul style="list-style-type: none"> Group by ability. <p>Assessments:</p> <ul style="list-style-type: none"> 5 W's Summary Worksheet Chapter Exam <p>Standards</p> <p>8.3.8.A Examine the role groups and individuals played in the social, political, cultural, and economic development of the United States. Historical Documents and Artifacts (US History)</p> <p>8.3.8.B Evaluate the importance of historical documents, artifacts and places critical to United States history. Impact of Continuity and Change on US History</p>
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<p>Friday 11/22/2019</p>	<p>The War Moves West and South</p> <p>Day: 66</p> <p>Essential Question:</p> <ul style="list-style-type: none"> Examine fighting in the West and South <p>Key Vocabulary:</p> <ul style="list-style-type: none"> Blockade, Privateer, Guerrilla Warfare <p>Activating Strategies/Procedures: (Does it connect to previous learning content? Are students engaged?)</p> <ul style="list-style-type: none"> Read and Say Something: Read the "What If..." and answer the 2 questions. <p>Teaching Strategies Procedures: (Is logical sequence followed? Are activities varied to keep students fresh/focused?)</p> <ul style="list-style-type: none"> Jigsaw: Sections-1. War in the West 2.Glory at Sea 3.Struggles in the South 4.Help From Spain Students complete worksheet as a part of a class discussion. <p>Summarizing Strategies/Procedures: (Are higher level thinking skills present?)</p> <ul style="list-style-type: none"> 5 W's Summary <p>Modifications of Lesson:</p> <ul style="list-style-type: none"> Group by ability. <p>Assessments:</p> <ul style="list-style-type: none"> 5 W's Summary Worksheet Chapter Exam <p>Standards</p> <p>8.3.8.A Examine the role groups and individuals played in the social, political, cultural, and economic development of the United States. Historical Documents and Artifacts (US History)</p> <p>8.3.8.B Evaluate the importance of historical documents, artifacts and places critical to United States history. Impact of Continuity and Change on US History</p>
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<p>Monday 11/25/2019</p>	<p>The War Moves West and South</p> <p>Day: 67</p> <p>Essential Question:</p> <ul style="list-style-type: none"> Examine fighting in the West and South <p>Key Vocabulary:</p> <ul style="list-style-type: none"> Blockade, Privateer, Guerrilla Warfare <p>Activating Strategies/Procedures: (Does it connect to previous learning content? Are students engaged?)</p> <ul style="list-style-type: none"> Read and Say Something: Read the "What If..." and answer the 2 questions. <p>Teaching Strategies Procedures: (Is logical sequence followed? Are activities varied to keep students fresh/focused?)</p> <ul style="list-style-type: none"> Jigsaw: Sections-1. War in the West 2.Glory at Sea 3.Struggles in the South 4.Help From Spain Students complete worksheet as a part of a class discussion. <p>Summarizing Strategies/Procedures: (Are higher level thinking skills present?)</p> <ul style="list-style-type: none"> 5 W's Summary <p>Modifications of Lesson:</p> <ul style="list-style-type: none"> Group by ability. <p>Assessments:</p> <ul style="list-style-type: none"> 5 W's Summary Worksheet Chapter Exam <p>Standards</p> <p>8.3.8.A Examine the role groups and individuals played in the social, political, cultural, and economic development of the United States. Historical Documents and Artifacts (US History)</p> <p>8.3.8.B Evaluate the importance of historical documents, artifacts and places critical to United States history. Impact of Continuity and Change on US History</p>
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<p>Tuesday 11/26/2019</p>	<p>The War is Won</p> <p>Day: 68</p> <p>Essential Question:</p> <ul style="list-style-type: none"> • Explain the consequences of the Revolutionary War. <p>Key Vocabulary:</p> <ul style="list-style-type: none"> • Ratify, Ambush <p>Activating Strategies/Procedures: (Does it connect to previous learning content? Are students engaged?)</p> <ul style="list-style-type: none"> • Video Clip: http://www.history.com/topics/american-revolution/siege-of-yorktown <p>Teaching Strategies Procedures: (Is logical sequence followed? Are activities varied to keep students fresh/focused?)</p> <ul style="list-style-type: none"> • Large group read 6-4 • Complete guided reading worksheet as a class. • Complete a T-chart for what the Americans and British gained from the Treaty of Paris of 1783 <p>Summarizing Strategies/Procedures: (Are higher level thinking skills present?)</p> <ul style="list-style-type: none"> • Gist Bingo: Students will create a 4x4 grid and fill in each box with a word or phrase that relates to this lesson. • Yorktown, French, warships, ratify, ambush, George Washington, Cornwallis, Lafayette, Clinton, Chesapeake Bay, Rochambeau, DeGrasse, Hessian, Benjamin Franklin, John Adams, John Jay, Treaty of Paris, Mount Vernon <p>Modifications of Lesson:</p> <ul style="list-style-type: none"> • . <p>Assessments:</p> <ul style="list-style-type: none"> • T-Chart • Discussions/Summaries • Chapter Exam <p>Standards</p> <p>8.3.8.B Evaluate the importance of historical documents, artifacts and places critical to United States history. Impact of Continuity and Change on US History</p>
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<p>Wednesday 11/27/2019</p>	<p>The War is Won</p> <p>Day:69</p> <p>Essential Question:</p> <ul style="list-style-type: none"> • Explain the consequences of the Revolutionary War. <p>Key Vocabulary:</p> <ul style="list-style-type: none"> • Ratify, Ambush <p>Activating Strategies/Procedures: (Does it connect to previous learning content? Are students engaged?)</p> <ul style="list-style-type: none"> • Video Clip: http://www.history.com/topics/american-revolution/siege-of-yorktown <p>Teaching Strategies Procedures: (Is logical sequence followed? Are activities varied to keep students fresh/focused?)</p> <ul style="list-style-type: none"> • Large group read 6-4 • Complete guided reading worksheet as a class. • Complete a T-chart for what the Americans and British gained from the Treaty of Paris of 1783 <p>Summarizing Strategies/Procedures: (Are higher level thinking skills present?)</p> <ul style="list-style-type: none"> • Gist Bingo: Students will create a 4x4 grid and fill in each box with a word or phrase that relates to this lesson. • Yorktown, French, warships, ratify, ambush, George Washington, Cornwallis, Lafayette, Clinton, Chesapeake Bay, Rochambeau, DeGrasse, Hessian, Benjamin Franklin, John Adams, John Jay, Treaty of Paris, Mount Vernon <p>Modifications of Lesson:</p> <ul style="list-style-type: none"> • Student option the not do the Crazy Professor game. <p>Assessments:</p> <ul style="list-style-type: none"> • T-Chart • Discussions/Summaries • Chapter Exam <p>Standards</p> <p>8.3.8.B Evaluate the importance of historical documents, artifacts and places critical to United States history. Impact of Continuity and Change on US History</p>
<p>Friday 11/29/2019</p>	



