



Unit Title:	Unit 2- Colonial Development	
Unit Vocabulary:	Key Vocabulary: Part 1 Development of SC Economic System: Barbados Colony Plantocracy Plantation System Headright system Trans-Atlantic slave trade Slavery Impact on Populations: Indentured Servants Enslaved West Africans: <ul style="list-style-type: none"> - Gullah Geechee - Middle Passage Knowledge and Culture of enslaved West Africans Freed and Enslaved Native Americans Cash crops- <ul style="list-style-type: none"> - Carolina Gold (rice), indigo Stono Rebellion (1739) Slave Codes (1740)	Key Vocabulary: Part 2 Mercantilism Triangular trade Cash Crops Raw materials: timber, deerskin, livestock Navigation Acts Salutary Neglect Key Vocabulary: Part 3 Charter of Carolina (1663) -Proprietary Government in SC Fundamental Constitutions of Carolina (1669) Establishment of Charles Town (1670) Split of the South Carolina Colony (1712) - Royal Government (1719) Settlement of SC Backcountry and the Township Plan
Upcoming Common Assessments (MasteryConnect) :	Summative: 9/30 Formatives: 9/22, 9/26	

	Standard(s) + Learning Objective	Activating Experience (Opening, may include "Scholar Starter")	Learning Experience (Work Time: SB Materials and Resources, Vocab, Scaffolds/Supports, SWRL, Costas)	Formative or Summative Assessment(s)	Summarizing Experience (Closing)	WICOR, AVID and/or ELlevation Strategies (aligned with learning objective)
--	----------------------------------	---	---	--------------------------------------	-------------------------------------	---

M O N D A Y	<p>Standard (write out):</p> <p>8.1. CE: Analyze the factors that contributed to the development of South Carolina's economic system and the subsequent impacts on different populations within the colony.</p> <p>8.1 E Utilize a variety of primary and secondary sources to examine multiple perspectives and influences of the economic, political, and social effects of South Carolina's settlement and colonization on the development of various forms of government across the colonies.</p> <p>8.1.P: Summarize major events in the development of South Carolina which impacted the economic, political, and social structure of the colony.</p> <p>Learning Objective Skill (what), Content (why), Product (how): I can analyze and summarize South Carolina's economic</p>	<p>OSAAT Week 5 Days 1 and 2</p>	<p><u>Standards Based Materials & Resources:</u></p> <p>Review for Unit 2</p> <p>-Students work in pairs, research questions, type or write information</p> <p><u>Content/Academic Vocabulary:</u></p> <p>Barbados Colony Plantocracy Plantation System Headright system Trans-Atlantic slave trade Slavery Indentured Servants Enslaved West Africans: Gullah Geechee Middle Passage Knowledge and Culture of enslaved West Africans Freed and Enslaved Native Americans Cash crops- Carolina Gold (rice), indigo Stono Rebellion (1739) Slave Codes (1740) Salutary Neglect</p> <p><u>ILAP/IEP/504 Scaffolds & Supports:</u></p> <p>-Level 1 and 2 MLs and struggling students complete OSAAT Scholar Starter -Level 1 and 2 MLs complete fewer questions -Gifted students Read additional information if finished early -preferential seating -frequent redirects</p> <p><u>Opportunities to SWRL:</u></p> <p>Reading Mastery Connect Writing show work for finding the best answer Listening partner discussion Speaking partner discussion</p> <p><u>Costa's Levels of Thinking/Questioning:</u></p> <p>Level 1: Carolina Gold was the nickname of _____, which was a _____ crop. Level 2: The chart suggests the major difference</p>	<p>Formative: -Mastery Connect</p>	<p>Review a Mastery Connect question. Break down process of finding the best answer</p>	<p>Reading Mastery Connect Writing show work for finding the best answer Inquiry Mastery Connect Organization Binders with scratch paper Collaboration students work in groups</p>
--	---	----------------------------------	---	--	---	---

