

Lynn Emery
ELD Social Studies 8

+	MONDAY 10-3-16	TUESDAY 10-4-16	WEDNESDAY 10-5-16	THURSDAY 10-6-16	FRIDAY 10-7-16
CONTENT STANDARD	U1.2.2 Use case studies of individual explorers and stories of life in Europe to compare the goals, obstacles, motivations, and consequences for European exploration and colonization of the Americas	G1.2.1 Locate the major landforms and bodies of water. G1.3.2 Explain the locations and distributions of physical and human characteristics of Earth by using knowledge of spatial patterns	U1.2.2 Use case studies of individual explorers and stories of life in Europe to compare the goals, obstacles, motivations, and consequences for European exploration and colonization of the Americas	U1.2.2 Use case studies of individual explorers and stories of life in Europe to compare the goals, obstacles, motivations, and consequences for European exploration and colonization of the Americas	U1.2.2 Use case studies of individual explorers and stories of life in Europe to compare the goals, obstacles, motivations, and consequences for European exploration and colonization of the Americas
CONTENT OBJECTIVE:	Students will demonstrate knowledge of early explorers and describe their voyage overcoming obstacles and consequences using informational text.	Student will demonstrate knowledge of land masses and bodies of water by participating in a laminated map activity.	Student will demonstrate knowledge early colonies and the governments created by making a flip book.	Students will demonstrate knowledge of French/Indian war by following a power point and completing power point notes.	Students will demonstrate knowledge of Native Americans of early America using guided highlighting.
LEARNING TARGET:	I can create an explorer book using sentence stems provided for each page,	I can locate and label continents, oceans and compass rose on a map.	I can orally explain why each colony was important in the new world using the informational text.	I can write to answer questions about the power point using paragraph frames in power point notes.	I can listen and use a highlighter to highlight important information about Native Americans.
LANGUAGE OBJECTIVE:	Students will write to recount an explorer's life and to create a book depicting them as an explorer using a word bank.	Students will orally recall where continents and oceans are located on a map using a word bank.	Students will write to describe the government of the early colonies using content vocabulary.	Students will write to answer questions about the power point of the French/Indian war using a paragraph frame of notes.	Students will orally discuss the early Native Americans using informational text.
Vocabulary:	Explorer Route Trade Vikings Merchants	Define words	Use in a sentence	Practice with a partner	Test on vocab words.
Differentiation	Whole group	Whole group	Whole group	Whole group	Whole group