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|  | Monday ~ 9/15/2014 | Tuesday~ 9/16/2014 | Wednesday~ 9/17/2014Constitution Day | Thursday~ 9/18/2014 | Friday ~ 9/19/2014 |
| Objective:by | **TSWD** Knowledge of how the Europeans began exploring the Americas and Asia and the effects of the new contacts they made by recalling the facts on a Thinking Map Chapter 2 Sec. 1 | **TSWD** Comprehension of the conflicts among the European countries for the control of North America by explaining and interpreting on a timeline the conflicts.Chapter 2 Sec, 3-4 | **TSWD**Analysis of the U.S. Constitution and the roles and responsibilities of the 3 branches of government by comparing and contrasting the three branches on a graphic organizer.  | **TSWD**Knowledge of how England established colonies in North America and the success of their efforts by labeling the colonies on a map and listing how each colony was unique.Chapter 3 Sec. 1-2 | **TSWD**Knowledge of the different regions of the colonies and how settlers made use of local resources to develop their culture and economy by listing them on the mapsChapter 3. Sec. 3-4 |
| LanguageObjective:stem | **The student will**Read and write to explain what effects Europeans had when they explored the Americas by using the stem below:Stem.. Some of the effects European explorers had discovering the Americas were… | **The student will**Write to explain the conflicts among European countries for control by summarizing their timeline in a paragraph to include 3 complete sentences | **The student will**Read The Constitution and then write to explain how the Constitution and the three branches of government are set up in a structured paragraph.Mrs. Gawlik and Mrs. Cachia will be out for PD this day. | **The student will**Write to explain where the colonies were established and how each colony was different by listing them on a graphic organizer. | **The student will**Write to explain how the settlers made use of the resources and listing them on a T chart. |
|   | I CAN discuss and write the effects the early explorers had traveling to the Americas. | I CAN explain and identify the European countries that had conflict trying to gain control of North America. |  I CAN explain the Constitution of the United States. | I CAN explain where the colonies settled by labeling a map and then listing why each colony was special. | I CAN explain the different regions and their culture . |
| Assessment | Type 2 writing. | Timeline and written paragraph. | Graphic Organizer | Maps and lists | Charts |
| Vocabulary | Christopher Columbus, Vasco Nunez de Balboa, Ferdinand Magellan, strait, circumnavigate, conquistador, Hernando Cortes, Moctezuma, Bartolome de Las Casas, plantation, encomienda,  |  Mercantilism, John Cabot, northwest passage, Henry Hudson, Samuel de Champlain, coureur de bais, Jacques Marquette, alliance | Preamble, balance, Bill of Rights, ideals, principles, Constitution, Articles | John Winthrop, toleration, Roger Williams, Anne Hutchinson, Thomas Hooker, John Wheelright, town meeting, Metacom | Proprietary colony, royal colony, William Penn, backcountry, Nathaniel Bacon, Lord Baltimore, James Oglethorpe, debtor, plantation |
| CCSS | .RH.6-8.1, .RH.6-8.2 | RH.6-8.1, .RH.6-8.2 | RH.6-8.1, .RH.6-8.2 | RH.6-8.1, .RH.6-8.2 | RH.6-8.1, .RH.6-8.2 |
| Accommodations | Graphic organizers, cd, small group setting | Graphic organizers, cd, small group setting | Graphic organizers, cd, small group setting | Graphic organizers, cd, small group setting | Test read to students |
| Agenda | Review vocabularyReading Readiness GuideRead pgs. 6-9Section quiz | Review vocabularyReading Readiness GuideRead pgs. 10-15Section quiz | Review vocabularyReading Readiness GuideRead pgs. 16-19Section quiz | Review vocabularyReading Readiness GuideRead pgs. 22-27Section quiz |  Chapter 1 testComplete any assignments |