



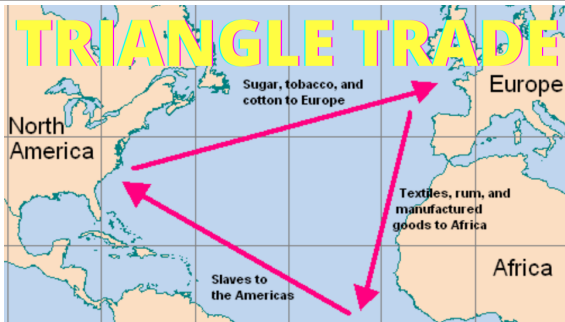
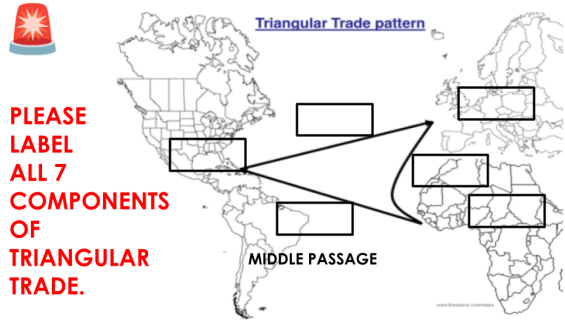
Unit Title:	Unit 2- Colonial Development	
Unit Vocabulary:	Key Vocabulary: Part 1 Development of SC Economic System: Barbados Colony Plantocracy Plantation System Headright system Trans-Atlantic slave trade Slavery Impact on Populations: Indentured Servants Enslaved West Africans: - Gullah Geechee - 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)	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)
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M O N D A Y	Standard (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. 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. 8.1.P: Summarize major events in the development of South Carolina which impacted the economic, political, and social structure of the colony. Learning Objective Skill (what), Content (why), Product (how): I can analyze and summarize South Carolina's economic	OSAAT Week 4 Day 1 Navigation Acts and Salutary Neglect	<u>Standards Based Materials & Resources:</u> Mastery Connect formative 1 -Students work in pairs, research questions, type or write information <u>Content/Academic Vocabulary:</u> 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 <u>ILAP/IEP/504 Scaffolds & Supports:</u> -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 <u>Opportunities to SWRL:</u> Reading Mastery Connect Writing show work for finding the best answer Listening partner discussion Speaking partner discussion <u>Costa's Levels of Thinking/Questioning:</u> Level 1: Carolina Gold was the nickname of _____, which was a _____ crop.	Formative: -Mastery Connect	Review a Mastery Connect question. Break down process of finding the best answer	Reading Mastery Connect Writing show work for finding the best answer Inquiry Mastery Connect Organization Binders with scratch paper Collaboration students work in groups
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	development and its impact on the colony. I will do this by showing my work on paper while my partner and I discuss and complete a Mastery Connect Formative. I will know I have learned this when I can explain my answer choices in writing and in Mastery Connect.		Level 2: The chart suggests the major difference between Native American slaves and African slaves was _____. Level 3: What right was guaranteed to all settlers of South Carolina in the quote?			
T U E S D A Y	Standard (write out): 8.1.P. Summarize major events in the development of South Carolina which impacted the economic, political, and social structure of the colony. <u>Learning Objective</u> Skill (what), Content (why), Product (how): I can summarize the key concept of mercantilism and its role in the development of the colonial economy. I will learn this by examining a political cartoon and by using graphic organizers. I will know I have learned it when I can summarize mercantilism.	OSAAT Week 4 Day 2	<u>Standards Based Materials & Resources:</u> Mercantilism Political Cartoon Copy of Mercantilism Text Only U2 Mercantilism Graphic Organizer <u>Content/Academic Vocabulary:</u> Mercantilism, Indentured servant, Slavery <u>ILAP/IEP/504 Scaffolds & Supports:</u> -Level 1 and 2 MLs complete OSAAT and Mercantilism slideshow, possibly work on graphic organizer -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 <u>Opportunities to SWRL:</u> Reading slides Writing in graphic organizer Speaking/Listening Think-Pair-Share <u>Costa's Levels of Thinking/Questioning:</u> Level 1: How did nations increase the amount of gold they owned?	Formative: Illustration interpretation, Graphic organizer	Review of Constitution Day - 3 Questions in Discovery Ed Path to Discovery Ed: 1. Go to Backpack. 2. Select Safari Montage. 3. Then select Discovery Ed. There should be one activity assigned to you.	Reading slides Writing in graphic organizer Inquiry Political cartoon analysis Organization roles within groups Collaboration students work in groups

