



<b>Unit Title:</b>	Unit 1- Settlement
<b>Unit Vocabulary:</b>	<p>Indigenous people; Eastern Woodland Culture;  Native Americans experiences prior to Contact with Europeans:  -Values;Catawba; Cherokee; Yemassee; Enslavement  Native American Experience Resulting from Europeans:  - Trade Interactions; Clash over ownership of land and Preservation of culture; Disease;  Conflict and War; Yamasee War  Part 2  Colony, Region  <b>Economic:</b>  Economy, Geography/climate conditions, Cottage industry, Fishing and Shipbuilding  <b>Political:</b>  Political institutions; Representative government; Self-government; House of Burgesses (1619); Mayflower Compact (1620); Virginia Charter (1606); Fundamental Constitution of Carolina (1669)  <b>Social:</b>  Religious freedom/tolerance, Education, Cash crops, Plantations &amp; Plantocracy</p>
<b>Upcoming Common Assessments (MasteryConnect):</b>	Summative: 9/11 Formatives: 9/2, 9/8

	<b>Standard(s) + Learning Objective</b>	<b>Activating Experience</b>  (Opening, may include "Scholar Starter")	<b>Learning Experience</b>  (Work Time: SB Materials and Resources, Vocab, Scaffolds/Supports, SWRL, Costas)	<b>Formative or Summative Assessment(s)</b>	<b>Summarizing Experience</b>  (Closing)	<b>WICOR, AVID and/or ELlevation Strategies</b>  (aligned with learning objective)
<b>M O N D A Y</b>	<b>Standard</b> (write out): 8.1.CO Compare the three British North American colonial regions economically, politically, socially, and in regard to labor development.	OSAAT Week 2 Day 1  Meeting Minutes with Ms. Taylor	<u><b>Standards Based Materials &amp; Resources:</b></u> <b>Mastery Connect formative 2</b> -Students work in pairs, research questions, type or write information  <u><b>Content/Academic Vocabulary:</b></u> Economy, Geography/climate conditions, Cottage industry, Fishing and Shipbuilding, Indigenous people; Eastern Woodland Culture; Native Americans experiences prior to Contact with	Formative: -Mastery Connect	Review a Mastery Connect question. Break down process of finding the best answer	<b>Reading</b> Mastery Connect <b>Writing</b> show work for finding the best answer <b>Inquiry</b> Mastery Connect <b>Organization</b> Binders with scratch paper <b>Collaboration</b> students work in groups

<p>8.1 CC Analyze the changes and continuities of the Native Americans' experiences prior to and as a result of settlement and colonization.</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><b><u>Learning Objective</u></b> Skill (what), Content (why), Product (how): I can compare the different colonial regions and determine the impact on each region's development.</p> <p>I will do this by showing my work on paper while my partner and I discuss and complete a Mastery Connect Formative.</p> <p>I will know I have learned this when I can explain my</p>		<p>Europeans: -Values;Catawba; Cherokee; Yemassee; Enslavement Native American Experience Resulting from Europeans: - Trade Interactions; Clash over ownership of land and Preservation of culture; Disease; Conflict and War; Yamasee War, Colony, Region, Political institutions; Representative government; Self-government; House of Burgesses (1619); Mayflower Compact (1620); Virginia Charter (1606); Fundamental Constitution of Carolina (1669) Social: Religious freedom/tolerance, Education, cash crops, Plantations &amp; Plantocracy</p> <p><b><u>ILAP/IEP/504 Scaffolds &amp; Supports:</u></b> -Level 1 and 2 MLs and struggling students complete OSAAT Scholar Starter -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><b><u>Opportunities to SWRL:</u></b> <b>Reading</b> Mastery Connect <b>Writing</b> show work for finding the best answer <b>Listening</b> partner discussion <b>Speaking</b> partner discussion <b><u>Costa's Levels of Thinking/Questioning:</u></b> <b>Level 1: Which is an accurate description of slavery in the British colonies?</b> <b>Level 2: Based on this statement (primary source quote), what generalization can be made about the colony's early years?</b> <b>Level 3: John is fleeing religious persecution with his family and wants to create a new society that will be a religious and moral example to others. In what colonial area is he most likely to settle?</b></p>			
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	answer choices in writing and in Mastery Connect.					
<b>T U E S D A Y</b>	<p><b>Standard</b> (write out): 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.CO Compare the three British North American colonial regions economically, politically, socially, and in regard to labor development.</p> <p>8.1 CC Analyze the changes and continuities of the Native Americans' experiences prior to and as a result of settlement and colonization.</p> <p><b>Learning Objective</b> Skill (what), Content (why), Product (how): I can determine how European ideas and values influenced the</p>	OSAAT Week 2 Day 2	<p><b>Standards Based Materials &amp; Resources:</b> <b>Unit Review</b> - Students will work in pairs/groups to break down sample questions for the unit. Students will show their work on paper describing how they made their decisions.</p> <p>Time permitting - Review Game</p> <p><b>Content/Academic Vocabulary:</b> Economy, Geography/climate conditions, Cottage industry, Fishing and Shipbuilding, Indigenous people; Eastern Woodland Culture; Native Americans experiences prior to Contact with Europeans: -Values; Catawba; Cherokee; Yemassee; Enslavement Native American Experience Resulting from Europeans: - Trade Interactions; Clash over ownership of land and Preservation of culture; Disease; Conflict and War; Yamasee War, Colony, Region, Political institutions; Representative government; Self-government; House of Burgesses (1619); Mayflower Compact (1620); Virginia Charter (1606); Fundamental Constitution of Carolina (1669) Social: Religious freedom/tolerance, Education, cash crops, Plantations &amp; Plantocracy</p> <p><b>ILAP/IEP/504 Scaffolds &amp; Supports:</b> -pair level 1 and 2 MLs with English speakers -Have groups read less questions if struggling -Ask gifted students to complete all questions. -pair struggling students with higher level students -preferential seating -frequent redirects</p>	Formative: Sample questions	-Students share reasoning with class for one of the sample questions	<p><b>Reading</b> Sample Questions <b>Writing</b> Showing how answers were determined <b>Inquiry</b> Unit review <b>Organization</b> Binders <b>Collaboration</b> students work in groups</p>

