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| Week of  | Monday9/9 | Tuesday9/10 | Wednesday9/11Early release 12:45 | Thursday9/12 | Friday9/13 |
|  Lesson | 8th grade entrance examColor History notebook cover when finished | 1. Set up Notebooks (number pages)
2. Sign in to Google Classroom
3. Complete the assignment, write down the score on the exit ticket
4. Listen to Mr. Betts
 | 1. Review with Mr. Betts
2. Read chapter 5 (pages 45-50) in “Everything You Need to Know” book
3. Cut out the Interactive Notebook (INB) page and complete the parts.
 | 1. Review Jamestown
2. Begin Unit 1, lesson 3
3. Take notes during the PowerPoint
 | 1. Pass back papers while listening to Mr. Betts
2. Cut out the colony card sort cards
3. At tables, begin sorting the cards
4. Go over where each was sorted and why. Glue in the correct spot and put in INB
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| Content Objective |  | Students will be able to demonstrate Comprehension of the experiences that influenced the colonist’s decisions by reading about the Roanoke Colony and passing a quiz about the reading with a 70% or better. | Students will be able to demonstrate Comprehension of the experiences that influenced the colonist’s decisions by reading about the Jamestown Colony and understating who settled there and with 100% accuracy on a foldable to be glued in the INB | Students will be able to demonstrate Comprehension of the differences in the regions of the U.S. as colonies formed by accurately taking notes on who and why each region was settled in the INB. | Students will be able to demonstrate Comprehension of the differences in the regions of the U.S. as colonies formed by sorting characteristic cards into regions then gluing them in to the INB. |
| Language Objective |  | Students will orally discuss what they know or have heard about Roanoke Colony in A/B partners and then share out to the class. | Students will orally discuss what they know or have heard about the Jamestown Colony in A/B partners and then share out to the class | Students will orally discuss what they know or have heard about the characteristics of each colony in the U. S. in A/B partners and then share out to the class | Students will orally discuss which characteristics go with each of the regions of the U.S. and why that might be the case. |
| Vocabulary |  | Week 1 – Colony words1. Colony
2. Religious Freedom
3. Representative Government
4. Town Meeting
5. Royal Colony

Write all the words in you INB | Use the pictures on the board to help you draw a picture to represent each word. | Write a sentence for each word. | Vocab. Quiz |
| Assessment  | Entrance Exam | Google Classroom – quiz | Foldable in the Interactive Notebook | Notes | Vocab. QuizSorting cards |
| GLCE |  | F1.1 Describe the ideas, experiences, and interactions that influenced the colonists’ decisions to declare independence by analyzing• Colonial ideas about government (e.g., limited government, republicanism, protecting individual rights and promoting the common good, representative government, natural rights) • 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• Colonial ideas about government (e.g., limited government, republicanism, protecting individual rights and promoting the common good, representative government, natural rights) • 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  | 8 – U4.2.1 Comparing Northeast and the South – Compare and contrast the social and economic systems of the Northeast and the South with respect to geography and climate and the development of• agriculture, including changes in productivity, technology, supply and demand, and price • industry, including entrepreneurial development of new industries, such as textiles • the labor force including labor incentives and changes in labor forces • transportation including changes in transportation (steamboats and canal barges) and impact on economic markets and prices • immigration and the growth of nativism • race relations• class relations | 8 – U4.2.1 Comparing Northeast and the South – Compare and contrast the social and economic systems of the Northeast and the South with respect to geography and climate and the development of• agriculture, including changes in productivity, technology, supply and demand, and price • industry, including entrepreneurial development of new industries, such as textiles • the labor force including labor incentives and changes in labor forces • transportation including changes in transportation (steamboats and canal barges) and impact on economic markets and prices • immigration and the growth of nativism • race relations• class relations |