<p>Wednesday 12/04/2019</p>	<p>Chapter Review</p> <p>Day:70</p> <p>Essential Question:</p> <ul style="list-style-type: none"> Chapter Review <p>Key Vocabulary: Desert, Neutral, Inflation, Privateer, Mercenary, Ratify, Ambush, Recruit, Blockade, Guerrilla Warfare</p> <p>Activating Strategies/Procedures: (Does it connect to previous learning content? Are students engaged?)</p> <ul style="list-style-type: none"> Quick Talk: How did the Treaty of Paris impact America? <p>Teaching Strategies Procedures: (Is logical sequence followed? Are activities varied to keep students fresh/focused?)</p> <ul style="list-style-type: none"> Students complete the study guide in small groups. Student-led study guide check. With a student recorder. <p>Summarizing Strategies/Procedures: (Are higher level thinking skills present?)</p> <ul style="list-style-type: none"> The entire lesson is a review. <p>Modifications of Lesson:</p> <ul style="list-style-type: none"> Students receive a separate study guide according to IEP <p>Assessments:</p> <ul style="list-style-type: none"> Student Responses Chapter Exam <p>Standards</p> <p>8.3.8.A Examine the role groups and individuals played in the social, political, cultural, and economic development of the United States. Historical Documents and Artifacts (US History)</p> <p>8.3.8.B Evaluate the importance of historical documents, artifacts and places critical to United States history. Impact of Continuity and Change on US History</p> <p>8.3.8.C Summarize how continuity and change have impacted U.S. history.</p> <ul style="list-style-type: none"> Belief systems and religions Commerce and industry Technology Politics and government Physical and human geography Social organizations Conflict and Cooperation (US) <p>8.3.8.D Examine how conflict and cooperation among groups and organizations have impacted the growth and development of the U.S.</p> <ul style="list-style-type: none"> Ethnicity and race Working conditions Immigration Military conflict Economic stability Contributions of Individuals and Groups (World)
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<p>Thursday 12/05/2019</p>	<p>Chapter Review</p> <p>Day:71</p> <p>Essential Question:</p> <ul style="list-style-type: none"> Chapter Review <p>Key Vocabulary: Desert, Neutral, Inflation, Privateer, Mercenary, Ratify, Ambush, Recruit, Blockade, Guerrilla Warfare</p> <p>Activating Strategies/Procedures: (Does it connect to previous learning content? Are students engaged?)</p> <ul style="list-style-type: none"> Quick Talk: How did the Treaty of Paris impact America? <p>Teaching Strategies Procedures: (Is logical sequence followed? Are activities varied to keep students fresh/focused?)</p> <ul style="list-style-type: none"> Students complete the study guide in small groups. Student-led study guide check. With a student recorder. <p>Summarizing Strategies/Procedures: (Are higher level thinking skills present?)</p> <ul style="list-style-type: none"> The entire lesson is a review. <p>Modifications of Lesson:</p> <ul style="list-style-type: none"> Students receive a separate study guide according to IEP <p>Assessments:</p> <ul style="list-style-type: none"> Student Responses Chapter Exam <p>Standards</p> <p>8.3.8.A Examine the role groups and individuals played in the social, political, cultural, and economic development of the United States. Historical Documents and Artifacts (US History)</p> <p>8.3.8.B Evaluate the importance of historical documents, artifacts and places critical to United States history. Impact of Continuity and Change on US History</p> <p>8.3.8.C Summarize how continuity and change have impacted U.S. history.</p> <ul style="list-style-type: none"> Belief systems and religions Commerce and industry Technology Politics and government Physical and human geography Social organizations Conflict and Cooperation (US) <p>8.3.8.D Examine how conflict and cooperation among groups and organizations have impacted the growth and development of the U.S.</p> <ul style="list-style-type: none"> Ethnicity and race Working conditions Immigration Military conflict Economic stability Contributions of Individuals and Groups (World)
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<p>Friday 12/06/2019</p>	<p>Chapter Review</p> <p>Day:72</p> <p>Essential Question:</p> <ul style="list-style-type: none"> Chapter Review <p>Key Vocabulary: Desert, Neutral, Inflation, Privateer, Mercenary, Ratify, Ambush, Recruit, Blockade, Guerrilla Warfare</p> <p>Activating Strategies/Procedures: (Does it connect to previous learning content? Are students engaged?)</p> <ul style="list-style-type: none"> Quick Talk: How did the Treaty of Paris impact America? <p>Teaching Strategies Procedures: (Is logical sequence followed? Are activities varied to keep students fresh/focused?)</p> <ul style="list-style-type: none"> Students complete the study guide in small groups. Student-led study guide check. With a student recorder. <p>Summarizing Strategies/Procedures: (Are higher level thinking skills present?)</p> <ul style="list-style-type: none"> The entire lesson is a review. <p>Modifications of Lesson:</p> <ul style="list-style-type: none"> Students receive a separate study guide according to IEP <p>Assessments:</p> <ul style="list-style-type: none"> Student Responses Chapter Exam <p>Standards</p> <p>8.3.8.A Examine the role groups and individuals played in the social, political, cultural, and economic development of the United States. Historical Documents and Artifacts (US History)</p> <p>8.3.8.B Evaluate the importance of historical documents, artifacts and places critical to United States history. Impact of Continuity and Change on US History</p> <p>8.3.8.C Summarize how continuity and change have impacted U.S. history.</p> <ul style="list-style-type: none"> Belief systems and religions Commerce and industry Technology Politics and government Physical and human geography Social organizations Conflict and Cooperation (US) <p>8.3.8.D Examine how conflict and cooperation among groups and organizations have impacted the growth and development of the U.S.</p> <ul style="list-style-type: none"> Ethnicity and race Working conditions Immigration Military conflict Economic stability Contributions of Individuals and Groups (World)
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<p>Monday 12/09/2019</p>	<p>Chapter Review</p> <p>Day:73</p> <p>Essential Question:</p> <ul style="list-style-type: none"> • Chapter Review <p>Key Vocabulary: Desert, Neutral, Inflation, Privateer, Mercenary, Ratify, Ambush, Recruit, Blockade, Guerrilla Warfare</p> <p>Activating Strategies/Procedures: (Does it connect to previous learning content? Are students engaged?)</p> <ul style="list-style-type: none"> • Test Day <p>Teaching Strategies Procedures: (Is logical sequence followed? Are activities varied to keep students fresh/focused?)</p> <ul style="list-style-type: none"> • Students will complete the chapter exam. • Do the next set of vocab words and definitions. Federalism, Ratify, Amendment, Compromise, Proportional, Depression, Constitution, Bicameral, Republic, Petition, Depreciate, Ordinance, Articles, Checks and Balance <p>Summarizing Strategies/Procedures: (Are higher level thinking skills present?)</p> <ul style="list-style-type: none"> • The entire lesson is a review. <p>Modifications of Lesson:</p> <ul style="list-style-type: none"> • Students receive a separate study guide according to IEP <p>Assessments:</p> <ul style="list-style-type: none"> • Student Responses • Chapter Exam <p>Standards</p> <p>8.3.8.A Examine the role groups and individuals played in the social, political, cultural, and economic development of the United States. Historical Documents and Artifacts (US History)</p> <p>8.3.8.B Evaluate the importance of historical documents, artifacts and places critical to United States history. Impact of Continuity and Change on US History</p> <p>8.3.8.C Summarize how continuity and change have impacted U.S. history.</p> <ul style="list-style-type: none"> • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations Conflict and Cooperation (US) <p>8.3.8.D Examine how conflict and cooperation among groups and organizations have impacted the growth and development of the U.S.</p> <ul style="list-style-type: none"> • Ethnicity and race • Working conditions • Immigration • Military conflict • Economic stability Contributions of Individuals and Groups (World)
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<p>Tuesday 12/10/2019</p>	<p>Articles of Confederation</p> <p>Day: 74</p> <p>Essential Question:</p> <ul style="list-style-type: none"> Examine the Articles of Confederation. <p>Key Vocabulary:</p> <ul style="list-style-type: none"> Constitution, Bicameral, republic, petition, ordinance, depreciate <p>Activating Strategies/Procedures: (Does it connect to previous learning content? Are students engaged?)</p> <ul style="list-style-type: none"> Think Pair Share: True or false- A strong government is important to the survival of a country? Defend your answer. <p>Teaching Strategies Procedures: (Is logical sequence followed? Are activities varied to keep students fresh/focused?)</p> <ul style="list-style-type: none"> Inquiry-Guided Instruction: Break the class into groups. Ask each group to describe the Articles of Confederation and explain why the Articles failed. They can give their answers any way they choose except for verbally. Share and discuss with the class. Do the chart from question 5 on page 198 as a class. <p>Summarizing Strategies/Procedures: (Are higher level thinking skills present?)</p> <ul style="list-style-type: none"> Ticket out the Door: What would our country be like today if we still used the Articles of Confederation? <p>Modifications of Lesson:</p> <ul style="list-style-type: none"> mix ability groups <p>Assessments:</p> <ul style="list-style-type: none"> Student Responses Chapter Exam <p>Standards</p> <p>5.1.8.B Outline how different systems of government function. Principles and Ideals that Shape Government</p>
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<p>Wednesday 12/11/2019</p>	<p>Articles of Confederation</p> <p>Day: 75</p> <p>Essential Question:</p> <ul style="list-style-type: none"> Examine the Articles of Confederation. <p>Key Vocabulary:</p> <ul style="list-style-type: none"> Constitution, Bicameral, republic, petition, ordinance, depreciate <p>Activating Strategies/Procedures: (Does it connect to previous learning content? Are students engaged?)</p> <ul style="list-style-type: none"> Think Pair Share: True or false- A strong government is important to the survival of a country? Defend your answer. <p>Teaching Strategies Procedures: (Is logical sequence followed? Are activities varied to keep students fresh/focused?)</p> <ul style="list-style-type: none"> Inquiry-Guided Instruction: Break the class into groups. Ask each group to describe the Articles of Confederation and explain why the Articles failed. They can give their answers any way they choose except for verbally. Share and discuss with the class. Do the chart from question 5 on page 198 as a class. <p>Summarizing Strategies/Procedures: (Are higher level thinking skills present?)</p> <ul style="list-style-type: none"> Ticket out the Door: What would our country be like today if we still used the Articles of Confederation? <p>Modifications of Lesson:</p> <ul style="list-style-type: none"> mix ability groups <p>Assessments:</p> <ul style="list-style-type: none"> Student Responses Chapter Exam <p>Standards</p> <p>5.1.8.B Outline how different systems of government function. Principles and Ideals that Shape Government</p>
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<p>Thursday 12/12/2019</p>	<p>Articles of Confederation</p> <p>Day: 76</p> <p>Essential Question:</p> <ul style="list-style-type: none"> Examine the Articles of Confederation. <p>Key Vocabulary:</p> <ul style="list-style-type: none"> Constitution, Bicameral, republic, petition, ordinance, depreciate <p>Activating Strategies/Procedures: (Does it connect to previous learning content? Are students engaged?)</p> <ul style="list-style-type: none"> Think Pair Share: True or false- A strong government is important to the survival of a country? Defend your answer. <p>Teaching Strategies Procedures: (Is logical sequence followed? Are activities varied to keep students fresh/focused?)</p> <ul style="list-style-type: none"> Inquiry-Guided Instruction: Break the class into groups. Ask each group to describe the Articles of Confederation and explain why the Articles failed. They can give their answers any way they choose except for verbally. Share and discuss with the class. Do the chart from question 5 on page 198 as a class. <p>Summarizing Strategies/Procedures: (Are higher level thinking skills present?)</p> <ul style="list-style-type: none"> Ticket out the Door: What would our country be like today if we still used the Articles of Confederation? <p>Modifications of Lesson:</p> <ul style="list-style-type: none"> mix ability groups <p>Assessments:</p> <ul style="list-style-type: none"> Student Responses Chapter Exam <p>Standards</p> <p>5.1.8.B Outline how different systems of government function. Principles and Ideals that Shape Government</p>
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<p>Friday 12/13/2019</p>	<p>Articles of Confederation</p> <p>Day: 77</p> <p>Essential Question:</p> <ul style="list-style-type: none"> Examine the Articles of Confederation. <p>Key Vocabulary:</p> <ul style="list-style-type: none"> Constitution, Bicameral, republic, petition, ordinance, depreciate <p>Activating Strategies/Procedures: (Does it connect to previous learning content? Are students engaged?)</p> <ul style="list-style-type: none"> Think Pair Share: True or false- A strong government is important to the survival of a country? Defend your answer. <p>Teaching Strategies Procedures: (Is logical sequence followed? Are activities varied to keep students fresh/focused?)</p> <ul style="list-style-type: none"> Inquiry-Guided Instruction: Break the class into groups. Ask each group to describe the Articles of Confederation and explain why the Articles failed. They can give their answers any way they choose except for verbally. Share and discuss with the class. Do the chart from question 5 on page 198 as a class. <p>Summarizing Strategies/Procedures: (Are higher level thinking skills present?)</p> <ul style="list-style-type: none"> Ticket out the Door: What would our country be like today if we still used the Articles of Confederation? <p>Modifications of Lesson:</p> <ul style="list-style-type: none"> mix ability groups <p>Assessments:</p> <ul style="list-style-type: none"> Student Responses Chapter Exam <p>Standards</p> <p>5.1.8.B Outline how different systems of government function. Principles and Ideals that Shape Government</p>
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<p>Monday 12/16/2019</p>	<p>Convention and Compromise</p> <p>Day: 78</p> <p>Essential Question:</p> <ul style="list-style-type: none"> Examine how the Constitution became America's plan of government. <p>Key Vocabulary:</p> <ul style="list-style-type: none"> Depression, Manumission, Proportional, Compromise <p>Activating Strategies/Procedures: (Does it connect to previous learning content? Are students engaged?)</p> <ul style="list-style-type: none"> Thinks Pair Write: Look at the photo on page 202 and 204. Ask students what they show, where they are located, and why they may be important to the nation's history. <p>Teaching Strategies Procedures: (Is logical sequence followed? Are activities varied to keep students fresh/focused?)</p> <ul style="list-style-type: none"> Partner Read: Pages 199-205 7-2 worksheet Question 5 on page 205 Discussion <p>Summarizing Strategies/Procedures: (Are higher level thinking skills present?)</p> <ul style="list-style-type: none"> Key Points Summary: Students will make a list of bulleted key points of the learning from this lesson. <p>Modifications of Lesson:</p> <ul style="list-style-type: none"> Pair readers according to ability. <p>Assessments:</p> <ul style="list-style-type: none"> Worksheet Chart Chapter Exam. <p>Standards</p> <p>5.1.8.A Identify the sources of the rule of law. Laws and Government</p>
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<p>Tuesday 12/17/2019</p>	<p>Convention and Compromise</p> <p>Day: 79</p> <p>Essential Question:</p> <ul style="list-style-type: none"> Examine how the Constitution became America's plan of government. <p>Key Vocabulary:</p> <ul style="list-style-type: none"> Depression, Manumission, Proportional, Compromise <p>Activating Strategies/Procedures: (Does it connect to previous learning content? Are students engaged?)</p> <ul style="list-style-type: none"> Thinks Pair Write: Look at the photo on page 202 and 204. Ask students what they show, where they are located, and why they may be important to the nation's history. <p>Teaching Strategies Procedures: (Is logical sequence followed? Are activities varied to keep students fresh/focused?)</p> <ul style="list-style-type: none"> Partner Read: Pages 199-205 7-2 worksheet Question 5 on page 205 Discussion <p>Summarizing Strategies/Procedures: (Are higher level thinking skills present?)</p> <ul style="list-style-type: none"> Key Points Summary: Students will make a list of bulleted key points of the learning from this lesson. <p>Modifications of Lesson:</p> <ul style="list-style-type: none"> Pair readers according to ability. <p>Assessments:</p> <ul style="list-style-type: none"> Worksheet Chart Chapter Exam. <p>Standards</p> <p>5.1.8.A Identify the sources of the rule of law. Laws and Government</p>
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<p>Wednesday 12/18/2019</p>	<p>A New Plan of Government</p> <p>Day:80</p> <p>Essential Question:</p> <ul style="list-style-type: none"> • How does the Constitution limit the power of government? <p>Key Vocabulary:</p> <ul style="list-style-type: none"> • Federalism, Article, Legislative Branch, Executive Branch, Electoral College, Judicial Branch, Checks and Balances, Ratify, Federalist, Antifederalist, amendment. <p>Activating Strategies/Procedures: (Does it connect to previous learning content? Are students engaged?)</p> <ul style="list-style-type: none"> • Word Association: Students will make a list of 6 words/phrases that come to mind when they hear Constitution. <p>Teaching Strategies Procedures: (Is logical sequence followed? Are activities varied to keep students fresh/focused?)</p> <ul style="list-style-type: none"> • Jigsaw: Pages 207-213- Roots of the Constitution, Federal System, Executive Branch, Constitutional Debate, Protecting Rights • Guided Reading as a class. <p>Summarizing Strategies/Procedures: (Are higher level thinking skills present?)</p> <ul style="list-style-type: none"> • Headline Summary: Create a newspaper headline for the material in this lesson. <p>Modifications of Lesson:</p> <ul style="list-style-type: none"> • Mixed level groups. <p>Assessments:</p> <ul style="list-style-type: none"> • Worksheet/discussion • Chapter Exam <p>Standards</p> <p>5.1.8.C Analyze the principles and ideas that shaped local, Pennsylvania, and national governments.</p> <ul style="list-style-type: none"> • Liberty / Freedom • Democracy • Justice • Equality Documents and Ideals that Shape Pennsylvania and US Government <p>5.1.8.D Summarize the basic principles and ideals within documents and the roles played by the framers as found in significant documents:</p> <ul style="list-style-type: none"> • Declaration of Independence • United States Constitution • Bill of Rights • Pennsylvania Constitution • Individual Rights
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<p>Thursday 12/19/2019</p>	<p>A New Plan of Government</p> <p>Day:81</p> <p>Essential Question:</p> <ul style="list-style-type: none"> • How does the Constitution limit the power of government? <p>Key Vocabulary:</p> <ul style="list-style-type: none"> • Federalism, Article, Legislative Branch, Executive Branch, Electoral College, Judicial Branch, Checks and Balances, Ratify, Federalist, Antifederalist, amendment. <p>Activating Strategies/Procedures: (Does it connect to previous learning content? Are students engaged?)</p> <ul style="list-style-type: none"> • Word Association: Students will make a list of 6 words/phrases that come to mind when they hear Constitution. <p>Teaching Strategies Procedures: (Is logical sequence followed? Are activities varied to keep students fresh/focused?)</p> <ul style="list-style-type: none"> • Jigsaw: Pages 207-213- Roots of the Constitution, Federal System, Executive Branch, Constitutional Debate, Protecting Rights • Guided Reading as a class. <p>Summarizing Strategies/Procedures: (Are higher level thinking skills present?)</p> <ul style="list-style-type: none"> • Headline Summary: Create a newspaper headline for the material in this lesson. <p>Modifications of Lesson:</p> <ul style="list-style-type: none"> • Mixed level groups. <p>Assessments:</p> <ul style="list-style-type: none"> • Worksheet • Chart • Chapter Exam. <p>Standards</p> <p>5.1.8.C Analyze the principles and ideas that shaped local, Pennsylvania, and national governments.</p> <ul style="list-style-type: none"> • Liberty / Freedom • Democracy • Justice • Equality Documents and Ideals that Shape Pennsylvania and US Government <p>5.1.8.D Summarize the basic principles and ideals within documents and the roles played by the framers as found in significant documents:</p> <ul style="list-style-type: none"> • Declaration of Independence • United States Constitution • Bill of Rights • Pennsylvania Constitution • Individual Rights
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<p>Friday 12/20/2019</p>	<p>A New Plan of Government</p> <p>Day:82</p> <p>Essential Question:</p> <ul style="list-style-type: none"> • How does the Constitution limit the power of government? <p>Key Vocabulary:</p> <ul style="list-style-type: none"> • Federalism, Article, Legislative Branch, Executive Branch, Electoral College, Judicial Branch, Checks and Balances, Ratify, Federalist, Antifederalist, amendment. <p>Activating Strategies/Procedures: (Does it connect to previous learning content? Are students engaged?)</p> <ul style="list-style-type: none"> • Word Association: Students will make a list of 6 words/phrases that come to mind when they hear Constitution. <p>Teaching Strategies Procedures: (Is logical sequence followed? Are activities varied to keep students fresh/focused?)</p> <ul style="list-style-type: none"> • Jigsaw: Pages 207-213- Roots of the Constitution, Federal System, Executive Branch, Constitutional Debate, Protecting Rights • Guided Reading as a class. <p>Summarizing Strategies/Procedures: (Are higher level thinking skills present?)</p> <ul style="list-style-type: none"> • Headline Summary: Create a newspaper headline for the material in this lesson. <p>Modifications of Lesson:</p> <ul style="list-style-type: none"> • Mixed level groups. <p>Assessments:</p> <ul style="list-style-type: none"> • Worksheet Discussion • Chapter Exam. <p>Standards</p> <p>5.1.8.C Analyze the principles and ideas that shaped local, Pennsylvania, and national governments.</p> <ul style="list-style-type: none"> • Liberty / Freedom • Democracy • Justice • Equality Documents and Ideals that Shape Pennsylvania and US Government <p>5.1.8.D Summarize the basic principles and ideals within documents and the roles played by the framers as found in significant documents:</p> <ul style="list-style-type: none"> • Declaration of Independence • United States Constitution • Bill of Rights • Pennsylvania Constitution • Individual Rights
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<p>Monday 12/23/2019</p>	<p>Colonial Games</p> <p>Day: 83</p> <p>Essential Question:</p> <ul style="list-style-type: none"> • How has change impacted America? <p>Key Vocabulary:</p> <ul style="list-style-type: none"> • <p>Activating Strategies/Procedures: (Does it connect to previous learning content? Are students engaged?)</p> <ul style="list-style-type: none"> • Quick Talk: How do you think children entertained themselves in Colonial America? <p>Teaching Strategies Procedures: (Is logical sequence followed? Are activities varied to keep students fresh/focused?)</p> <ul style="list-style-type: none"> • Students will create markers" • Nine Man Morris • Students will play Nine Man Morris. • Discuss how technology has changed entertainment. <p>Summarizing Strategies/Procedures: (Are higher level thinking skills present?)</p> <ul style="list-style-type: none"> • Text Message: How has technology changed the standards of entertainment? <p>Modifications of Lesson:</p> <ul style="list-style-type: none"> • <p>Assessments:</p> <ul style="list-style-type: none"> • Text Message <p>Standards</p> <p>8.3.8.C Summarize how continuity and change have impacted U.S. history.</p> <ul style="list-style-type: none"> • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations Conflict and Cooperation (US) <p>6.4.8.B Compare the standard of living in different times and places. Multinational and Non-Governmental Organizations</p>
<p>Thursday 12/26/2019</p>	
<p>Monday 12/30/2019</p>	
<p>Tuesday 12/31/2019</p>	