	<p>settlement and development of the three distinct British colonial regions.</p> <p>I will do this by exploring sample questions in a group.</p> <p>I will know I have learned this when I can share my findings with the class.</p>		<p><b><u>Opportunities to SWRL:</u></b></p> <p><b>Reading</b> Sample Questions</p> <p><b>Writing</b> Showing how answers were determined</p> <p><b>Speaking/Listening</b> to other groups</p> <p><b><u>Costa's Levels of Thinking/Questioning:</u></b></p> <p><b>Level 1: Which region had the best farming land and weather?</b></p> <p><b>Level 2: Based on your reading and what you learned from other groups, how is one region similar/different from the other two?</b></p> <p><b>Level 3: How did the other colonies benefit from the southern colonies' cash crops?</b></p>			
W E D N E S D A Y	<p><b>Standard</b> (write out): <b>8.1.CO</b> Compare the three British North American colonial regions economically, politically, socially, and in regard to labor development.</p> <p>8.1 CC Analyze the changes and continuities of the Native Americans' experiences prior to and as a result of settlement and colonization.</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</p>	Mastery Connect Summative	<p><b><u>Standards Based Materials &amp; Resources:</u></b></p> <p><b>Mastery Connect summative</b></p> <p><b><u>Content/Academic Vocabulary:</u></b></p> <p>Economy, Geography/climate conditions, Cottage industry, Fishing and Shipbuilding, Indigenous people; Eastern Woodland Culture; Native Americans experiences prior to Contact with Europeans: -Values; Catawba; Cherokee; Yemassee; Enslavement</p> <p>Native American Experience Resulting from Europeans:</p> <p>- Trade Interactions; Clash over ownership of land and Preservation of culture; Disease; Conflict and War; Yamasee War, Colony, Region, Political institutions; Representative government; Self-government; House of Burgesses (1619); Mayflower Compact (1620); Virginia Charter (1606); Fundamental Constitution of Carolina (1669)</p> <p>Social: Religious freedom/tolerance, Education, cash crops, Plantations &amp; Plantocracy</p> <p><b><u>ILAP/IEP/504 Scaffolds &amp; Supports:</u></b></p> <p>-Level 1 and 2 MLs and struggling students complete OSAAT Scholar Starter</p>	Summative: -Mastery Connect	Mastery Connect Summative	<p><b>Reading</b> Mastery Connect</p> <p><b>Writing</b> Mastery Connect Summative</p> <p><b>Inquiry</b> Mastery Connect</p> <p><b>Organization</b> Mastery Connect Summative</p> <p><b>Collaboration</b> students work separately</p>

	<p>development of various forms of government across the colonies.</p> <p><b>Learning Objective</b> Skill (what), Content (why), Product (how): I can determine how European ideas and values influenced the settlement and development of the three distinct British colonial regions.</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>		<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><b>Opportunities to SWRL:</b> <b>Reading</b> Mastery Connect Summative <b>Writing</b> Mastery Connect Summative <b>Listening</b> Mastery Connect Summative <b>Speaking</b> Mastery Connect Summative <b>Costa's Levels of Thinking/Questioning:</b> <b>Level 1: What were the three main tribes in South Carolina?</b> <b>Level 2: How did geography affect the development of the American colonies?</b> <b>Level 3: This map of South Carolina shows the main locations of the three main Eastern Woodlands tribes. Based on the tribe's location, what made the Yemassee unique from the Catawba and the Cherokee?</b></p>			
<b>T H U R S D A Y</b>	<p><b>Standard</b> (write out): Standard 5: Demonstrate an understanding of the impact of world events on South Carolina and the United States from 1929 to present.</p> <p><b>Learning Objective</b> Skill (what), Content (why), Product (how): I can use the historical thinking skill of causation to describe how 9/11 impacts our lives today.</p> <p>I will do this by completing scenario questions, a gallery</p>	<p>OSAAT Week 2 Day 3 &amp; 4</p> <p><a href="#">9/11 Scenarios</a></p>	<p><b>Standards Based Materials &amp; Resources:</b> -Video summary of 9/11(slide 2 of September 11 Gallery Boards <a href="#">September 11th Gallery Boards</a></p> <p><b>Content/Academic Vocabulary:</b> 9/11, hijacked, Washington Dulles Airport, World Trade Center, Twin Towers, Flight 93, The Pentagon</p> <p><b>ILAP/IEP/504 Scaffolds &amp; Supports:</b> -Level 1 and 2 MLs receive support from English speakers -Level 1 and 2 MLs and struggling students complete one or two links based on ability -Gifted students complete all links -pair struggling students with higher level students -preferential seating -frequent redirects</p> <p><b>Opportunities to SWRL:</b> <b>Reading</b></p>	Formative: 9/11 Reflection form	<a href="#">Reflection</a>	<p><b>Reading</b> 9/11 Scenarios <b>Writing</b> Writing multiple responses <b>Inquiry</b> Choice Boards <b>Organization</b> Reflection form <b>Collaboration</b> Choice Boards in groups</p>

