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|  | Monday ~ 10/6/2014 | Tuesday~ 10/7/2014 | Wednesday~ 10/8/2014 | Thursday~ 10/9/2014 | Friday ~ 10/10/2014 |
| Objective:  by | **TSWD**  Comprehension how the British tax policies moved the colonists closer to rebellion by summarizing on a graphic organizer the policies.  Chapter 5 Section 3 | **TSWD**  Students will complete Quizzes for Sections 1 & 2 | **TSWD**  Knowledge how the American Revolutionary War began by recalling all the events that led to the American Revolution on a timeline.  Chapter 5 Section 4 | **TSWD**  Application of how the British gained French territory in North American by constructing a flowchart of events.  Chapter 5 Section 5 | **TSWD**  REWARD DAY |
| Language  Objective:  stem | **The student will**  Write to explain in a summary how the British tax policies moved the colonists closer to rebellion using 3 major events. | **The student will**  Complete Section 1 & 2 Quizzes | **The student will**  Write to explain how the American Revolution began by putting the events in sequential order in a paragraph that includes 3 details. | **The student will**  Write to restate the order of events that led to the outbreak of the French and Indian War using a flowchart. | **The student will** |
|  | I CAN …  explain how the British tax policies led events closer to a rebellion. | I CAN take Section quizzes | I CAN explain how the American Revolution began | I CAN restate the events that led to the French and Indian War. | I CAN |
| Assessment | Section 1 & 2 Quiz | Graphic Organizer and Type 2 Writing | Paragraph with events in sequential order. Timeline | Lists, flowchart |  |
| Vocabulary | Prior, react, monopoly, repeal, minutemen, Boston Tea Party, Intolerable Acts First Continental Congress | Prior, react, monopoly, repeal, minutemen, Boston Tea Party, Intolerable Acts First Continental Congress | Crisis, restore, blockade, mercenary | Collide , resolve, George Washington, militia, alliance, cede |  |
| CCSS | F1.1, F1.3 |  | F1.1, F1.3 | F1.1, F1.3 |  |
| Accommodations | CD player for reading | Small group, test read to students according to their  IEP | Small group, test read to students |  |  |
| Agenda | Review Vocab words  Read Chap. 5 Sec 3 |  |  |  |  |