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|  | Monday ~ 9/15/2014 | Tuesday~ 9/16/2014 | Wednesday~ 9/17/2014  Constitution 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 maps  Chapter 3. Sec. 3-4 |
| Language  Objective:  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 vocabulary  Reading Readiness Guide  Read pgs. 6-9  Section quiz | Review vocabulary  Reading Readiness Guide  Read pgs. 10-15  Section quiz | Review vocabulary  Reading Readiness Guide  Read pgs. 16-19  Section quiz | Review vocabulary  Reading Readiness Guide  Read pgs. 22-27  Section quiz | Chapter 1 test  Complete any assignments |