<p>Monday 01/06/2020</p>	<p>Chapter Review</p> <p>Day:84</p> <p>Essential Question:</p> <ul style="list-style-type: none"> • Chapter Review <p>Key Vocabulary: Federalism, Ratify, Amendment, Compromise, Proportional, Depression, Constitution, Bicameral, Republic, Petition, Depreciate, Ordinance, Articles, Checks and Balance</p> <p>Activating Strategies/Procedures: (Does it connect to previous learning content? Are students engaged?)</p> <ul style="list-style-type: none"> • Quick Talk: What did the Three-Fifths Compromise state and why was it adopted? <p>Teaching Strategies Procedures: (Is logical sequence followed? Are activities varied to keep students fresh/focused?)</p> <ul style="list-style-type: none"> • Students complete the study guide in small groups. • Student-led study guide check. With a student recorder. <p>Summarizing Strategies/Procedures: (Are higher level thinking skills present?)</p> <ul style="list-style-type: none"> • The entire lesson is a review. <p>Modifications of Lesson:</p> <ul style="list-style-type: none"> • Students receive a separate study guide according to IEP <p>Assessments:</p> <ul style="list-style-type: none"> • Student Responses • Chapter Exam <p>Standards</p> <p>5.1.8.A Identify the sources of the rule of law. Laws and Government</p> <p>5.1.8.B Outline how different systems of government function. Principles and Ideals that Shape Government</p> <p>5.1.8.C Analyze the principles and ideas that shaped local, Pennsylvania, and national governments.</p> <ul style="list-style-type: none"> • Liberty / Freedom • Democracy • Justice • Equality Documents and Ideals that Shape Pennsylvania and US Government <p>5.1.8.D Summarize the basic principles and ideals within documents and the roles played by the framers as found in significant documents:</p> <ul style="list-style-type: none"> • Declaration of Independence • United States Constitution • Bill of Rights • Pennsylvania Constitution • Individual Rights
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<p>Tuesday 01/07/2020</p>	<p>Growth and Expansion</p> <p>Day:85</p> <p>Essential Question:</p> <ul style="list-style-type: none"> • Explore and illustrate the Louisiana Purchase and explorations of these lands. <p>Key Vocabulary:</p> <ul style="list-style-type: none"> • <p>Activating Strategies/Procedures: (Does it connect to previous learning content? Are students engaged?)</p> <ul style="list-style-type: none"> • Think-Pair-Share: Would you have gone on Lewis and Clark's journey? <p>Teaching Strategies Procedures: (Is logical sequence followed? Are activities varied to keep students fresh/focused?)</p> <ul style="list-style-type: none"> • Student Choice: Students will create an artifact that shows an explanation/illustration etc of the Louisiana Purchase, its explorations, and the impact on America. • Students will do a who, what, when, where, and why on the Louisiana Purchase, Exploration, and Impact on America. <p>Summarizing Strategies/Procedures: (Are higher level thinking skills present?)</p> <ul style="list-style-type: none"> • Letter to a friend: Tell them about your experience on Lewis and Clark's journey. <p>Modifications of Lesson:</p> <ul style="list-style-type: none"> • <p>Assessments:</p> <ul style="list-style-type: none"> • Artifacts • Rubric • Student interactions <p>Standards</p> <p>8.3.8.A Examine the role groups and individuals played in the social, political, cultural, and economic development of the United States. Historical Documents and Artifacts (US History)</p> <p>8.3.8.C Summarize how continuity and change have impacted U.S. history.</p> <ul style="list-style-type: none"> • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations Conflict and Cooperation (US)
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<p>Wednesday 01/08/2020</p>	<p>Chapter Review</p> <p>Day:86</p> <p>Essential Question:</p> <ul style="list-style-type: none"> • Chapter Review <p>Key Vocabulary: Federalism, Ratify, Amendment, Compromise, Proportional, Depression, Constitution, Bicameral, Republic, Petition, Depreciate, Ordinance, Articles, Checks and Balance</p> <p>Activating Strategies/Procedures: (Does it connect to previous learning content? Are students engaged?)</p> <ul style="list-style-type: none"> • Quick Talk: What did the Three-Fifths Compromise state and why was it adopted? <p>Teaching Strategies Procedures: (Is logical sequence followed? Are activities varied to keep students fresh/focused?)</p> <ul style="list-style-type: none"> • Students complete the study guide in small groups. • Student-led study guide check. With a student recorder. <p>Summarizing Strategies/Procedures: (Are higher level thinking skills present?)</p> <ul style="list-style-type: none"> • The entire lesson is a review. <p>Modifications of Lesson:</p> <ul style="list-style-type: none"> • Students receive a separate study guide according to IEP <p>Assessments:</p> <ul style="list-style-type: none"> • Student Responses • Chapter Exam <p>Standards</p> <p>5.1.8.A Identify the sources of the rule of law. Laws and Government</p> <p>5.1.8.B Outline how different systems of government function. Principles and Ideals that Shape Government</p> <p>5.1.8.C Analyze the principles and ideas that shaped local, Pennsylvania, and national governments.</p> <ul style="list-style-type: none"> • Liberty / Freedom • Democracy • Justice • Equality Documents and Ideals that Shape Pennsylvania and US Government <p>5.1.8.D Summarize the basic principles and ideals within documents and the roles played by the framers as found in significant documents:</p> <ul style="list-style-type: none"> • Declaration of Independence • United States Constitution • Bill of Rights • Pennsylvania Constitution • Individual Rights
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<p>Thursday 01/09/2020</p>	<p>Chapter Review</p> <p>Day:87</p> <p>Essential Question:</p> <ul style="list-style-type: none"> • Chapter Review <p>Key Vocabulary: Federalism, Ratify, Amendment, Compromise, Proportional, Depression, Constitution, Bicameral, Republic, Petition, Depreciate, Ordinance, Articles, Checks and Balance</p> <p>Activating Strategies/Procedures: (Does it connect to previous learning content? Are students engaged?)</p> <ul style="list-style-type: none"> • Quick Talk: What did the Three-Fifths Compromise state and why was it adopted? <p>Teaching Strategies Procedures: (Is logical sequence followed? Are activities varied to keep students fresh/focused?)</p> <ul style="list-style-type: none"> • Speed Study ch 7 Study guide. <p>Summarizing Strategies/Procedures: (Are higher level thinking skills present?)</p> <ul style="list-style-type: none"> • The entire lesson is a review. <p>Modifications of Lesson:</p> <ul style="list-style-type: none"> • Students receive a separate study guide according to IEP <p>Assessments:</p> <ul style="list-style-type: none"> • Student Responses • Chapter Exam <p>Standards</p> <p>5.1.8.A Identify the sources of the rule of law. Laws and Government</p> <p>5.1.8.B Outline how different systems of government function. Principles and Ideals that Shape Government</p> <p>5.1.8.C Analyze the principles and ideas that shaped local, Pennsylvania, and national governments.</p> <ul style="list-style-type: none"> • Liberty / Freedom • Democracy • Justice • Equality Documents and Ideals that Shape Pennsylvania and US Government <p>5.1.8.D Summarize the basic principles and ideals within documents and the roles played by the framers as found in significant documents:</p> <ul style="list-style-type: none"> • Declaration of Independence • United States Constitution • Bill of Rights • Pennsylvania Constitution • Individual Rights
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<p>Friday 01/10/2020</p>	<p>Chapter Test</p> <p>Day:88</p> <p>Essential Question:</p> <ul style="list-style-type: none"> • Chapter Review <p>Key Vocabulary: Federalism, Ratify, Amendment, Compromise, Proportional, Depression, Constitution, Bicameral, Republic, Petition, Depreciate, Ordinance, Articles, Checks and Balance</p> <p>Activating Strategies/Procedures: (Does it connect to previous learning content? Are students engaged?)</p> <ul style="list-style-type: none"> • <p>Teaching Strategies Procedures: (Is logical sequence followed? Are activities varied to keep students fresh/focused?)</p> <ul style="list-style-type: none"> • Take exam <p>Summarizing Strategies/Procedures: (Are higher level thinking skills present?)</p> <ul style="list-style-type: none"> • The entire lesson is a review. <p>Modifications of Lesson:</p> <ul style="list-style-type: none"> • Adapted Test <p>Assessments:</p> <ul style="list-style-type: none"> • Chapter Exam <p>Standards</p> <p>5.1.8.A Identify the sources of the rule of law. Laws and Government</p> <p>5.1.8.B Outline how different systems of government function. Principles and Ideals that Shape Government</p> <p>5.1.8.C Analyze the principles and ideas that shaped local, Pennsylvania, and national governments.</p> <ul style="list-style-type: none"> • Liberty / Freedom • Democracy • Justice • Equality Documents and Ideals that Shape Pennsylvania and US Government <p>5.1.8.D Summarize the basic principles and ideals within documents and the roles played by the framers as found in significant documents:</p> <ul style="list-style-type: none"> • Declaration of Independence • United States Constitution • Bill of Rights • Pennsylvania Constitution • Individual Rights
<p>Monday 01/13/2020</p>	<p>In service</p>