	<p>development and its impact on the colony.</p> <p>I will do this by showing my work on paper while my partner and I discuss and for the unit 2 summative.</p> <p>I will know I have learned this when I can explain my answer choices in writing and in Mastery Connect.</p>		<p>between Native American slaves and African slaves was _____.</p> <p>Level 3: What right was guaranteed to all settlers of South Carolina in the quote?</p>			
T U E S D A Y	<p>Standard (write out):</p> <p>8.1. CE: Analyze the factors that contributed to the development of South Carolina's economic system and the subsequent impacts on different populations within the colony.</p> <p>8.1 E Utilize a variety of primary and secondary sources to examine multiple perspectives and influences of the economic, political, and social effects of South Carolina's settlement and colonization on the development of various forms of government across the colonies.</p>	Summative in Mastery Connect	<p><u>Standards Based Materials & Resources:</u></p> <p>Mastery Connect summative</p> <p><u>Content/Academic Vocabulary:</u></p> <p>See unit vocabulary list above</p> <p><u>ILAP/IEP/504 Scaffolds & Supports:</u></p> <p>-Level 1 and 2 MLs have reduced answer choices in Mastery Connect</p> <p>-Gifted students Read additional information if finished early</p> <p>-preferential seating</p> <p>-frequent redirects</p> <p><u>Opportunities to SWRL:</u></p> <p>Reading Mastery Connect</p> <p>Writing Mastery Connect</p> <p>Listening Mastery Connect</p> <p>Speaking Mastery Connect</p> <p><u>Costa's Levels of Thinking/Questioning:</u></p> <p>Level 1: Carolina Gold was the nickname of _____, which was a _____ crop.</p> <p>Level 2: The chart suggests the major difference between Native American slaves and African slaves was _____.</p> <p>Level 3: What right was guaranteed to all settlers of South Carolina in the quote?</p>	Summative: -Mastery Connect		<p>Reading Mastery Connect</p> <p>Writing Mastery Connect</p> <p>Inquiry Mastery Connect</p> <p>Organization Mastery Connect</p> <p>Collaboration students work alone</p>

	<p>8.1.P: Summarize major events in the development of South Carolina which impacted the economic, political, and social structure of the colony.</p> <p>Learning Objective Skill (what), Content (why), Product (how): I can analyze and summarize South Carolina's economic development and its impact on the colony.</p> <p>I will do this by completing a Mastery Connect summative.</p> <p>I will know I have learned this when I score at least 70 percent in Mastery Connect.</p>					
W E D N E S D A Y	<p>Standard (write out): Standard 2: Demonstrate an understanding of how South Carolinians and Americans created a revolutionary form of government during the period of 1757–1815.</p> <p>Learning Objective Skill (what), Content (why), Product (how): I can analyze what developments</p>	Pre-test in Mastery Connect	<p>Standards Based Materials & Resources: Mastery Connect pre-summative</p> <p>Content/Academic Vocabulary: backcountry lowcountry religious toleration patriots Loyalists partisan warfare Navigation Acts salutary neglect self-determination boycotts mercantilism</p>	Formative: -Mastery Connect pre-test		<p>Reading Mastery Connect Writing Mastery Connect Inquiry Mastery Connect Organization Mastery Connect Collaboration students work alone</p>

