



Monday 08/30/2021	Tuesday 08/31/2021	Wednesday 09/01/2021	Thursday 09/02/2021	Friday 09/03/2021
<p>Civics</p> <p>Bell: Complete Good Citizen poster-due Fridayw</p> <p>1. ICivics: Citizenship: Just the Facts</p> <ul style="list-style-type: none"> • read • Graphic Organizer: All about Citizens-- Journal • Assessment. T/F with partner • complete wks 1&2 <p>Goal</p> <p>8.1.1-Standard</p> <p>Students will understand about Citizenship and the roles of a US citizen</p> <p>4: SWBAT: In addition to a 3 students will explain and analyze citizenship and US citizens</p> <p>3: SWBAT: Understand about citizenship and roles of the US citizens</p> <p>2: SWBAT: identify what citizenship means and the role of a US citizen</p> <p>1: SWBAT: partially identify what citizenship means and the role of the US citizen</p> <p>Standards</p> <p>SS.8.1.1 Students will summarize the foundation, structure, and function of the</p>	<p>Civics</p> <p>Bell: Good Citizen Poster work time-due Friday 9/3</p> <p>1. ICivics Citizenship packet</p> <ul style="list-style-type: none"> • True/False fill in • note completion - ---journals <p>2. Situation "Citizen or Not"</p> <p>3. Video: Citizenship</p> <p>4. wks from ICivics</p> <p>Goal</p> <p>8.1.1-Standard</p> <p>Students will understand about Citizenship and the roles of a US citizen</p> <p>4: SWBAT: In addition to a 3 students will explain and analyze citizenship and US citizens</p> <p>3: SWBAT: Understand about citizenship and roles of the US citizens</p> <p>2: SWBAT: identify what citizenship means and the role of a US citizen</p> <p>1: SWBAT: partially identify what citizenship means and the role of the US citizen</p> <p>History 8</p> <p>Bell: Jamestown</p> <p>1. Read 84-87</p>	<p>Civics</p> <p>Bell: Good Citizen Poster work time-due Friday 9/3</p> <p>1. ICivics Citizenship packet</p> <ul style="list-style-type: none"> • True/False fill in • note completion - ---journals <p>2. Situation "Citizen or Not"</p> <p>3. Video: Citizenship</p> <p>4. wks from ICivics</p> <p>Goal</p> <p>8.1.1-Standard</p> <p>Students will understand about Citizenship and the roles of a US citizen</p> <p>4: SWBAT: In addition to a 3 students will explain and analyze citizenship and US citizens</p> <p>3: SWBAT: Understand about citizenship and roles of the US citizens</p> <p>2: SWBAT: identify what citizenship means and the role of a US citizen</p> <p>1: SWBAT: partially identify what citizenship means and the role of the US citizen</p> <p>History 8</p> <p>Bell: Jamestown</p> <p>1. Read 84-87</p>	<p>Civics</p> <p>BELL: Hand in Good Citizen poster</p> <p>Check ICivics work</p> <p>1. Read pg 17-21</p> <p>2. Journal Population growth</p> <p>Population Changes</p> <p>Goal</p> <p>8.1.1-Standard</p> <p>Students will understand about Citizenship and the roles of a US citizen</p> <p>4: SWBAT: In addition to a 3 students will explain and analyze citizenship and US citizens</p> <p>3: SWBAT: Understand about citizenship and roles of the US citizens</p> <p>2: SWBAT: identify what citizenship means and the role of a US citizen</p> <p>1: SWBAT: partially identify what citizenship means and the role of the US citizen</p> <p>History 8</p> <p>Bell: Colonial Difference Poster</p> <p>Finish Pink packet Questions</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>Instructional Strategies</p> <p>3 Partner Work</p> <p>4 Small Group Work</p> <p>5 Guided Rotations</p>	<p>2. ?'s pg 87</p> <p>3. Colonial Match</p> <p>4. Poster draW Pictures to describe the 3 colonies</p> <p>5. wks 3-3</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>2. ?'s pg 87</p> <p>3. Colonial Match</p> <p>4. Poster draW Pictures to describe the 3 colonies</p> <p>5. wks 3-3</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>1. New colonial sort</p> <p>2. Practice for test Colonial Sort 9/8</p> <p>3. Read 90-94</p> <p>Goal</p> <p>8.4.1: SWBAT Understand how Europeans change life in the Americas</p> <p>4: In addition to a 3 the SWBAT analyze and explain how Europeans change life in the Americas</p> <p>3: SWBAT understand how Europeans change life in the Americas</p> <p>2: SWBAT identify how Europeans change life in the Americas</p> <p>1: SWBAT partially identify how Europeans change life in the Americas</p>
<p>History 8</p> <p>Bell: Jamestown Project or Journals</p> <p>1. wks 3-2</p> <p>2. Colonial Sort</p>	<p>2: SWBAT identify why US historians study the Americas, Africa, and Europe before 1500's</p> <p>1: SWBAT partially identify why US historians study the Americas, Africa, and Europe before 1500's</p>	<p>2: SWBAT identify why US historians study the Americas, Africa, and Europe before 1500's</p> <p>1: SWBAT partially identify why US historians study the Americas, Africa, and Europe before 1500's</p>	<p>Standards</p> <p>SS.8.4.1.US Student s will analyze how major past and current US events are chronologically connected, and evaluate their impact(s) upon one another.</p> <p>SS.8.4.1.a.US Descr ibe concepts of time and chronology (e.g., Three Worlds Meet, Colonial America, Establishing a Nation, Expansion and Reform, Civil War &</p>
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