<p>Tuesday 01/14/2020</p>	<p>Growth and Expansion</p> <p>Day:90</p> <p>Essential Question:</p> <ul style="list-style-type: none"> • Explore and illustrate the Louisiana Purchase and explorations of these lands. <p>Key Vocabulary:</p> <ul style="list-style-type: none"> • <p>Activating Strategies/Procedures: (Does it connect to previous learning content? Are students engaged?)</p> <ul style="list-style-type: none"> • Think-Pair-Share: Would you have gone on Lewis and Clark's journey? <p>Teaching Strategies Procedures: (Is logical sequence followed? Are activities varied to keep students fresh/focused?)</p> <ul style="list-style-type: none"> • Student Choice: Students will create an artifact that shows an explanation/illustration etc of the Louisiana Purchase, its explorations, and the impact on America. • Students will do a who, what, when, where, and why on the Lousianana Purchase, Exploration, and Impact on America. <p>Summarizing Strategies/Procedures: (Are higher level thinking skills present?)</p> <ul style="list-style-type: none"> • Letter to a friend: Tell them about your expeerience on Lewis and Clark's journey. <p>Modifications of Lesson:</p> <ul style="list-style-type: none"> • <p>Assessments:</p> <ul style="list-style-type: none"> • Artifacts • Rubric • Student interactions <p>Standards</p> <p>8.3.8.A Examine the role groups and individuals played in the social, political, cultural, and economic development of the United States. Historical Documents and Artifacts (US History)</p> <p>8.3.8.C Summarize how continuity and change have impacted U.S. history.</p> <ul style="list-style-type: none"> • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations Conflict and Cooperation (US)
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<p>Wednesday 01/15/2020</p>	<p>Growth and Expansion</p> <p>Day:91</p> <p>Essential Question:</p> <ul style="list-style-type: none"> • Explore and illustrate the Louisiana Purchase and explorations of these lands. <p>Key Vocabulary:</p> <ul style="list-style-type: none"> • <p>Activating Strategies/Procedures: (Does it connect to previous learning content? Are students engaged?)</p> <ul style="list-style-type: none"> • Think-Pair-Share: Would you have gone on Lewis and Clark's journey? <p>Teaching Strategies Procedures: (Is logical sequence followed? Are activities varied to keep students fresh/focused?)</p> <ul style="list-style-type: none"> • Student Choice: Students will create an artifact that shows an explanation/illustration etc of the Louisiana Purchase, its explorations, and the impact on America. • Students will do a who, what, when, where, and why on the Lousianana Purchase, Exploration, and Impact on America. <p>Summarizing Strategies/Procedures: (Are higher level thinking skills present?)</p> <ul style="list-style-type: none"> • Letter to a friend: Tell them about your expeerience on Lewis and Clark's journey. <p>Modifications of Lesson:</p> <ul style="list-style-type: none"> • <p>Assessments:</p> <ul style="list-style-type: none"> • Artifacts • Rubric • Student interactions <p>Standards</p> <p>8.3.8.A Examine the role groups and individuals played in the social, political, cultural, and economic development of the United States. Historical Documents and Artifacts (US History)</p> <p>8.3.8.C Summarize how continuity and change have impacted U.S. history.</p> <ul style="list-style-type: none"> • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations Conflict and Cooperation (US)
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<p>Thursday 01/16/2020</p>	<p>A time of Conflict</p> <p>Day: 92</p> <p>Essential Question:</p> <ul style="list-style-type: none"> • Explain the challenges that came with the rapid growth of the United States during the early 1800s <p>Key Vocabulary:</p> <ul style="list-style-type: none"> • Tribute, Embargo, Nationalism, Impressment <p>Activating Strategies/Procedures: (Does it connect to previous learning content? Are students engaged?)</p> <ul style="list-style-type: none"> • Think, Pair, Share: What are the pros and cons of expansion? <p>Teaching Strategies Procedures: (Is logical sequence followed? Are activities varied to keep students fresh/focused?)</p> <ul style="list-style-type: none"> • Partner Read: Read pages 288-294. • Complete Guided reading and Reteaching worksheets. • Student-led Discussion <p>Summarizing Strategies/Procedures: (Are higher level thinking skills present?)</p> <ul style="list-style-type: none"> • Ticket out the door: Explain the challenges that came with the rapid growth of the United States during the early 1800s <p>Modifications of Lesson:</p> <ul style="list-style-type: none"> • Pair low readers with high readers <p>Assessments:</p> <ul style="list-style-type: none"> • Chapter Exam • Worksheets <p>Standards</p> <p>8.3.8.D Examine how conflict and cooperation among groups and organizations have impacted the growth and development of the U.S.</p> <ul style="list-style-type: none"> • Ethnicity and race • Working conditions • Immigration • Military conflict • Economic stability Contributions of Individuals and Groups (World)
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<p>Friday 01/17/2020</p>	<p>A time of Conflict</p> <p>Day: 93</p> <p>Essential Question:</p> <ul style="list-style-type: none"> • Explain the challenges that came with the rapid growth of the United States during the early 1800s <p>Key Vocabulary:</p> <ul style="list-style-type: none"> • Tribute, Embargo, Nationalism, Impressment <p>Activating Strategies/Procedures: (Does it connect to previous learning content? Are students engaged?)</p> <ul style="list-style-type: none"> • Think, Pair, Share: What are the pros and cons of expansion? <p>Teaching Strategies Procedures: (Is logical sequence followed? Are activities varied to keep students fresh/focused?)</p> <ul style="list-style-type: none"> • Partner Read: Read pages 288-294. • Complete Guided reading and Reteaching worksheets. • Student-led Discussion <p>Summarizing Strategies/Procedures: (Are higher level thinking skills present?)</p> <ul style="list-style-type: none"> • Ticket out the door: Explain the challenges that came with the rapid growth of the United States during the early 1800s <p>Modifications of Lesson:</p> <ul style="list-style-type: none"> • Pair low readers with high readers <p>Assessments:</p> <ul style="list-style-type: none"> • Chapter Exam • Worksheets <p>Standards</p> <p>8.3.8.D Examine how conflict and cooperation among groups and organizations have impacted the growth and development of the U.S.</p> <ul style="list-style-type: none"> • Ethnicity and race • Working conditions • Immigration • Military conflict • Economic stability Contributions of Individuals and Groups (World)
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<p>Monday 01/20/2020</p>	<p>A time of Conflict</p> <p>Day: 94</p> <p>Essential Question:</p> <ul style="list-style-type: none"> Explain the challenges that came with the rapid growth of the United States during the early 1800s <p>Key Vocabulary:</p> <ul style="list-style-type: none"> Tribute, Embargo, Nationalism, Impressment <p>Activating Strategies/Procedures: (Does it connect to previous learning content? Are students engaged?)</p> <ul style="list-style-type: none"> Think, Pair, Share: What are the pros and cons of expansion? <p>Teaching Strategies Procedures: (Is logical sequence followed? Are activities varied to keep students fresh/focused?)</p> <ul style="list-style-type: none"> Partner Read: Read pages 288-294. Complete Guided reading and Reteaching worksheets. Student-led Discussion <p>Summarizing Strategies/Procedures: (Are higher level thinking skills present?)</p> <ul style="list-style-type: none"> Ticket out the door: Explain the challenges that came with the rapid growth of the United States during the early 1800s <p>Modifications of Lesson:</p> <ul style="list-style-type: none"> Pair low readers with high readers <p>Assessments:</p> <ul style="list-style-type: none"> Chapter Exam Worksheets <p>Standards</p> <p>8.3.8.D Examine how conflict and cooperation among groups and organizations have impacted the growth and development of the U.S.</p> <ul style="list-style-type: none"> Ethnicity and race Working conditions Immigration Military conflict Economic stability Contributions of Individuals and Groups (World)
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<p>Tuesday 01/21/2020</p>	<p>The War of 1812</p> <p>Day: 95</p> <p>Essential Question:</p> <ul style="list-style-type: none"> Describe the impact the War of 1812 had on America. <p>Key Vocabulary:</p> <ul style="list-style-type: none"> Frigate, Privateer <p>Activating Strategies/Procedures: (Does it connect to previous learning content? Are students engaged?)</p> <ul style="list-style-type: none"> <p>Teaching Strategies Procedures: (Is logical sequence followed? Are activities varied to keep students fresh/focused?)</p> <ul style="list-style-type: none"> Teacher Read Aloud: Read pages 296-300 Complete Guided reading together. Complete Reteaching individually. <p>Summarizing Strategies/Procedures: (Are higher level thinking skills present?)</p> <ul style="list-style-type: none"> Do the graphic question 5 on page 300 <p>Modifications of Lesson:</p> <ul style="list-style-type: none"> none <p>Assessments:</p> <ul style="list-style-type: none"> Chapter Exam Worksheets Graph <p>Standards</p> <p>8.3.8.A Examine the role groups and individuals played in the social, political, cultural, and economic development of the United States. Historical Documents and Artifacts (US History)</p> <p>8.3.8.D Examine how conflict and cooperation among groups and organizations have impacted the growth and development of the U.S.</p> <ul style="list-style-type: none"> Ethnicity and race Working conditions Immigration Military conflict Economic stability Contributions of Individuals and Groups (World)
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<p>Wednesday 01/22/2020</p>	<p>The War of 1812</p> <p>Day: 96</p> <p>Essential Question:</p> <ul style="list-style-type: none"> Describe the impact the War of 1812 had on America. <p>Key Vocabulary:</p> <ul style="list-style-type: none"> Frigate, Privateer <p>Activating Strategies/Procedures: (Does it connect to previous learning content? Are students engaged?)</p> <ul style="list-style-type: none"> <p>Teaching Strategies Procedures: (Is logical sequence followed? Are activities varied to keep students fresh/focused?)</p> <ul style="list-style-type: none"> Teacher Read Aloud: Read pages 296-300 Complete Guided reading together. Complete Reteaching individually. <p>Summarizing Strategies/Procedures: (Are higher level thinking skills present?)</p> <ul style="list-style-type: none"> Do the graphic question 5 on page 300 <p>Modifications of Lesson:</p> <ul style="list-style-type: none"> none <p>Assessments:</p> <ul style="list-style-type: none"> Chapter Exam Worksheets Graph <p>Standards</p> <p>8.3.8.A Examine the role groups and individuals played in the social, political, cultural, and economic development of the United States. Historical Documents and Artifacts (US History)</p> <p>8.3.8.D Examine how conflict and cooperation among groups and organizations have impacted the growth and development of the U.S.</p> <ul style="list-style-type: none"> Ethnicity and race Working conditions Immigration Military conflict Economic stability Contributions of Individuals and Groups (World)
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<p>Thursday 01/23/2020</p>	<p>Chapter Review</p> <p>Day:97</p> <p>Essential Question:</p> <ul style="list-style-type: none"> • Chapter Review <p>Key Vocabulary: Laissez-Faire, Judicial Review, Secede, Tribute, Impressment, Embargo, Nationalism, Frigate, Privateer, Customs Duties</p> <p>Activating Strategies/Procedures: (Does it connect to previous learning content? Are students engaged?)</p> <ul style="list-style-type: none"> • <p>Teaching Strategies Procedures: (Is logical sequence followed? Are activities varied to keep students fresh/focused?)</p> <ul style="list-style-type: none"> • Students complete the study guide in small groups. • Student-led study guide check. With a student recorder. <p>Summarizing Strategies/Procedures: (Are higher level thinking skills present?)</p> <ul style="list-style-type: none"> • The entire lesson is a review. <p>Modifications of Lesson:</p> <ul style="list-style-type: none"> • Students receive a separate study guide according to IEP <p>Assessments:</p> <ul style="list-style-type: none"> • Chapter Exam • Student Responses <p>Standards</p> <p>8.3.8.D Examine how conflict and cooperation among groups and organizations have impacted the growth and development of the U.S.</p> <ul style="list-style-type: none"> • Ethnicity and race • Working conditions • Immigration • Military conflict • Economic stability Contributions of Individuals and Groups (World) <p>8.3.8.A Examine the role groups and individuals played in the social, political, cultural, and economic development of the United States. Historical Documents and Artifacts (US History)</p> <p>8.3.8.C Summarize how continuity and change have impacted U.S. history.</p> <ul style="list-style-type: none"> • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations Conflict and Cooperation (US)
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<p>Friday 01/24/2020</p>	<p>Chapter Review</p> <p>Day:98</p> <p>Essential Question:</p> <ul style="list-style-type: none"> • Chapter Review <p>Key Vocabulary: Laissez-Faire, Judicial Review, Secede, Tribute, Impressment, Embargo, Nationalism, Frigate, Privateer, Customs Duties</p> <p>Activating Strategies/Procedures: (Does it connect to previous learning content? Are students engaged?)</p> <ul style="list-style-type: none"> • <p>Teaching Strategies Procedures: (Is logical sequence followed? Are activities varied to keep students fresh/focused?)</p> <ul style="list-style-type: none"> • Students complete the study guide in small groups. • Student-led study guide check. With a student recorder. <p>Summarizing Strategies/Procedures: (Are higher level thinking skills present?)</p> <ul style="list-style-type: none"> • The entire lesson is a review. <p>Modifications of Lesson:</p> <ul style="list-style-type: none"> • Students receive a separate study guide according to IEP <p>Assessments:</p> <ul style="list-style-type: none"> • Chapter Exam • Student Responses <p>Standards</p> <p>8.3.8.D Examine how conflict and cooperation among groups and organizations have impacted the growth and development of the U.S.</p> <ul style="list-style-type: none"> • Ethnicity and race • Working conditions • Immigration • Military conflict • Economic stability Contributions of Individuals and Groups (World) <p>8.3.8.A Examine the role groups and individuals played in the social, political, cultural, and economic development of the United States. Historical Documents and Artifacts (US History)</p> <p>8.3.8.C Summarize how continuity and change have impacted U.S. history.</p> <ul style="list-style-type: none"> • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations Conflict and Cooperation (US)