	<p>motivated colonists to rebel against Great Britain and create a revolutionary form of government.</p> <p>I will do this by completing a Mastery Connect pre-summative.</p> <p>I will know I have learned this when I score at least 70 percent in Mastery Connect.</p>		<p>guerrilla warfare Continental Congress political views proclamation act Articles of Confederation constitution</p> <p><u>ILAP/IEP/504 Scaffolds & Supports:</u></p> <p>-Level 1 and 2 MLs have reduced answer choices in Mastery Connect -Gifted students Read additional information if finished early -preferential seating -frequent redirects</p> <p><u>Opportunities to SWRL:</u> Reading Mastery Connect Writing Mastery Connect Listening Mastery Connect Speaking Mastery Connect</p> <p><u>Costa's Levels of Thinking/Questioning:</u> Level 1: The first battles of the American Revolution happened at _____ and _____. Level 2: Please examine the map key carefully. The country that owned most of the land in North America during the 1700s was _____. Level 3: Based on the evidence you see, as well as your own inferences, imagine what a day in the life of the man pictured would be like.</p>			
T H U R S D A Y	<p>Standard (write out): 8.2.CC: Analyze the continuities and changes of how different groups immigrated to and migrated within South Carolina.</p> <p><u>Learning Objective</u></p>	<p>OSAAT Week 5 Days 3 and 4</p> <p><u>Activator backcountry (2).pdf</u></p>	<p><u>Standards Based Materials & Resources:</u> <u>U3 Law & Order Illustrated/Annotated Timeline</u> Information in South Carolina History textbook</p> <p><u>Content/Academic Vocabulary:</u> BACKCOUNTRY LOWCOUNTRY REGULATOR MOVEMENT</p>	Formative: Graphic organizer	Exit Ticket	<p>Reading Textbook, activator text Writing graphic organizer Inquiry Development of law and order in SC Organization graphic organizer Collaboration students work in groups</p>

	<p>Skill (what), Content (why), Product (how): I can explain how the Great Wagon Road facilitated the settlement of the backcountry by people from diverse backgrounds.</p> <p>I will do this by using the skill of continuity and change.</p> <p>I will know I have learned this when I can complete my graphic organizer and discuss with the class.</p>		<p>CIRCUIT COURT ACT OF 1769 TREATY OF NINETY-SIX</p> <p><u>ILAP/IEP/504 Scaffolds & Supports:</u> -Level 1 and 2 MLs complete OSAAT and Law & Order graphic organizer -Gifted students complete all links -pair struggling students with higher level students -preferential seating -frequent redirects</p> <p><u>Opportunities to SWRL:</u> Reading Mastery Connect/text Writing in graphic organizer slides Speaking/Listening Think-Pair-Share <u>Costa's Levels of Thinking/Questioning:</u> Level 1: The _____ was less wealthy than the Low Country because it could not grow rice and indigo as well. Level 2: South Carolina residents started bringing criminals to justice by _____. Level 3: Based on the evidence you see, as well as your own inferences, imagine what a day in the life of the man pictured would be like.</p>			
F R I D A Y	<p>Standard (write out): 8.2.CE: Explain the economic, political, and social factors surrounding the American Revolution.</p> <p><u>Learning Objective</u> Skill (what), Content (why), Product (how): I can analyze how the outcomes of the French and Indian War caused increased tensions between the colonists and the British government.</p> <p>I will do so by</p>	OSAAT Paragraph Assembly Day	<p><u>Standards Based Materials & Resources:</u> U3 F & I War Summary Guided Notes - Ellevation <u>Content/Academic Vocabulary:</u> French Indian Iroquois Taxation waterways</p> <p><u>ILAP/IEP/504 Scaffolds & Supports:</u> -Level 1 and 2 ML, struggling students complete OSAAT, guided notes -Sentence stems, visuals, word banks -Have groups read shorter passages if struggling -Ask gifted students to read the entire article. -pair struggling students with higher level</p>	Formative: Guided notes	Exit Ticket	<p>Reading F&I War Article Summary Writing Guided Notes Inquiry F&I War Article Summary Organization Guided Notes Collaboration students work in groups</p>

	<p>completing guided notes.</p> <p>I will know I am successful when I answer the essential question in three sentences.</p>		<p>students</p> <ul style="list-style-type: none">-preferential seating-frequent redirects <p><u>Opportunities to SWRL:</u></p> <p>Reading F&I War Article Summary</p> <p>Writing Guided Notes</p> <p>Speaking/Listening using and listening to academic language in pairs or groups</p> <p><u>Costa's Levels of Thinking/Questioning:</u></p> <p>Level 1: The British fought against the _____ and Native Americans in the _____ and Indian War.</p> <p>Level 2: The British used waterways and _____ to defeat their enemies in this war.</p> <p>Level 3: If Britain had less money, would they have won the war? Why or Why not?</p>			
--	---	--	--	--	--	--