

Lynn Emery  
United States History 8<sup>th</sup> grade

+	MONDAY 10-14-19	TUESDAY 10-15-19	WEDNESDAY 10-16-19	THURSDAY 10-17-19	FRIDAY 10-18-19
<b>CONTENT STANDARD</b>	F1.1 Describe the ideas, experiences, and interactions that influenced the colonists' decisions to declare independence by analyzing <ul style="list-style-type: none"> <li>• Colonial ideas about government (e.g., limited government, republicanism, protecting individual rights and promoting the common good, representative government, natural rights)</li> <li>• Experiences with self-government (e.g., House of Burgesses and town meetings)</li> <li>• Changing interactions with the royal government of Great Britain after the French and Indian War</li> </ul>		F1.1 Describe the ideas, experiences, and interactions that influenced the colonists' decisions to declare independence by analyzing <ul style="list-style-type: none"> <li>• Colonial ideas about government (e.g., limited government, republicanism, protecting individual rights and promoting the common good, representative government, natural rights)</li> <li>• Experiences with self-government (e.g., House of Burgesses and town meetings)</li> <li>• Changing interactions with the royal government of Great Britain after the French and Indian War</li> </ul>	F1.1 Describe the ideas, experiences, and interactions that influenced the colonists' decisions to declare independence by analyzing <ul style="list-style-type: none"> <li>• Colonial ideas about government (e.g., limited government, republicanism, protecting individual rights and promoting the common good, representative government, natural rights)</li> <li>• Experiences with self-government (e.g., House of Burgesses and town meetings)</li> <li>• Changing interactions with the royal government of Great Britain after the French and Indian War</li> </ul>	F1.1 Describe the ideas, experiences, and interactions that influenced the colonists' decisions to declare independence by analyzing <ul style="list-style-type: none"> <li>• Colonial ideas about government (e.g., limited government, republicanism, protecting individual rights and promoting the common good, representative government, natural rights)</li> <li>• Experiences with self-government (e.g., House of Burgesses and town meetings)</li> <li>• Changing interactions with the royal government of Great Britain after the French and Indian War</li> </ul>
<b>CONTENT OBJECTIVE:</b>	SWBAT demonstrate comprehension of taxes placed on the colonists from England and why it led to the Revolutionary War using a Type3 with all 4 taxes listed and explained. 4/4 Taxes explained on a Type 3	Field Trip DIA	SWBAT demonstrate knowledge of how the taxes led to a rebellion (Boston Tea Party) prior to Revolutionary War by completing guided reading for Chapter 5 Section 3 with 80% accuracy. Guided Reading 80% accurate and complete	SWBAT demonstrate comprehension of the causes and effects of boycotts against the England and First Continental Congress by summarizing the boycotts Questions answered 80% accuracy	SWBAT demonstrate analysis of how the taxes and events led to the Revolutionary War using talk to the text of an informational text. Text should have notations of questions, facts that are understood, parts to discuss
<b>LANGUAGE OBJECTIVE:</b>	SWBAT to listen/orally discuss text explaining the taxes leading to the Revolutionary War using text audible. The taxes frustrated the colonists because....	Field Trip DIA	SWBAT to listen to the results of the taxes leading to a rebellion (Boston tea Party) using text audible. Teacher observation	SWBAT listen to text and then write to complete the First Continental Congress book using information. Teacher observation	SWBAT read a text about the first shot of the Revolutionary War using a highlighter, pen and pencil  Teacher observation
<b>Vocabulary:</b>	Grievance Preamble Resolution Alliance Cavalry		Use in a definition		Quiz on vocabulary

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<b>Supplemental Content Objective</b>	SWBAT demonstrate comprehension of one country using technology to complete project -Rubric		SWBAT demonstrate comprehension of one country using technology to complete project -Rubric	SWBAT demonstrate comprehension of one country using technology to complete project -Rubric	SWBAT demonstrate comprehension of one country using technology to complete project -Rubric
<b>Language Objective</b>	SWBAT read/write to complete research on a country of their choosing Assessment-completed powerpoint.		SWBAT read/write to complete research on a country of their choosing Assessment-completed powerpoint.	SWBAT read/write to complete research on a country of their choosing Assessment-completed powerpoint.	SWBAT read/write to complete research on a country of their choosing Assessment-completed powerpoint.