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<p>Monday 01/27/2020</p>	<p>Chapter Review</p> <p>Day:99</p> <p>Essential Question:</p> <ul style="list-style-type: none"> • Chapter Review <p>Key Vocabulary: Laissez-Faire, Judicial Review, Secede, Tribute, Impressment, Embargo, Nationalism, Frigate, Privateer, Customs Duties</p> <p>Activating Strategies/Procedures: (Does it connect to previous learning content? Are students engaged?)</p> <ul style="list-style-type: none"> • <p>Teaching Strategies Procedures: (Is logical sequence followed? Are activities varied to keep students fresh/focused?)</p> <ul style="list-style-type: none"> • Speed Study <p>Summarizing Strategies/Procedures: (Are higher level thinking skills present?)</p> <ul style="list-style-type: none"> • The entire lesson is a review. <p>Modifications of Lesson:</p> <ul style="list-style-type: none"> • Students receive a separate study guide according to IEP <p>Assessments:</p> <ul style="list-style-type: none"> • Chapter Exam • Student Responses <p>Standards</p> <p>8.3.8.D Examine how conflict and cooperation among groups and organizations have impacted the growth and development of the U.S.</p> <ul style="list-style-type: none"> • Ethnicity and race • Working conditions • Immigration • Military conflict • Economic stability Contributions of Individuals and Groups (World) <p>8.3.8.A Examine the role groups and individuals played in the social, political, cultural, and economic development of the United States. Historical Documents and Artifacts (US History)</p> <p>8.3.8.C Summarize how continuity and change have impacted U.S. history.</p> <ul style="list-style-type: none"> • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations Conflict and Cooperation (US)
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<p>Tuesday 01/28/2020</p>	<p>Chapter Review</p> <p>Day:100</p> <p>Essential Question:</p> <ul style="list-style-type: none"> • Chapter Review <p>Key Vocabulary: Laissez-Faire, Judicial Review, Secede, Tribute, Impressment, Embargo, Nationalism, Frigate, Privateer, Customs Duties</p> <p>Activating Strategies/Procedures: (Does it connect to previous learning content? Are students engaged?)</p> <ul style="list-style-type: none"> • <p>Teaching Strategies Procedures: (Is logical sequence followed? Are activities varied to keep students fresh/focused?)</p> <ul style="list-style-type: none"> • Take the chapter exam. <p>Summarizing Strategies/Procedures: (Are higher level thinking skills present?)</p> <ul style="list-style-type: none"> • The entire lesson is a review. <p>Modifications of Lesson:</p> <ul style="list-style-type: none"> • Students receive a separate study guide according to IEP <p>Formative Assessments:</p> <ul style="list-style-type: none"> • Chapter Exam • Student Responses <p>Standards</p> <p>8.3.8.D Examine how conflict and cooperation among groups and organizations have impacted the growth and development of the U.S.</p> <ul style="list-style-type: none"> • Ethnicity and race • Working conditions • Immigration • Military conflict • Economic stability Contributions of Individuals and Groups (World) <p>8.3.8.A Examine the role groups and individuals played in the social, political, cultural, and economic development of the United States. Historical Documents and Artifacts (US History)</p> <p>8.3.8.C Summarize how continuity and change have impacted U.S. history.</p> <ul style="list-style-type: none"> • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations Conflict and Cooperation (US)
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<p>Wednesday 01/29/2020</p>	<p>Economic Growth</p> <p>Day:101</p> <p>Essential Question:</p> <ul style="list-style-type: none"> • Explain how economic growth changed America. <p>Key Vocabulary:</p> <ul style="list-style-type: none"> • capitalism, capital, technology <p>Activating Strategies/Procedures: (Does it connect to previous learning content? Are students engaged?)</p> <ul style="list-style-type: none"> • Think Pair Share <p>Teaching Strategies Procedures: (Is logical sequence followed? Are activities varied to keep students fresh/focused?)</p> <ul style="list-style-type: none"> • Partner Read: Students will read 10-1 • Students complete 10-1 Worksheet • Students complete chart from page 306 <p>Summarizing Strategies/Procedures: (Are higher level thinking skills present?)</p> <ul style="list-style-type: none"> • Text Message <p>Modifications of Lesson:</p> <ul style="list-style-type: none"> • Pair readers by level <p>Assessments:</p> <ul style="list-style-type: none"> • Chapter Exam <p>Standards</p> <p>6.2.8.G Examine how various economic systems address the three basic questions.</p> <ul style="list-style-type: none"> • What to produce? • How? • For whom? Goods and Services <p>8.3.8.C Summarize how continuity and change have impacted U.S. history.</p> <ul style="list-style-type: none"> • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations Conflict and Cooperation (US)
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<p>Thursday 01/30/2020</p>	<p>Economic Growth</p> <p>Day:102</p> <p>Essential Question:</p> <ul style="list-style-type: none"> • Explain how economic growth changed America. <p>Key Vocabulary:</p> <ul style="list-style-type: none"> • capitalism, capital, technology <p>Activating Strategies/Procedures: (Does it connect to previous learning content? Are students engaged?)</p> <ul style="list-style-type: none"> • Think Pair Share <p>Teaching Strategies Procedures: (Is logical sequence followed? Are activities varied to keep students fresh/focused?)</p> <ul style="list-style-type: none"> • Partner Read: Students will read 10-1 • Students complete 10-1 Worksheet • Students complete chart from page 306 <p>Summarizing Strategies/Procedures: (Are higher level thinking skills present?)</p> <ul style="list-style-type: none"> • Text Message <p>Modifications of Lesson:</p> <ul style="list-style-type: none"> • Pair readers by level <p>Assessments:</p> <ul style="list-style-type: none"> • Chapter Exam <p>Standards</p> <p>6.2.8.G Examine how various economic systems address the three basic questions.</p> <ul style="list-style-type: none"> • What to produce? • How? • For whom? Goods and Services <p>8.3.8.C Summarize how continuity and change have impacted U.S. history.</p> <ul style="list-style-type: none"> • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations Conflict and Cooperation (US)
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<p>Friday 01/31/2020</p>	<p>Westward Bound</p> <p>Day:103</p> <p>Essential Question:</p> <ul style="list-style-type: none"> • Explain how westward expansion affected the nation's economy. <p>Key Vocabulary:</p> <ul style="list-style-type: none"> • census, canal <p>Activating Strategies/Procedures: (Does it connect to previous learning content? Are students engaged?)</p> <p>Teaching Strategies Procedures: (Is logical sequence followed? Are activities varied to keep students fresh/focused?)</p> <ul style="list-style-type: none"> • Small, student-led, group read 10-2. • complete 10-2 worksheet. • <p>Summarizing Strategies/Procedures: (Are higher level thinking skills present?)</p> <ul style="list-style-type: none"> • Turn and talk <p>Modifications of Lesson:</p> <ul style="list-style-type: none"> • Pair readers by level <p>Assessments:</p> <ul style="list-style-type: none"> • Chapter exams • Worksheet • <p>Standards</p> <p>8.3.8.C Summarize how continuity and change have impacted U.S. history.</p> <ul style="list-style-type: none"> • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations Conflict and Cooperation (US)
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<p>Monday 02/03/2020</p>	<p>Westward Bound</p> <p>Day:104</p> <p>Essential Question:</p> <ul style="list-style-type: none"> • Explain how westward expansion affected the nation's economy. <p>Key Vocabulary:</p> <ul style="list-style-type: none"> • census, canal <p>Activating Strategies/Procedures: (Does it connect to previous learning content? Are students engaged?)</p> <p>Teaching Strategies Procedures: (Is logical sequence followed? Are activities varied to keep students fresh/focused?)</p> <ul style="list-style-type: none"> • Small, student-led, group read 10-2. • complete 10-2 worksheet. • <p>Summarizing Strategies/Procedures: (Are higher level thinking skills present?)</p> <ul style="list-style-type: none"> • Turn and talk <p>Modifications of Lesson:</p> <ul style="list-style-type: none"> • Pair readers by level <p>Assessments:</p> <ul style="list-style-type: none"> • Chapter exams • Worksheet <p>Standards</p> <p>8.3.8.C Summarize how continuity and change have impacted U.S. history.</p> <ul style="list-style-type: none"> • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations Conflict and Cooperation (US)
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<p>Tuesday 02/04/2020</p>	<p>unity and sectionalism</p> <p>Day:105</p> <p>Essential Question:</p> <ul style="list-style-type: none"> • Explain why sectional differences grew in the 1820s. <p>Key Vocabulary:</p> <ul style="list-style-type: none"> • sectionalism <p>Activating Strategies/Procedures: (Does it connect to previous learning content? Are students engaged?)</p> <ul style="list-style-type: none"> • Think Write Share <p>Teaching Strategies Procedures: (Is logical sequence followed? Are activities varied to keep students fresh/focused?)</p> <ul style="list-style-type: none"> • Independently read 10-3 • Guided Reading 10-3 <p>Summarizing Strategies/Procedures: (Are higher-level thinking skills present?)</p> <ul style="list-style-type: none"> • Gist Bingo <p>Modifications of Lesson:</p> <p>Assessments:</p> <ul style="list-style-type: none"> • Chapter Exam • Unit Exam <p>Standards</p> <p>8.4.8.C Illustrate how continuity and change have impacted world history.</p> <ul style="list-style-type: none"> • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations Conflict and Cooperation (World)
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<p>Wednesday 02/05/2020</p>	<p>Chapter Review</p> <p>Day:106</p> <p>Essential Question:</p> <ul style="list-style-type: none"> • Chapter Review <p>Key Vocabulary: Laissez-Faire, Judicial Review, Secede, Tribute, Impressment, Embargo, Nationalism, Frigate, Privateer, Customs Duties</p> <p>Activating Strategies/Procedures: (Does it connect to previous learning content? Are students engaged?)</p> <ul style="list-style-type: none"> • <p>Teaching Strategies Procedures: (Is logical sequence followed? Are activities varied to keep students fresh/focused?)</p> <ul style="list-style-type: none"> • Students complete the study guide in small groups. • Student-led study guide check. With a student recorder. <p>Summarizing Strategies/Procedures: (Are higher level thinking skills present?)</p> <ul style="list-style-type: none"> • The entire lesson is a review. <p>Modifications of Lesson:</p> <ul style="list-style-type: none"> • Students receive a separate study guide according to IEP <p>Assessments:</p> <ul style="list-style-type: none"> • Chapter Exam • Student Responses <p>Standards</p> <p>8.3.8.D Examine how conflict and cooperation among groups and organizations have impacted the growth and development of the U.S.</p> <ul style="list-style-type: none"> • Ethnicity and race • Working conditions • Immigration • Military conflict • Economic stability Contributions of Individuals and Groups (World) <p>8.3.8.A Examine the role groups and individuals played in the social, political, cultural, and economic development of the United States. Historical Documents and Artifacts (US History)</p> <p>8.3.8.C Summarize how continuity and change have impacted U.S. history.</p> <ul style="list-style-type: none"> • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations Conflict and Cooperation (US)
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<p>Thursday 02/06/2020</p>	<p>Chapter Review</p> <p>Day:107</p> <p>Essential Question:</p> <ul style="list-style-type: none"> • Chapter Review <p>Key Vocabulary: Laissez-Faire, Judicial Review, Secede, Tribute, Impressment, Embargo, Nationalism, Frigate, Privateer, Customs Duties</p> <p>Activating Strategies/Procedures: (Does it connect to previous learning content? Are students engaged?)</p> <ul style="list-style-type: none"> • <p>Teaching Strategies Procedures: (Is logical sequence followed? Are activities varied to keep students fresh/focused?)</p> <ul style="list-style-type: none"> • Students complete the study guide in small groups. • Student-led study guide check. With a student recorder. <p>Summarizing Strategies/Procedures: (Are higher level thinking skills present?)</p> <ul style="list-style-type: none"> • The entire lesson is a review. <p>Modifications of Lesson:</p> <ul style="list-style-type: none"> • Students receive a separate study guide according to IEP <p>Assessments:</p> <ul style="list-style-type: none"> • Chapter Exam • Student Responses <p>Standards</p> <p>8.3.8.D Examine how conflict and cooperation among groups and organizations have impacted the growth and development of the U.S.</p> <ul style="list-style-type: none"> • Ethnicity and race • Working conditions • Immigration • Military conflict • Economic stability Contributions of Individuals and Groups (World) <p>8.3.8.A Examine the role groups and individuals played in the social, political, cultural, and economic development of the United States. Historical Documents and Artifacts (US History)</p> <p>8.3.8.C Summarize how continuity and change have impacted U.S. history.</p> <ul style="list-style-type: none"> • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations Conflict and Cooperation (US)
