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| Week of  | Monday10/15 | Tuesday10/16 | Wednesday10/17 | Thursday10/18 | Friday10/19 |
|  Lesson | 1. Add vocabulary to Notebooks2. watch “Shot Heard ‘Round the World” video3. Read chapter 5, sec 4 (Patriot’s vs. Loyalists) | 1. Introduce the Patriots pen writing contest2. Begin rough drafts. | 1. Peer and Techer led edits2. Begin final drafts (must be typed) and shared with me by Friday  | Chapter 5 Study guide | Chapter 5 review game (test on Monday) |
| Content Objective | Students will be able to demonstrate comprehension of the interactions that influenced the colonist decisions to declare independence by summarizing correctly the “Shot Heard ‘Round the World” and it’s significants orally with a table partner. | Students will be able to demonstrate application of writing an argument to support claims with clear reasons and relevant evidence by selecting a claim abased on a topic and writing a clear, well thought out essay that scores a 3 or 4 on the rubric. | Students will be able to demonstrate application of writing an argument to support claims with clear reasons and relevant evidence by selecting a claim abased on a topic and writing a clear, well thought out essay that scores a 3 or 4 on the rubric. | Study Guide | Review for test |
| Language Objective | **Students will orally explain** the interactions that influenced the colonist decisions to declare independence using the correct meanings of key vocabulary words:PatriotLoyalistPetition | **Students will** write an argument to support claims with clear reasons and relevant evidence using a 5-paragraph essay format. |  |  |  |
| Vocabulary | RepealPetitionBlockadeLoyalistMonopolyPatriot |  |  |  | Vocabulary quiz |
| Assessment  | Oral explanation in which I will walk around listening. | Formative – as I conference with students during their writing | Through the teacher led edit. | Orally as they provide answers to the study guide | Orally as they answer questions during the game. |
| GLCE | F1.1 Describe the ideas, experiences, and interactions that influenced the colonists’ decisions to declare independence by analyzing: • the core values declared as self-evident truths (“core principles”) held by the founding fathers • experiences with self-government (e.g., House of Burgesses and town meetings) changing interactions with the royal government of Great Britain after the French and Indian War | [CCSS.ELA-LITERACY.W.8.1](http://www.corestandards.org/ELA-Literacy/W/8/1/)Write arguments to support claims with clear reasons and relevant evidence | F1.1 Describe the ideas, experiences, and interactions that influenced the colonists’ decisions to declare independence by analyzing: • the core values declared as self-evident truths (“core principles”) held by the founding fathers • experiences with self-government (e.g., House of Burgesses and town meetings) changing interactions with the royal government of Great Britain after the French and Indian War | F1.1 Describe the ideas, experiences, and interactions that influenced the colonists’ decisions to declare independence by analyzing: • the core values declared as self-evident truths (“core principles”) held by the founding fathers • experiences with self-government (e.g., House of Burgesses and town meetings) changing interactions with the royal government of Great Britain after the French and Indian War | F1.1 Describe the ideas, experiences, and interactions that influenced the colonists’ decisions to declare independence by analyzing: • the core values declared as self-evident truths (“core principles”) held by the founding fathers • experiences with self-government (e.g., House of Burgesses and town meetings) changing interactions with the royal government of Great Britain after the French and Indian War |