



Monday 10/19/2020	Tuesday 10/20/2020	Wednesday 10/21/2020	Thursday 10/22/2020	Friday 10/23/2020
<p><b>History 8</b></p> <p>Bell: Finish table questions on southern colonies</p> <ol style="list-style-type: none"> <li>wks 3-1 and take quiz 3-1--google classroom</li> <li>Video: This is America Charlie Brown</li> <li>Read 75-79</li> <li>Difference/sort Pilgrim/Puritan</li> <li>Southern Matchbooks</li> <li>Jamestown 3-D Model</li> </ol> <p><b>Goal</b></p> <p>8.4.1: SWBAT Understand how the colonial experience shaped America's political and social ideas</p> <p>4: In addition to a 3 the SWBAT analyze and explain how the colonial experience shaped America's political and social ideas</p> <p>3: SWBAT understand how the colonial experience shaped America's political and social ideas</p> <p>2: SWBAT identify how the colonial experience shaped America's political and social ideas</p>	<p><b>Civics</b></p> <p>Bell: Hand in green reading sheets</p> <p>Read: Wanted a Just and Right government</p> <ul style="list-style-type: none"> <li>cause and effect chart-Journal</li> <li>cross word and wks</li> </ul> <p>Continue watching : Peanuts at the Constitutional Convention</p> <ul style="list-style-type: none"> <li>complete study guide as watching</li> </ul> <p><b>Goal</b></p> <p>8.1.1-Standard Students will summarize the foundation, structure, and function of the United States government.</p> <p>Students will understand the types of government and role of government in their lives</p> <p>4: SWBAT: In addition to a 3 students will explain and analyze the types of government and role of government in their lives</p> <p>3: SWBAT: Understand about the types of government and role</p>	<p><b>History 8</b></p> <p>Bell: Review vocab 3</p> <ol style="list-style-type: none"> <li>Read 79-82</li> <li>Journal: New England Economies--draw out</li> <li>?s pg 82 1-7 all parts</li> <li>wks 3-2</li> <li>New England table questions--with partner groups</li> </ol> <p><b>Goal</b></p> <p>8.4.1: SWBAT Understand why were the American Patriots willing to risk their lives for independence.</p> <p>4: In addition to a 3 the SWBAT analyze and explain why were the American Patriots willing to risk their lives for independence.</p> <p>3: SWBAT understand why were the American Patriots willing to risk their lives for independence.</p> <p>2: SWBAT identify why were the American Patriots willing to risk their lives for independence.</p> <p>1: SWBAT partially identify why were the</p>	<p><b>Civics</b></p> <p>Bell: Finish Peanuts and the Constitution: on their iPads</p> <ul style="list-style-type: none"> <li>answer questions in classroom</li> </ul> <ol style="list-style-type: none"> <li>Read 43-46</li> <li>Cut and Paste VA/NJ plan-journal</li> <li>Read 46-48</li> <li>?s pg 48 1b,2b,3ab,4</li> <li>Brain Pop: Constitutional Convention</li> <li>Quiz and review with a partner</li> </ol> <p><b>Goal</b></p> <p>8.1.1-Standard Students will summarize the foundation, structure, and function of the United States government.</p> <p>Students will understand the types of government and role of government in their lives</p> <p>4: SWBAT: In addition to a 3 students will explain and analyze the types of government and role of government in their lives</p> <p>3: SWBAT: Understand about the types of government and role</p>	



1: SWBAT partially identify how the colonial experience shaped America's political and social ideas

**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)

**Instructional Strategies**  
 4 Small Group Work  
 3 Partner Work  
 5 Guided Rotations

of government in their lives

2: SWBAT: identify the types of government and role of government in their lives

1: SWBAT: partially identify the types of government and role of government in their lives

**Standards**  
**SS.8.1.1** Students will summarize the foundation, structure, and function of the United States government.  
**SS.8.1.1.a** Identify and describe different forms of government via the study of early and current civilizations (e.g., tribal, monarchy, democracy, republic, theocracy, and oligarchy)  
**SS.8.1.1.b** Describe the structure and roles of government  
**SS.8.1.1.e** Describe important government principals (e.g., freedom, democracy, equality, rule of law, popular sovereignty, justice)  
**SS.8.1.1.h** Explain the ways in which governments meet the needs of citizens, manage conflict, and establish order and security  
**SS.8.1.2** Students will describe the roles, responsibilities,

American Patriots willing to risk their lives for independence.

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

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**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

of government in their lives

2: SWBAT: identify the types of government and role of government in their lives

1: SWBAT: partially identify the types of government and role of government in their lives

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**History 8**  
 Bell: boycott poster/  
 French and Indian War book

1. Road to Revolution Stations

- read as a group the reading card
- answer as a group the "Questions to think on"
- complete the drawing-



and rights as local, state, national, and international citizens and participate in civic service.

**SS.8.1.2.a** Describe ways individuals participate in the political process (e.g., registering and voting, contacting government officials, campaign involvement)

**Instructional Strategies**

- 4 Small Group Work
- 3 Partner Work
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**Homework**

study for Constitution/ Convention test

**History 8**

Bell: French and Indian War book

1. Read 106-108
2. Draw out the items taxed from the Stamp Act
3. Journal: taxes flip book/
4. Boycott Posters

**Goal**

8.4.1: SWBAT Understand why were the American Patriots willing to risk their lives for independence.

4: In addition to a 3 the SWBAT analyze and explain why were the American Patriots willing to risk their lives for independence.

on the past, present, and future

**SS.8.4.2.US** Students will analyze the impact of people, events, ideas, and symbols upon US history using multiple types of sources.

**SS.8.4.2.a.US** Analyze the impact of people, events, ideas, and symbols, including various cultures and ethnic groups, on history in the United States by era

**SS.8.4.2.b.US** Analyze how the United States has changed over the course of time, using maps, documents, and other artifacts

**Instructional Strategies**

- 4 Small Group Work
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#statements-war o meter-2 main points

2. Time Line of Boston Massacre-Journal

3. Gravestone-Journal

**Goal**

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1: SWBAT partially identify why were the American Patriots willing to risk their lives for independence.

**8.4.1 Students will analyze how major past and current**



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2: SWBAT identify why were the American Patriots willing to risk their lives for independence.

1: SWBAT partially identify why were the American Patriots willing to risk their lives for independence.

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

**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.

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**US events are chronologically connected, and evaluate their impact(s) upon one another.**

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**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

**SS.8.4.2.US** Students will analyze the impact of people, events, ideas, and symbols upon US history using multiple types of sources.

**SS.8.4.2.a.US** Analyze the impact of



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**SS.8.4.2.a.US** Analyze the impact of people, events, ideas, and symbols, including various cultures and ethnic groups, on history in the United States by era

**SS.8.4.2.b.US** Analyze how the United States has changed over the course of time, using maps, documents, and other artifacts

**Instructional Strategies**

- 4 Small Group Work
- 3 Partner Work
- 5 Guided Rotations

**Attachments**

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**Instructional Strategies**

- 4 Small Group Work
- 3 Partner Work
- 5 Guided Rotations