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<p>Friday 02/07/2020</p>	<p>Chapter Review</p> <p>Day:108</p> <p>Essential Question:</p> <ul style="list-style-type: none"> • Chapter Review <p>Key Vocabulary: Laissez-Faire, Judicial Review, Secede, Tribute, Impressment, Embargo, Nationalism, Frigate, Privateer, Customs Duties</p> <p>Activating Strategies/Procedures: (Does it connect to previous learning content? Are students engaged?)</p> <ul style="list-style-type: none"> • <p>Teaching Strategies Procedures: (Is logical sequence followed? Are activities varied to keep students fresh/focused?)</p> <ul style="list-style-type: none"> • Speed Study <p>Summarizing Strategies/Procedures: (Are higher level thinking skills present?)</p> <ul style="list-style-type: none"> • The entire lesson is a review. <p>Modifications of Lesson:</p> <ul style="list-style-type: none"> • Students receive a separate study guide according to IEP <p>Assessments:</p> <ul style="list-style-type: none"> • Chapter Exam • Student Responses <p>Standards</p> <p>8.3.8.D Examine how conflict and cooperation among groups and organizations have impacted the growth and development of the U.S.</p> <ul style="list-style-type: none"> • Ethnicity and race • Working conditions • Immigration • Military conflict • Economic stability Contributions of Individuals and Groups (World) <p>8.3.8.A Examine the role groups and individuals played in the social, political, cultural, and economic development of the United States. Historical Documents and Artifacts (US History)</p> <p>8.3.8.C Summarize how continuity and change have impacted U.S. history.</p> <ul style="list-style-type: none"> • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations Conflict and Cooperation (US)
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<p>Monday 02/10/2020</p>	<p>Chapter Review</p> <p>Day:109</p> <p>Essential Question:</p> <ul style="list-style-type: none"> • Chapter Review <p>Key Vocabulary: Laissez-Faire, Judicial Review, Secede, Tribute, Impressment, Embargo, Nationalism, Frigate, Privateer, Customs Duties</p> <p>Activating Strategies/Procedures: (Does it connect to previous learning content? Are students engaged?)</p> <ul style="list-style-type: none"> • <p>Teaching Strategies Procedures: (Is logical sequence followed? Are activities varied to keep students fresh/focused?)</p> <ul style="list-style-type: none"> • Take the chapter exam. <p>Summarizing Strategies/Procedures: (Are higher level thinking skills present?)</p> <ul style="list-style-type: none"> • The entire lesson is a review. <p>Modifications of Lesson:</p> <ul style="list-style-type: none"> • Students receive a separate study guide according to IEP <p>Assessments:</p> <ul style="list-style-type: none"> • Chapter Exam • Student Responses <p>Standards</p> <p>8.3.8.D Examine how conflict and cooperation among groups and organizations have impacted the growth and development of the U.S.</p> <ul style="list-style-type: none"> • Ethnicity and race • Working conditions • Immigration • Military conflict • Economic stability Contributions of Individuals and Groups (World) <p>8.3.8.A Examine the role groups and individuals played in the social, political, cultural, and economic development of the United States. Historical Documents and Artifacts (US History)</p> <p>8.3.8.C Summarize how continuity and change have impacted U.S. history.</p> <ul style="list-style-type: none"> • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations Conflict and Cooperation (US)
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<p>Tuesday 02/11/2020</p>	<p>Chapter Review</p> <p>Day:110</p> <p>Essential Question:</p> <ul style="list-style-type: none"> • Explain how Manifest Destiny changed America <p>Key Vocabulary:</p> <p>Activating Strategies/Procedures: (Does it connect to previous learning content? Are students engaged?)</p> <ul style="list-style-type: none"> • Turn and talk <p>Teaching Strategies Procedures: (Is logical sequence followed? Are activities varied to keep students fresh/focused?)</p> <ul style="list-style-type: none"> • Read 13-1 • Student led discussion <p>Summarizing Strategies/Procedures: (Are higher level thinking skills present?)</p> <ul style="list-style-type: none"> • Ticket out the door <p>Modifications of Lesson:</p> <p>Formative Assessments:</p> <ul style="list-style-type: none"> • Chapter Exam <p>Standards</p> <p>8.2.8.C Compare and contrast the ways continuity and change have impacted Pennsylvania history.</p> <ul style="list-style-type: none"> • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations Conflict and Cooperation (PA)
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<p>Wednesday 02/12/2020</p>	<p>Chapter Review</p> <p>Day:111</p> <p>Essential Question:</p> <ul style="list-style-type: none"> • Explain how Manifest Destiny changed America <p>Key Vocabulary:</p> <p>Activating Strategies/Procedures: (Does it connect to previous learning content? Are students engaged?)</p> <ul style="list-style-type: none"> • Turn and talk <p>Teaching Strategies Procedures: (Is logical sequence followed? Are activities varied to keep students fresh/focused?)</p> <ul style="list-style-type: none"> • Read 13-1 • Student led discussion <p>Summarizing Strategies/Procedures: (Are higher level thinking skills present?)</p> <ul style="list-style-type: none"> • Ticket out the door <p>Modifications of Lesson:</p> <p>Formative Assessments:</p> <ul style="list-style-type: none"> • Chapter Exam <p>Standards</p> <p>8.2.8.C Compare and contrast the ways continuity and change have impacted Pennsylvania history.</p> <ul style="list-style-type: none"> • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations Conflict and Cooperation (PA)
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<p>Thursday 02/13/2020</p>	<p>Chapter Review</p> <p>Day:112</p> <p>Essential Question:</p> <ul style="list-style-type: none"> Describe how America grew during the 1800s. <p>Key Vocabulary:</p> <p>Activating Strategies/Procedures: (Does it connect to previous learning content? Are students engaged?)</p> <ul style="list-style-type: none"> Think Pair Share <p>Teaching Strategies Procedures: (Is logical sequence followed? Are activities varied to keep students fresh/focused?)</p> <ul style="list-style-type: none"> Students read and discuss 13-2 "Independence for Texas. <p>Summarizing Strategies/Procedures: (Are higher level thinking skills present?)</p> <ul style="list-style-type: none"> Gist Bingo <p>Modifications of Lesson:</p> <p>Formative Assessments:</p> <ul style="list-style-type: none"> Chapter Exam Student Discussion <p>Standards</p> <p>8.4.8.C Illustrate how continuity and change have impacted world history.</p> <ul style="list-style-type: none"> Belief systems and religions Commerce and industry Technology Politics and government Physical and human geography Social organizations Conflict and Cooperation (World)
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<p>Friday 02/14/2020</p>	<p>Chapter Review</p> <p>Day:113</p> <p>Essential Question:</p> <ul style="list-style-type: none"> Describe how America grew during the 1800s. <p>Key Vocabulary:</p> <p>Activating Strategies/Procedures: (Does it connect to previous learning content? Are students engaged?)</p> <ul style="list-style-type: none"> Think Pair Share <p>Teaching Strategies Procedures: (Is logical sequence followed? Are activities varied to keep students fresh/focused?)</p> <ul style="list-style-type: none"> Students read and discuss 13-2 "Independence for Texas. <p>Summarizing Strategies/Procedures: (Are higher level thinking skills present?)</p> <ul style="list-style-type: none"> Gist Bingo <p>Modifications of Lesson:</p> <p>Formative Assessments:</p> <ul style="list-style-type: none"> Chapter Exam Student Discussion <p>Standards</p> <p>8.4.8.C Illustrate how continuity and change have impacted world history.</p> <ul style="list-style-type: none"> Belief systems and religions Commerce and industry Technology Politics and government Physical and human geography Social organizations Conflict and Cooperation (World)
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<p>Tuesday 02/18/2020</p>	<p>Unit Pretest</p> <p>Day:114</p> <p>Essential Question:</p> <ul style="list-style-type: none"> • Unit Pretest <p>Key Vocabulary:</p> <p>Activating Strategies/Procedures: (Does it connect to previous learning content? Are students engaged?)</p> <ul style="list-style-type: none"> • none <p>Teaching Strategies Procedures: (Is logical sequence followed? Are activities varied to keep students fresh/focused?)</p> <ul style="list-style-type: none"> • Take Unit PreTest • Ch 13 Vocab definitions <p>Summarizing Strategies/Procedures: (Are higher level thinking skills present?)</p> <p>Modifications of Lesson:</p> <ul style="list-style-type: none"> • <p>Formative Assessments:</p> <ul style="list-style-type: none"> • Unit exams. <p>Standards</p> <p>8.3.8.A Examine the role groups and individuals played in the social, political, cultural, and economic development of the United States. Historical Documents and Artifacts (US History)</p> <p>8.3.8.B Evaluate the importance of historical documents, artifacts and places critical to United States history. Impact of Continuity and Change on US History</p> <p>8.3.8.C Summarize how continuity and change have impacted U.S. history.</p> <ul style="list-style-type: none"> • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations Conflict and Cooperation (US) <p>8.3.8.D Examine how conflict and cooperation among groups and organizations have impacted the growth and development of the U.S.</p> <ul style="list-style-type: none"> • Ethnicity and race • Working conditions • Immigration • Military conflict • Economic stability Contributions of Individuals and Groups (World) <p>8.2.8.B Compare and contrast the importance of significant historical documents, artifacts, and places critical to Pennsylvania history. Impact of Continuity and Change on PA History</p> <p>8.2.8.D Compare and contrast examples of how conflict and cooperation among groups and organizations impacted the history and development of Pennsylvania.</p> <ul style="list-style-type: none"> • Ethnicity and race • Working conditions • Immigration • Military conflict • Economic stability Contributions of Individuals and Groups (US History)
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<p>Wednesday 02/19/2020</p>	<p>The North's Economy</p> <p>Day:115</p> <p>Essential Question:</p> <ul style="list-style-type: none"> • Explain how changes in technology and transportation shaped the North's economy. <p>Key Vocabulary:</p> <ul style="list-style-type: none"> • Telegraph, Morse Code <p>Activating Strategies/Procedures: (Does it connect to previous learning content? Are students engaged?)</p> <ul style="list-style-type: none"> • Journal Entry: How were the North and South different in the years prior to the Civil War? Revisit this throughout the chapter and have students add to it. <p>Teaching Strategies Procedures: (Is logical sequence followed? Are activities varied to keep students fresh/focused?)</p> <ul style="list-style-type: none"> • Partner Read: Students will read 13-1 • Students complete 13-1 Worksheet • Students complete chart from page 148 of the Study Guide book. <p>Summarizing Strategies/Procedures: (Are higher level thinking skills present?)</p> <ul style="list-style-type: none"> • Write a newspaper headline for one of the inventions and the first 2 sentences of the article. <p>Modifications of Lesson:</p> <ul style="list-style-type: none"> • Pair readers by level <p>Assessments:</p> <ul style="list-style-type: none"> • Chapter and Unit Exams • Chart • Newspaper <p>Standards</p> <p>6.2.8.G Examine how various economic systems address the three basic questions.</p> <ul style="list-style-type: none"> • What to produce? • How? • For whom? Goods and Services <p>8.3.8.C Summarize how continuity and change have impacted U.S. history.</p> <ul style="list-style-type: none"> • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations Conflict and Cooperation (US)
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<p>Thursday 02/20/2020</p>	<p>The North's Economy</p> <p>Day:116</p> <p>Essential Question:</p> <ul style="list-style-type: none"> • Explain how changes in technology and transportation shaped the North's economy. <p>Key Vocabulary:</p> <ul style="list-style-type: none"> • Telegraph, Morse Code <p>Activating Strategies/Procedures: (Does it connect to previous learning content? Are students engaged?)</p> <ul style="list-style-type: none"> • Journal Entry: How were the North and South different in the years prior to the Civil War? Revisit this throughout the chapter and have students add to it. <p>Teaching Strategies Procedures: (Is logical sequence followed? Are activities varied to keep students fresh/focused?)</p> <ul style="list-style-type: none"> • Partner Read: Students will read 13-1 • Students complete 13-1 Worksheet • Students complete chart from page 148 of the Study Guide book. <p>Summarizing Strategies/Procedures: (Are higher level thinking skills present?)</p> <ul style="list-style-type: none"> • Write a newspaper headline for one of the inventions and the first 2 sentences of the article. <p>Modifications of Lesson:</p> <ul style="list-style-type: none"> • Pair readers by level <p>Assessments:</p> <ul style="list-style-type: none"> • Chapter and Unit Exams • Chart • Newspaper <p>Standards</p> <p>6.2.8.G Examine how various economic systems address the three basic questions.</p> <ul style="list-style-type: none"> • What to produce? • How? • For whom? Goods and Services <p>8.3.8.C Summarize how continuity and change have impacted U.S. history.</p> <ul style="list-style-type: none"> • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations Conflict and Cooperation (US)
