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| Teacher | Rachel Stafford |
| Class | 8th United States History |

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|  | **Date:**  **Mon., Sept. 19** | **Date:**  **Tues., Sept. 20** | **Date:**  **Wed. Sept. 21** | **Date:**  **Thurs, Sept. 22** | **Date:**  **Fri., Sept. 23** |
| **Standard** | \*\*\* Please see Standard attachment on website for a detailed listing of each standard. Standards are also stated in your child’s interactive notebook.   * 8.11 * 8.17 * 8.19 | \*\*\* Please see Standard attachment on website for a detailed listing of each standard. Standards are also stated in your child’s interactive notebook.   * 8.8 * 8.10 * 8.11 * 8.12 * 8.13 * 8.14 * 8.15 * 8.16 * 8.28 | \*\*\* Please see Standard attachment on website for a detailed listing of each standard. Standards are also stated in your child’s interactive notebook.   * 8.8 * 8.10 * 8.11 * 8.12 * 8.13 * 8.14 * 8.15 * 8.16   8.28 | \*\*\* Please see Standard attachment on website for a detailed listing of each standard. Standards are also stated in your child’s interactive notebook.   * 8.8 * 8.10 * 8.11 * 8.12 * 8.13 * 8.14 * 8.15 * 8.16   8.28 | \*\*\* Please see Standard attachment on website for a detailed listing of each standard. Standards are also stated in your child’s interactive notebook.   * 8.11 * 8.17 * 8.19 |
| **Objective**  *I can…..*  (Chapter information & I can statement) | Life in the American Colonies  1607-1770  (Chapter 4)  I can *understand the social, political, and economic reasons for the movement of people from Europe to the Americas, and they will describe the impact of colonization by Europeans on American Indians and on the development of the land that eventually became the United States of America.* | Life in the American Colonies  1607-1770  (Chapter 4)  I can *understand the social, political, and economic reasons for the movement of people from Europe to the Americas, and they will describe the impact of colonization by Europeans on American Indians and on the development of the land that eventually became the United States of America.* | Life in the American Colonies  1607-1770  (Chapter 4)  I can *understand the social, political, and economic reasons for the movement of people from Europe to the Americas, and they will describe the impact of colonization by Europeans on American Indians and on the development of the land that eventually became the United States of America.* | Life in the American Colonies  1607-1770  (Chapter 4)  I can *understand the social, political, and economic reasons for the movement of people from Europe to the Americas, and they will describe the impact of colonization by Europeans on American Indians and on the development of the land that eventually became the United States of America.* | Life in the American Colonies  1607-1770  (Chapter 4)  I can *understand the social, political, and economic reasons for the movement of people from Europe to the Americas, and they will describe the impact of colonization by Europeans on American Indians and on the development of the land that eventually became the United States of America.* |
| **Connections to Prior Knowledge** | Bell Work:  Discussion of 4-3 HW questions. | Bell Work:  Discussion of 4-4 HW questions | Bell Work:  Discuss 13 Colonies Map Quiz | Bell Work:  Discuss Vocab. Quiz/Redo for those in need | Bell Work:  Discuss Ch. 4 Test  Graph Ch. 4 Data  Reflection of Ch. 4  Issue Ch. 4 reinforcement activity (if needed) |
| **Guiding Questions** | * How does geography influence the way people live? * How do new ideas change the way people live? * Why does conflict develop? | * How does geography influence the way people live? * How do new ideas change the way people live? * Why does conflict develop? | * How does geography influence the way people live? * How do new ideas change the way people live? * Why does conflict develop? | * How does geography influence the way people live? * How do new ideas change the way people live? * Why does conflict develop? | * How does geography influence the way people live? * How do new ideas change the way people live? * Why does conflict develop? |

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| **Instructional Strategies**  *I do…* | French & Indian War | Join or Die Political Cartoon Analysis | Continue with  Enrichment Analysis   * Colonial Life * DBQ * French and Indian War * Peter Zenger | Oral Review of Ch. 4 | Begin CH. 5   * Pre-Test * Standards * Data Tracker * Projected Dates * Homework Questions |
| **Differentiated Tasks**  *We do …* | * Pontiac’s War   Proclamation of 1763 | Enrichment Analysis   * Colonial Life * DBQ * French and Indian War * Peter Zenger | Continue with  Enrichment Analysis   * Colonial Life * DBQ * French and Indian War * Peter Zenger | Chapter 4 Test  Writing Assignment | Begin CH. 5   * Pre-Test * Standards * Data Tracker * Projected Dates   Homework Questions |
