



Monday 08/16/2021	Tuesday 08/17/2021	Wednesday 08/18/2021	Thursday 08/19/2021	Friday 08/20/2021
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**First Day of School
8:00am - 4:00pm**

Civics
Find Seat

Class Introduction

- expectations for Civics

Get to. Know You

- Personal Coat of Arms
- Journal 1

Goal
8.1.1-Standard

Students will understand about Citizenship and the roles of a US citizen

4: SWBAT: In addition to a 3 students will explain and analyze citizenship and US citizens

3: SWBAT: Understand about citizenship and roles of the US citizens

2: SWBAT: identify what citizenship means and the role of a US citizen

1: SWBAT: partially identify what citizenship means and the role of the US citizen

Standards
SS.8.1.1 Students will summarize the foundation, structure, and function of the United States government.

Civics
Bell: wrap up Coat of Arms- cut down and place in journal

1. What do you know about Civics-Journal.
- 2
2. Stations for Intro to. Civics
1. What is Civics
2. Life with out Civics
3. Famous Citizens
4. Careers Related to Civics

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Civics
Bell: get scissors and glue

1. Civics Match up
 - a set of concepts about Civics match up
 - Journal 3
2. Pick 3 concepts of Civics/Notebook Cover

Goal
8.1.1-Standard

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Standards
SS.8.1.1 Students will summarize the foundation, structure, and function of the United States government.



<p>SS.8.1.1.b Describe the structure and roles of government</p> <p>SS.8.1.1.e Describe important government principals (e.g., freedom, democracy, equality, rule of law, popular sovereignty, justice)</p> <p>SS.8.1.2 Students will describe the roles, responsibilities, and rights as local, state, national, and international citizens and participate in civic service.</p>	<p>United States government.</p> <p>SS.8.1.1.b Describe the structure and roles of government</p> <p>SS.8.1.1.e Describe important government principals (e.g., freedom, democracy, equality, rule of law, popular sovereignty, justice)</p> <p>SS.8.1.2 Students will describe the roles, responsibilities, and rights as local, state, national, and international citizens and participate in civic service.</p>	<p>SS.8.1.1.b Describe the structure and roles of government</p> <p>SS.8.1.1.e Describe important government principals (e.g., freedom, democracy, equality, rule of law, popular sovereignty, justice)</p> <p>SS.8.1.2 Students will describe the roles, responsibilities, and rights as local, state, national, and international citizens and participate in civic service.</p>
<p>Instructional Strategies</p> <ul style="list-style-type: none"> 3 Partner Work 4 Small Group Work 5 Guided Rotations 	<p>Lesson Activities (Critical Content)</p> <p>1 Civics supplemental wks</p>	<p>History 8</p> <p>Bell: Wrap up Coat of Arms-put into journal</p> <ol style="list-style-type: none"> 1. Read 6-8 2. Journal # 2: draw what you think society looked like during the Ice Age vs after 3. Journal ?' 1 a,b,c 4. Quiz 1-1
<p>History 8</p> <p>Bell: Find assigned seat</p> <p>Class Expectations</p> <p>Personal Coat of Arms Activity</p> <ul style="list-style-type: none"> • Journal 1 	<p>Instructional Strategies</p> <ul style="list-style-type: none"> 3 Partner Work 4 Small Group Work 5 Guided Rotations <p>Homework</p> <p>8</p>	<p>Goal</p> <p>8.4.1: Students will understand why US historians study the Americas, Africa, and Europe before 1500's</p> <p>4: In addition to a 3 the SWBAT analyze and explain why US historians study the Americas, Africa, and Europe before 1500's</p> <p>3: SWBAT to understand why US historians study the Americas, Africa, and Europe before 1500's</p>
<p>Goal</p> <p>8.4.1: Students will understand why US historians study the Americas, Africa, and Europe before 1500's</p> <p>4: In addition to a 3 the SWBAT analyze and explain why US historians study the Americas, Africa, and Europe before 1500's</p> <p>3: SWBAT to understand why US historians study the Americas, Africa, and Europe before 1500's</p>	<p>History 8</p> <p>Bell: Finish up Coat of Arms and put into Journal #1</p> <ol style="list-style-type: none"> 1. US History Trivia Game <ul style="list-style-type: none"> • partners (teacher choice) • answer the questions in each square • time limited 2. History Scatagories 	<p>Goal</p> <p>8.4.1: Students will understand why US historians study the Americas, Africa, and Europe before 1500's</p> <p>4: In addition to a 3 the SWBAT analyze and explain why US historians study the Americas, Africa, and Europe before 1500's</p> <p>3: SWBAT to understand why US</p>
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2: SWBAT identify why US historians study the Americas, Africa, and Europe before 1500's

1: SWBAT partially identify why US historians study the Americas, Africa, and Europe before 1500's

Standards

SS.8.4.1.US Students will analyze how major past and current US events are chronologically connected, and evaluate their impact(s) upon one another.

SS.8.4.1.a.US Describe concepts of time and chronology (e.g., Three Worlds Meet, Colonial America, Establishing a Nation, Expansion and Reform, Civil War & Reconstruction, Industrialization)

SS.8.4.1.b.US Classify key national events in chronological order (e.g., timelines with eras and selected key events)

SS.8.4.1.c.US Examine the chronology of historical events in the United States analyze their impact on the past, present, and future

Instructional Strategies

3 Partner Work

4 Small Group Work

Americas, Africa, and Europe before 1500's

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Instructional Strategies

3 Partner Work

4 Small Group Work



5 Guided Rotations
Homework

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SS.8.4.1.c.US Examine the chronology of historical events in the United States analyze their impact on the past, present, and future

3 Partner Work
4 Small Group Work
5 Guided Rotations
Homework