	<p>board, and reflection activities.</p> <p>I will know I have learned this when I can successfully complete a reflection form about 9/11.</p>		<p>9/11 Scenarios</p> <p><b>Writing</b> Writing multiple responses</p> <p><b>Speaking/Listening</b> discussing primary source docs</p> <p><b><u>Costa's Levels of Thinking/Questioning:</u></b></p> <p>Level 1: The name, 9/11, means_____</p> <p>Level 2: Based on the map in the choice board, which place was Flight 93 probably flying to before it crashed in Pennsylvania?</p> <p>Level 3: You departed from Washington Dulles Airport on September 5, 2001, flying to Cairo, Egypt. You land in Cairo the next day. On 9/11 you get a call from your boss, and he says, "They got them. They got four of them." You ask what he means. He tells you that four planes were hijacked and crashed into places like the World Trade Center towers. The boss tells you to lay low.</p> <p>Later, you learn that one of the airports where the terrorists took off from was Washington Dulles Airport. Also you learn that Mohamed Atta, who flew the first plane into one of the twin towers, was raised in Cairo. You are an American. What do you do? How do you survive? Please answer in at least two sentences.</p>			
<b>F R I D A Y</b>	<p><b>Standard</b> (write out): 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><b><u>Learning Objective</u></b> Skill (what), Content (why), Product (how): I can determine the role of settlers from the Barbados Colony and how the Barbados connection greatly influenced South Carolina's</p>	<p>OSAAT Assemble Day</p> <p><a href="#">Bridgetown.</a> <a href="#">Barbados OR</a> <a href="#">Charleston, SC</a></p> <p>Plickers Activity (or lap board activity)</p>	<p><b><u>Standards Based Materials &amp; Resources:</u></b></p> <p><a href="#">U2 SC's Conection to Barbados Article</a> <a href="#">Barbados to Carolina Connections</a></p> <ul style="list-style-type: none"> <li>-Students number paragraphs in article</li> <li>-Students highlight key points in article</li> <li>-Write two sentence summary</li> <li>-Complete chart</li> </ul> <p><b><u>Content/Academic Vocabulary:</u></b> Barbados, slavery, plantation system</p> <p><b><u>ILAP/IEP/504 Scaffolds &amp; Supports:</u></b></p> <ul style="list-style-type: none"> <li>-pair MLs with English speakers</li> <li>-Sentence stems, visuals, word banks</li> <li>-Have groups read shorter passages if struggling</li> <li>-Ask gifted students to read the entire article.</li> <li>-pair struggling students with higher level</li> </ul>	<p>Formative: Article Summary</p>	<p>Exit Ticket:</p> <p>If the weather in South Carolina was not similar to Barbados, do you think the plantation system would have developed here? Why or why not?</p>	<p><b>Reading</b> article</p> <p><b>Writing</b> summary</p> <p><b>Inquiry</b> article</p> <p><b>Organization</b> Binder, graphic organizer</p> <p><b>Collaboration</b> students work in groups</p>

	<p>development.</p> <p>I will do this by reading an article and by completing questions and a graphic organizer.</p> <p>I will know I have learned this when I can explain the connection between Barbados and South Carolina.</p>		<p>students</p> <ul style="list-style-type: none"> <li>-preferential seating</li> <li>-frequent redirects</li> </ul> <p><b><u>Opportunities to SWRL:</u></b></p> <p><b>Reading</b> article</p> <p><b>Writing</b> summary</p> <p><b>Speaking/Listening</b> using and listening to academic language in pairs or groups</p> <p><b><u>Costa's Levels of Thinking/Questioning:</u></b></p> <p><b>Level 1:</b> Whis Barbados?</p> <p><b>Level 2:</b> How did South Carolina's climate compare to Barbados?</p> <p><b>Level 3:</b> If the weather in South Carolina was not similar to Barbados, do you think the plantation system would have developed here? Why or why not?</p>			
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