| **Assessment**  *They do ….* | *Why were the American colonists dissatisfied with the outcome of the French and Indian War and Pontiac’s War?* | 13 Colonies Map Quiz | Ch. 4 vocabulary Quiz | Chapter 4 Test  Writing Assignment | Begin CH. 5   * Pre-Test * Standards * Data Tracker * Projected Dates * Homework Questions |
| **Homework** | Homework  4-3: Monday, September 19  4-4: Tuesday, September 20 | Homework  4-3: Monday, September 19  4-4: Tuesday, September 20 | Homework | Homework | Homework  5-1: Tuesday, September 27  Wednesday, September 28  5-3: Monday, Oct. 3  5-4: Tuesday, Oct. 4 |
| **Closure** | Exit Slip   * The most important thing I learned today was \_\_\_. * I need help with \_\_\_. * I would like to learn more about \_\_\_. | Exit Slip  3: List 3 things you learned today  2: Explain 2 ways you contributed to class today  1: identify at least one question you still have. | Exit Slip   * Today I felt confident when \_\_\_.   Today I felt confused when \_\_\_. | Exit Slip   * The most important thing I learned today was \_\_\_. * I need help with \_\_\_. * I would like to learn more about \_\_\_. | Exit Slip   * Today I felt confident when \_\_\_. * Today I felt confused when \_\_\_. |
| **Resources/Materials** | Computer  Projector  Student text books  Interactive journals  Colored pencils  Tape/glue  TE-online book | Computer  Projector  Student text books  Interactive journals  Colored pencils  Tape/glue  TE-online book | Computer  Projector  Student text books  Interactive journals  Colored pencils  Tape/glue  TE-online book | Computer  Projector  Student text books  Interactive journals  Colored pencils  Tape/glue  TE-online book | Computer  Projector  Student text books  Interactive journals  Colored pencils  Tape/glue  TE-online book |
| **Projected Assessments** | Chapter 4   * Cumulative HW turn in: Tuesday, September 20 * 13 Colonies Map Quiz: Tuesday, September 20 (no outside resources) * Vocabulary Quiz: Wednesday, Sept. 21 (no outside resources) * Final Assessment: Thursday, Sept. 22 (no outside resources) * Writing: There is no formal writing assignment for chapter 4 | Chapter 4   * Cumulative HW turn in: Tuesday, September 20 * 13 Colonies Map Quiz: Tuesday, September 20 (no outside resources) * Vocabulary Quiz: Wednesday, Sept. 21 (no outside resources) * Final Assessment: Thursday, Sept. 22 (no outside resources) * Writing: There is no formal writing assignment for chapter 4 | Chapter 4   * Cumulative HW turn in: Tuesday, September 20 * 13 Colonies Map Quiz: Tuesday, September 20 (no outside resources) * Vocabulary Quiz: Wednesday, Sept. 21 (no outside resources) * Final Assessment: Thursday, Sept. 22 (no outside resources) * Writing: There is no formal writing assignment for chapter 4 | Chapter 4   * Final Assessment: Thursday, Sept. 22 (no outside resources) | Chapter 5   * Mid-Chapter Quiz: Wednesday, September 28 (no outside resources) * Cumulative HW turn in: Tuesday, Oct. 4 * Declaration of Independence Quiz: Tuesday, Oct. 4 (no outside resources) * Vocabulary Quiz: Wednesday, Oct. 5 (no outside resources) * Friday, Oct 7 * Writing: There is no formal writing assignment for chapter 7 |
| **Additional notes/ Upcoming Events** | * Donuts with Dads: Tuesday, Sept. 20 * School-Wide Homecoming Celebration- Tailgate (Friday, September 23- 3:30-6 pm) * Homecoming Football Game @ Bolton (Tuesday, September 27 5:30 pm) * 1st 9 weeks ends Friday, October 7 * Fall Break (October 10-14)   Please make sure you are reviewing your notes from your interactive notebook each night. | * School-Wide Homecoming Celebration- Tailgate (Friday, September 23- 3:30-6 pm) * Homecoming Football Game @ Bolton (Tuesday, September 27 5:30 pm) * 1st 9 weeks ends Friday, October 7 * Fall Break (October 10-14)   Please make sure you are reviewing your notes from your interactive notebook each night. | * School-Wide Homecoming Celebration- Tailgate (Friday, September 23- 3:30-6 pm) * Homecoming Football Game @ Bolton (Tuesday, September 27 5:30 pm) * 1st 9 weeks ends Friday, October 7 * Fall Break (October 10-14)   Please make sure you are reviewing your notes from your interactive notebook each night. | * School-Wide Homecoming Celebration- Tailgate (Friday, September 23- 3:30-6 pm) * Homecoming Football Game @ Bolton (Tuesday, September 27 5:30 pm) * 1st 9 weeks ends Friday, October 7 * Fall Break (October 10-14)   Please make sure you are reviewing your notes from your interactive notebook each night. | * School-Wide Homecoming Celebration- Tailgate (Friday, September 23- 3:30-6 pm) * Homecoming Football Game @ Bolton (Tuesday, September 27 5:30 pm) * 1st 9 weeks ends Friday, October 7 * Fall Break (October 10-14)   Please make sure you are reviewing your notes from your interactive notebook each night. |