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<p>Friday 02/21/2020</p>	<p>The North's People</p> <p>Day:117</p> <p>Essential Question:</p> <ul style="list-style-type: none"> • Explain how immigration impacted America. <p>Key Vocabulary:</p> <ul style="list-style-type: none"> • Trade Union, STRike, Prejudice, Discrimination, Nativist, Famine <p>Activating Strategies/Procedures: (Does it connect to previous learning content? Are students engaged?)</p> <ul style="list-style-type: none"> • Think, Write, Share: Why do people immigrate to another country? <p>Teaching Strategies Procedures: (Is logical sequence followed? Are activities varied to keep students fresh/focused?)</p> <ul style="list-style-type: none"> • Small, student-led, group read 13-2. • complete 13-2 worksheet. • <p>Summarizing Strategies/Procedures: (Are higher level thinking skills present?)</p> <ul style="list-style-type: none"> • Text Message: Describe your day at work in a typical factory during the mid-1800s. <p>Modifications of Lesson:</p> <ul style="list-style-type: none"> • Pair readers by level <p>Assessments:</p> <ul style="list-style-type: none"> • Chapter and Unit exams • Worksheet • Test Message <p>Standards</p> <p>8.3.8.C Summarize how continuity and change have impacted U.S. history.</p> <ul style="list-style-type: none"> • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations Conflict and Cooperation (US)
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<p>Monday 02/24/2020</p>	<p>The North's People</p> <p>Day:118</p> <p>Essential Question:</p> <ul style="list-style-type: none"> • Explain how immigration impacted America. <p>Key Vocabulary:</p> <ul style="list-style-type: none"> • Trade Union, STRike, Prejudice, Discrimination, Nativist, Famine <p>Activating Strategies/Procedures: (Does it connect to previous learning content? Are students engaged?)</p> <ul style="list-style-type: none"> • Think, Write, Share: Why do people immigrate to another country? <p>Teaching Strategies Procedures: (Is logical sequence followed? Are activities varied to keep students fresh/focused?)</p> <ul style="list-style-type: none"> • Small, student-led, group read 13-2. • complete 13-2 worksheet. • <p>Summarizing Strategies/Procedures: (Are higher level thinking skills present?)</p> <ul style="list-style-type: none"> • Text Message: Describe your day at work in a typical factory during the mid-1800s. <p>Modifications of Lesson:</p> <ul style="list-style-type: none"> • Pair readers by level <p>Assessments:</p> <ul style="list-style-type: none"> • Chapter and Unit exams • Worksheet • Text Message <p>Standards</p> <p>8.3.8.C Summarize how continuity and change have impacted U.S. history.</p> <ul style="list-style-type: none"> • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations Conflict and Cooperation (US)
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<p>Tuesday 02/25/2020</p>	<p>The North's People</p> <p>Day:119</p> <p>Essential Question:</p> <ul style="list-style-type: none"> • Explain how immigration impacted America. <p>Key Vocabulary:</p> <ul style="list-style-type: none"> • Trade Union, STRike, Prejudice, Discrimination, Nativist, Famine <p>Activating Strategies/Procedures: (Does it connect to previous learning content? Are students engaged?)</p> <ul style="list-style-type: none"> • Think, Write, Share: Why do people immigrate to another country? <p>Teaching Strategies Procedures: (Is logical sequence followed? Are activities varied to keep students fresh/focused?)</p> <ul style="list-style-type: none"> • Small, student-led, group read 13-2. • complete 13-2 worksheet. • <p>Summarizing Strategies/Procedures: (Are higher level thinking skills present?)</p> <ul style="list-style-type: none"> • Text Message: Describe your day at work in a typical factory during the mid-1800s. <p>Modifications of Lesson:</p> <ul style="list-style-type: none"> • Pair readers by level <p>Assessments:</p> <ul style="list-style-type: none"> • Chapter and Unit exams • Worksheet • Text Message <p>Standards</p> <p>8.3.8.C Summarize how continuity and change have impacted U.S. history.</p> <ul style="list-style-type: none"> • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations Conflict and Cooperation (US)
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<p>Wednesday 02/26/2020</p>	<p>Southern Cotton Kingdom</p> <p>Day:120</p> <p>Essential Question:</p> <ul style="list-style-type: none"> • Explain why the economy of the South relied on agriculture. <p>Key Vocabulary:</p> <ul style="list-style-type: none"> • Cotton Gin, Capital <p>Activating Strategies/Procedures: (Does it connect to previous learning content? Are students engaged?)</p> <ul style="list-style-type: none"> • Map Activity: Show the following map and have students discuss the differences between the North and South for each category. http://teacher.scholastic.com/activities/bhistory/underground_railroad/map.htm <p>Teaching Strategies Procedures: (Is logical sequence followed? Are activities varied to keep students fresh/focused?)</p> <ul style="list-style-type: none"> • Class Circle read and discuss 13-3 • Guided Reading 13-3 <p>Summarizing Strategies/Procedures: (Are higher level thinking skills present?)</p> <ul style="list-style-type: none"> • Ticket Out the Door: Explain why the economy of the South relied on agriculture. <p>Modifications of Lesson:</p> <ul style="list-style-type: none"> • <p>Assessments:</p> <ul style="list-style-type: none"> • Ticket Out the Door • Chapter Exam • Unit Exam <p>Standards</p> <p>8.4.8.C Illustrate how continuity and change have impacted world history.</p> <ul style="list-style-type: none"> • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations Conflict and Cooperation (World)
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<p>Thursday 02/27/2020</p>	<p>Southern Cotton Kingdom</p> <p>Day:121</p> <p>Essential Question:</p> <ul style="list-style-type: none"> • Explain why the economy of the South relied on agriculture. <p>Key Vocabulary:</p> <ul style="list-style-type: none"> • Cotton Gin, Capital <p>Activating Strategies/Procedures: (Does it connect to previous learning content? Are students engaged?)</p> <ul style="list-style-type: none"> • Map Activity: Show the following map and have students discuss the differences between the North and South for each category. http://teacher.scholastic.com/activities/bhistory/underground_railroad/map.htm <p>Teaching Strategies Procedures: (Is logical sequence followed? Are activities varied to keep students fresh/focused?)</p> <ul style="list-style-type: none"> • Class Circle read and discuss 13-3 • Guided Reading 13-3 <p>Summarizing Strategies/Procedures: (Are higher level thinking skills present?)</p> <ul style="list-style-type: none"> • Ticket Out the Door: Explain why the economy of the South relied on agriculture. <p>Assessments:</p> <ul style="list-style-type: none"> • Ticket Out the Door • Chapter Exam • Unit Exam <p>Standards</p> <p>8.4.8.C Illustrate how continuity and change have impacted world history.</p> <ul style="list-style-type: none"> • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations Conflict and Cooperation (World)
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<p>Friday 02/28/2020</p>	<p>The South's People</p> <p>Day:122</p> <p>Essential Question:</p> <ul style="list-style-type: none"> • What was it like living in the South in the mid-1800s? <p>Key Vocabulary:</p> <ul style="list-style-type: none"> • Yeomen, Tenant Farmer, Fixed Cost, Credit, Overseer, Spiritual, Slave Code <p>Activating Strategies/Procedures: (Does it connect to previous learning content? Are students engaged?)</p> <ul style="list-style-type: none"> • <p>Teaching Strategies Procedures: (Is logical sequence followed? Are activities varied to keep students fresh/focused?)</p> <ul style="list-style-type: none"> • Jigsaw: 13-4 pgs 401-407. Small Farms, Plantations, Life Under Slavery, Resistance to Slavery (including Harriet Tubman), City Life and Education. • Complete Guided reading using class discussion. <p>Summarizing Strategies/Procedures: (Are higher level thinking skills present?)</p> <ul style="list-style-type: none"> • T-Charts: North/South Economy, North/South Transportation, North/South Way of Life (Answers are on page 408, but do not point it out) <p>Modifications of Lesson:</p> <ul style="list-style-type: none"> • Pair by ability as best possible. <p>Assessments:</p> <ul style="list-style-type: none"> • Discussion/Worksheet • Chapter Exam • Unit Exam <p>Standards</p> <p>8.3.8.A Examine the role groups and individuals played in the social, political, cultural, and economic development of the United States. Historical Documents and Artifacts (US History)</p>
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<p>Monday 03/02/2020</p>	<p>The South's People</p> <p>Day:123</p> <p>Essential Question:</p> <ul style="list-style-type: none"> • What was it like living in the South in the mid-1800s? <p>Key Vocabulary:</p> <ul style="list-style-type: none"> • Yeomen, Tenant Farmer, Fixed Cost, Credit, Overseer, Spiritual, Slave Code <p>Activating Strategies/Procedures: (Does it connect to previous learning content? Are students engaged?)</p> <ul style="list-style-type: none"> • <p>Teaching Strategies Procedures: (Is logical sequence followed? Are activities varied to keep students fresh/focused?)</p> <ul style="list-style-type: none"> • Jigsaw: 13-4 pgs 401-407. Small Farms, Plantations, Life Under Slavery, Resistance to Slavery (including Harriet Tubman), City Life and Education. • Complete Guided reading using class discussion. <p>Summarizing Strategies/Procedures: (Are higher level thinking skills present?)</p> <ul style="list-style-type: none"> • T-Charts: North/South Economy, North/South Transportation, North/South Way of Life (Answers are on page 408, but do not point it out) <p>Modifications of Lesson:</p> <ul style="list-style-type: none"> • Pair by ability as best possible. <p>Assessments:</p> <ul style="list-style-type: none"> • Discussion/Worksheet • Chapter Exam • Unit Exam <p>Standards</p> <p>8.3.8.A Examine the role groups and individuals played in the social, political, cultural, and economic development of the United States. Historical Documents and Artifacts (US History)</p>
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<p>Tuesday 03/03/2020</p>	<p>Chapter Review</p> <p>Day:124</p> <p>Essential Question:</p> <ul style="list-style-type: none"> • Chapter Review <p>Key Vocabulary: Strike, Prejudice, Discrimination, Famine, Nativist, Capital, Tenant Farmer, Fixed Cost, Credit</p> <p>Overseer, Spiritual, Slave Code</p> <p>Activating Strategies/Procedures: (Does it connect to previous learning content? Are students engaged?)</p> <ul style="list-style-type: none"> • Quick Talk: What invention/improvement covered in this chapter had the most impact on America? Defend your answer. <p>Teaching Strategies Procedures: (Is logical sequence followed? Are activities varied to keep students fresh/focused?)</p> <ul style="list-style-type: none"> • Students complete the study guide in small groups. • Student-led study guide check. With a student recorder. <p>Summarizing Strategies/Procedures: (Are higher level thinking skills present?)</p> <ul style="list-style-type: none"> • The entire lesson is a review. <p>Modifications of Lesson:</p> <ul style="list-style-type: none"> • Students receive a separate study guide according to IEP <p>Assessments:</p> <ul style="list-style-type: none"> • Student Responses • Chapter Exam <p>Standards</p> <p>8.3.8.C Summarize how continuity and change have impacted U.S. history.</p> <ul style="list-style-type: none"> • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations Conflict and Cooperation (US) <p>8.3.8.A Examine the role groups and individuals played in the social, political, cultural, and economic development of the United States. Historical Documents and Artifacts (US History)</p> <p>8.4.8.C Illustrate how continuity and change have impacted world history.</p> <ul style="list-style-type: none"> • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations Conflict and Cooperation (World) <p>6.2.8.E Compare the state of the current economy with the economy in a different time or place. Private Economic Institutions</p> <p>6.4.8.B Compare the standard of living in different times and places. Multinational and Non-Governmental Organizations</p> <p>6.4.8.D Explain how the level of transportation, communication networks, and technology affect economic interdependence. Factors Influencing Wages</p>
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<p>Wednesday 03/04/2020</p>	<p>Chapter Review</p> <p>Day:125</p> <p>Essential Question:</p> <ul style="list-style-type: none"> Chapter Review <p>Key Vocabulary: Strike, Prejudice, Discrimination, Famine, Nativist, Capital, Tenant Farmer, Fixed Cost, Credit</p> <p>Overseer, Spiritual, Slave Code</p> <p>Activating Strategies/Procedures: (Does it connect to previous learning content? Are students engaged?)</p> <ul style="list-style-type: none"> Quick Talk: What invention/improvement covered in this chapter had the most impact on America? Defend your answer. <p>Teaching Strategies Procedures: (Is logical sequence followed? Are activities varied to keep students fresh/focused?)</p> <ul style="list-style-type: none"> Students complete the study guide in small groups. Student-led study guide check. With a student recorder. <p>Summarizing Strategies/Procedures: (Are higher level thinking skills present?)</p> <ul style="list-style-type: none"> The entire lesson is a review. <p>Modifications of Lesson:</p> <ul style="list-style-type: none"> Students receive a separate study guide according to IEP <p>Assessments:</p> <ul style="list-style-type: none"> Student Responses Chapter Exam <p>Standards</p> <p>8.3.8.C Summarize how continuity and change have impacted U.S. history.</p> <ul style="list-style-type: none"> Belief systems and religions Commerce and industry Technology Politics and government Physical and human geography Social organizations Conflict and Cooperation (US) <p>8.3.8.A Examine the role groups and individuals played in the social, political, cultural, and economic development of the United States. Historical Documents and Artifacts (US History)</p> <p>8.4.8.C Illustrate how continuity and change have impacted world history.</p> <ul style="list-style-type: none"> Belief systems and religions Commerce and industry Technology Politics and government Physical and human geography Social organizations Conflict and Cooperation (World) <p>6.2.8.E Compare the state of the current economy with the economy in a different time or place. Private Economic Institutions</p> <p>6.4.8.B Compare the standard of living in different times and places. Multinational and Non-Governmental Organizations</p> <p>6.4.8.D Explain how the level of transportation, communication networks, and technology affect economic interdependence. Factors Influencing Wages</p>
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Thursday
03/05/2020

Chapter Review

Day:126

Essential Question:

- Explain how economic and cultural differences led to the division of the United States.

Key Vocabulary:

- Capital, Fixed Cost, Credit, Strike, Famine, Spiritual, Discrimination, Prejudice, Slave Code, Overseer, Tenant Farmer, Nativist.

Activating Strategies/Procedures: (Does it connect to previous learning content? Are students engaged?)

- Word association 4x4 grid- 16 (give the 3) keywords that will be found in the essay question- Explain how economic and cultural difference led to the division of the United States. Examples-Rural, Agriculture, Factories, Immigration, Railroads, canals, roads, slavery, North, South, etc

Teaching Strategies Procedures: (Is logical sequence followed? Are activities varied to keep students fresh/focused?)

- Speed Studying

Summarizing Strategies/Procedures: (Are higher level thinking skills present?)

- The whole lesson is a summary of the chapter. Student understanding will be checked through the students answers during the review game.

Modifications of Lesson:

- Word bank provided for vocabulary questions.

Assessments:

- Student understanding will be checked through the students answers during the review game. .
- Students will be assessed on a chapter and unit exam.

Standards

8.3.8.C Summarize how continuity and change have impacted U.S. history.

- Belief systems and religions
- Commerce and industry
- Technology
- Politics and government
- Physical and human geography
- Social organizations Conflict and Cooperation (US)

8.3.8.A Examine the role groups and individuals played in the social, political, cultural, and economic development of the United States. Historical Documents and Artifacts (US History)

8.4.8.C Illustrate how continuity and change have impacted world history.

- Belief systems and religions
- Commerce and industry
- Technology
- Politics and government
- Physical and human geography
- Social organizations Conflict and Cooperation (World)

6.2.8.E Compare the state of the current economy with the economy in a different time or place. Private Economic Institutions

6.4.8.B Compare the standard of living in different times and places. Multinational and Non-Governmental Organizations

6.4.8.D Explain how the level of transportation, communication networks, and technology affect economic interdependence. Factors Influencing Wages



<p>Friday 03/06/2020</p>	<p>Chapter Exam</p> <p>Day:127</p> <p>Essential Question:</p> <ul style="list-style-type: none"> • Explain how economic and cultural differences led to the division of the United States. <p>Key Vocabulary:</p> <ul style="list-style-type: none"> • Capital, Fixed Cost, Credit, Strike, Famine, Spiritual, Discrimination, Prejudice, Slave Code, Overseer, Tenant Farmer, Nativist. • Ch 14- Utopia, Normal School, Suffrage, Revival, Coeducation, Transcendentalist, Abolitionist, Temperance, Underground Railroad <p>Activating Strategies/Procedures: (Does it connect to previous learning content? Are students engaged?)</p> <ul style="list-style-type: none"> • Not applicable <p>Teaching Strategies Procedures: (Is logical sequence followed? Are activities varied to keep students fresh/focused?)</p> <ul style="list-style-type: none"> • Test taking. Students will take Chapter 13 Exam. • Students will record the vocab words and definitions in their notebooks as they finish the test. To be completed for homework. <p>Summarizing Strategies/Procedures: (Are higher level thinking skills present?)</p> <ul style="list-style-type: none"> • Not applicable <p>Modifications of Lesson:</p> <ul style="list-style-type: none"> • Students will be allowed test adaptations and the ability to go to the resource room as per their IEP. <p>Assessments:</p> <ul style="list-style-type: none"> • Students will be assessed on a chapter and unit exam
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<p>Monday 03/09/2020</p>	<p>Abolitionist</p> <p>Day:136</p> <p>Essential Question:</p> <ul style="list-style-type: none"> Explain how some Americans; including Harriet Tubman, William Lloyd Garrison, Frederick Douglass, and Sojourner Truth, worked to eliminate slavery. <p>Key Vocabulary:</p> <ul style="list-style-type: none"> Abolitionist, Underground Railroad <p>Activating Strategies/Procedures: (Does it connect to previous learning content? Are students engaged?)</p> <ul style="list-style-type: none"> Note: class will start by finishing Friday's lesson. We still need to do the chart on the board and the \$2 summary. 3-2-1 List: 3 things you already know about efforts to end slavery, 2 things you'd like to know about or learn more about, and 1 question related to slavery. <p>Teaching Strategies Procedures: (Is logical sequence followed? Are activities varied to keep students fresh/focused?)</p> <ul style="list-style-type: none"> Partner read 14-2 and work on worksheet questions. <p>Summarizing Strategies/Procedures: (Are higher level thinking skills present?)</p> <ul style="list-style-type: none"> Expecting this lesson to take 2 days. This will be done tomorrow. <p>Modifications of Lesson:</p> <ul style="list-style-type: none"> Some may need to go to the resource room to get help with reading. <p>Assessments:</p> <ul style="list-style-type: none"> Listening to quick talk Chapter and Unit exams. <p>Standards</p> <p>8.3.8.A Examine the role groups and individuals played in the social, political, cultural, and economic development of the United States. Historical Documents and Artifacts (US History)</p> <p>8.3.8.C Summarize how continuity and change have impacted U.S. history.</p> <ul style="list-style-type: none"> Belief systems and religions Commerce and industry Technology Politics and government Physical and human geography Social organizations Conflict and Cooperation (US)
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<p>Tuesday 03/10/2020</p>	<p>Abolitionist</p> <p>Day:137</p> <p>Essential Question:</p> <ul style="list-style-type: none"> Explain how some Americans; including Harriet Tubman, William Lloyd Garrison, Frederick Douglass, and Sojourner Truth, worked to eliminate slavery. <p>Key Vocabulary:</p> <ul style="list-style-type: none"> Abolitionist, Underground Railroad <p>Activating Strategies/Procedures: (Does it connect to previous learning content? Are students engaged?)</p> <ul style="list-style-type: none"> Note: class will start by finishing Friday's lesson. We still need to do the chart on the board and the \$2 summary. 3-2-1 List: 3 things you already know about efforts to end slavery, 2 things you'd like to know about or learn more about, and 1 question related to slavery. <p>Teaching Strategies Procedures: (Is logical sequence followed? Are activities varied to keep students fresh/focused?)</p> <ul style="list-style-type: none"> Partner read 14-2 and work on worksheet questions. <p>Summarizing Strategies/Procedures: (Are higher level thinking skills present?)</p> <ul style="list-style-type: none"> Expecting this lesson to take 2 days. This will be done tomorrow. <p>Modifications of Lesson:</p> <ul style="list-style-type: none"> Some may need to go to the resource room to get help with reading. <p>Assessments:</p> <ul style="list-style-type: none"> Listening to quick talk Chapter and Unit exams. <p>Standards</p> <p>8.3.8.A Examine the role groups and individuals played in the social, political, cultural, and economic development of the United States. Historical Documents and Artifacts (US History)</p> <p>8.3.8.C Summarize how continuity and change have impacted U.S. history.</p> <ul style="list-style-type: none"> Belief systems and religions Commerce and industry Technology Politics and government Physical and human geography Social organizations Conflict and Cooperation (US)
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<p>Wednesday 03/11/2020</p>	<p>Underground Railroad</p> <p>Day:138</p> <p>Essential Question:</p> <ul style="list-style-type: none"> • What was life like for a slave//runway slave. <p>Key Vocabulary:</p> <ul style="list-style-type: none"> • Abolitionist, Underground Railroad <p>Activating Strategies/Procedures: (Does it connect to previous learning content? Are students engaged?)</p> <ul style="list-style-type: none"> • Activating Gist/Word Association (6 words) with "The Underground Railroad" Students are given a grid of blanks (any number, depending on the age/level of the student and the level of complexity of the topic). Invite them to fill each blank with a word or phrase which they think of in relation to the lesson topic or lesson essential question. The words they record will capture the "Gist" of their prior knowledge or preconceived thinking. <p>Teaching Strategies Procedures: (Is logical sequence followed? Are activities varied to keep students fresh/focused?)</p> <ul style="list-style-type: none"> • student led groups Underground Railroad web activity. http://teacher.scholastic.com/activities/bhistory/underground_railroad/index.htm • <p>Summarizing Strategies/Procedures: (Are higher level thinking skills present?)</p> <ul style="list-style-type: none"> • Student led "Tell the Story" summarizing Activity. http://teacher.scholastic.com/activities/bhistory/underground_railroad/tell_story.asp <p>Modifications of Lesson:</p> <ul style="list-style-type: none"> • Read aloud for difficult readers. <p>Assessments:</p> <ul style="list-style-type: none"> • Summarizing activity. • Chapter and Unit Exam <p>Standards</p> <p>CC.8.5.6-8.G Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p>CC.8.5.6-8.D Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p>CC.8.5.6-8.B Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p>8.3.8.D Examine how conflict and cooperation among groups and organizations have impacted the growth and development of the U.S.</p> <ul style="list-style-type: none"> • Ethnicity and race • Working conditions • Immigration • Military conflict • Economic stability Contributions of Individuals and Groups (World)
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<p>Thursday 03/12/2020</p>	<p>Underground Railroad</p> <p>Day:139</p> <p>Essential Question:</p> <ul style="list-style-type: none"> • What was life like for a slave//runway slave. <p>Key Vocabulary:</p> <ul style="list-style-type: none"> • Abolitionist, Underground Railroad <p>Activating Strategies/Procedures: (Does it connect to previous learning content? Are students engaged?)</p> <ul style="list-style-type: none"> • Activating Gist/Word Association (6 words) with "The Underground Railroad" Students are given a grid of blanks (any number, depending on the age/level of the student and the level of complexity of the topic). Invite them to fill each blank with a word or phrase which they think of in relation to the lesson topic or lesson essential question. The words they record will capture the "Gist" of their prior knowledge or preconceived thinking. <p>Teaching Strategies Procedures: (Is logical sequence followed? Are activities varied to keep students fresh/focused?)</p> <ul style="list-style-type: none"> • student led groups Underground Railroad web activity. http://teacher.scholastic.com/activities/bhistory/underground_railroad/index.htm • <p>Summarizing Strategies/Procedures: (Are higher level thinking skills present?)</p> <ul style="list-style-type: none"> • Student led "Tell the Story" summarizing Activity. http://teacher.scholastic.com/activities/bhistory/underground_railroad/tell_story.asp <p>Modifications of Lesson:</p> <ul style="list-style-type: none"> • Read aloud for difficult readers. <p>Assessments:</p> <ul style="list-style-type: none"> • Summarizing activity. • Chapter and Unit Exam <p>Standards</p> <p>CC.8.5.6-8.G Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p>CC.8.5.6-8.D Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p>CC.8.5.6-8.B Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p>8.3.8.D Examine how conflict and cooperation among groups and organizations have impacted the growth and development of the U.S.</p> <ul style="list-style-type: none"> • Ethnicity and race • Working conditions • Immigration • Military conflict • Economic stability Contributions of Individuals and Groups (World)
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<p>Friday 03/13/2020</p>	<p>Slavery and the West</p> <p>Day:140</p> <p>Essential Question:</p> <ul style="list-style-type: none"> • Explain how slavery influenced the admission of new states. <p>Key Vocabulary:</p> <ul style="list-style-type: none"> • Secede, Abstain, Fugitive, Sectionalism, <p>Activating Strategies/Procedures: (Does it connect to previous learning content? Are students engaged?)</p> <ul style="list-style-type: none"> • Turn and Talk- True or False and defend your answer. Compromise is important <p>Teaching Strategies Procedures: (Is logical sequence followed? Are activities varied to keep students fresh/focused?)</p> <ul style="list-style-type: none"> • Teacher Read Aloud- 15-1 pgs 436-439. • Cloze reading worksheet. • Graphic Organizer- T chart for The Compromise of 1850. North gains/South Gains <p>Summarizing Strategies/Procedures: (Are higher level thinking skills present?)</p> <ul style="list-style-type: none"> • Hashtag- Students will create 4 "hashtags" relating to how slavery influenced the admission of new states. <p>Modifications of Lesson:</p> <ul style="list-style-type: none"> • Some students may need some guidance on the worksheet. <p>Assessments:</p> <ul style="list-style-type: none"> • Student worksheets • Hashtags • Chapter and Unit exams. <p>Standards</p> <p>8.3.8.A Examine the role groups and individuals played in the social, political, cultural, and economic development of the United States. Historical Documents and Artifacts (US History)</p> <p>8.3.8.C Summarize how continuity and change have impacted U.S. history.</p> <ul style="list-style-type: none"> • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations Conflict and Cooperation (US) <p>8.3.8.D Examine how conflict and cooperation among groups and organizations have impacted the growth and development of the U.S.</p> <ul style="list-style-type: none"> • Ethnicity and race • Working conditions • Immigration • Military conflict • Economic stability Contributions of Individuals and Groups (World)
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