			Level 2: A king in Europe would spend large amounts of money on his court because _____. Level 3: How can the Blookey game, Gold Quest, help you better understand mercantilism?			
W E D N E S D A Y	Standard (write out): 8.1.P. Summarize major events in the development of South Carolina which impacted the economic, political, and social structure of the colony. 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. Learning Objective Skill (what), Content (why), Product (how): I can analyze the impact of Triangle Trade on individuals. I will do this by analyzing multiple sources and perspectives. I will know I have learned this when I can summarize the	OSAAT Week 4 Day 3 Map Guided Inquiry: Triangular Trade (DE Interactive)	Standards Based Materials & Resources: Triangle Trade Summary and Diagram Content/Academic Vocabulary: Plantation, slavery, Knowledge and Culture of enslaved West Africans Freed and Enslaved Native Americans Middle Passage, Triangle Trade, Trans-Atlantic Slave trade ILAP/IEP/504 Scaffolds & Supports: -Level 1 and 2 MLs and struggling students complete OSAAT Scholar Starter, Triangle Trade Slideshow -Gifted students Read additional information if finished early -preferential seating -frequent redirects Opportunities to SWRL: Reading Maps Writing Graphic organizers Listening partners take turns reading Speaking partners take turns reading Costa's Levels of Thinking/Questioning: Level 1: Eliza Lucas Pinckney was the first person to develop _____ in South Carolina. Level 2: According to the map, slaves from _____ were taken to _____.	Formative: Graphic organizer	U2 Triangular Trade Summary/Analyses Chart	Reading Maps Writing Graphic organizers Inquiry Map reading Organization Graphic organizers Collaboration Students work in groups

	Triangle Trade in graphic organizers.		 Level 3: Please label all 7 components of Triangular Trade. 			
THURSDAY	Standard (write out): 8.1.CX Contextualize the development of South Carolina's political institutions during the colonization of British North America. Learning Objective Skill (what), Content (why), Product (how): I can analyze the problems that resulted in the shift from proprietary to royal government. I will do this by using the skill of context.	OSAAT Week 4 Day 4 MasteryConnect Sample Question	Standards Based Materials & Resources: Guided Notes via slideshow Student Copy - Problems, Problems, Problems Write, Pair, & Evaluate - Student Version Content/Academic Vocabulary: Charter of Carolina (1663) -Proprietary Government in SC Split of the South Carolina Colony (1712) Royal Government (1719) ILAP/IEP/504 Scaffolds & Supports: -Level 1 and 2 MLs complete OSAAT and Mastery Connect sample questions, slideshow guided notes -Gifted students complete all links -pair struggling students with higher level students -preferential seating -frequent redirects	Formative: Mastery Connect Samples	MasteryConnect Sample Question	Reading Mastery Connect/text Writing in graphic organizer slides Inquiry Guided notes Organization graphic organizer slides Collaboration students work in groups

	I will know I have learned this when I can complete my graphic organizer and discuss with the class.		<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 Carolina Colony split into _____ and _____ Carolina. Level 2: The chart shows the benefits of mercantilism...Whose perspective is best represented in this chart? Level 3: This quote describes the conditions on certain ships... Which group is being described?			
F R I D A Y	Standard (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. 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. <u>Learning Objective</u> Skill (what), Content (why), Product (how): I can analyze the early	OSAAT Paragraph Assembly Day MasteryConnect warm up question As a class	<u>Standards Based Materials & Resources:</u> MasteryConnect formative <u>Content/Academic Vocabulary:</u> Charter of Carolina (1663) -Proprietary Government in SC Split of the South Carolina Colony (1712) Royal Government (1719) 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 <u>ILAP/IEP/504 Scaffolds & Supports:</u> -Level 1 and 2 ML, struggling students complete OSAAT, vocabulary exercise, and 2 questions in Gullah People -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 students	Formative: Mastery Connect	Mastery Connect sample question(s)	Reading Mastery Connect/maps/quotes Writing Mastery Connect Inquiry Mastery Connect Organization roles within groups Collaboration students work in groups

	development of the Carolina Colony. I will do so by completing a formative assessment in MasteryConnect. I will know I am successful when I achieve a score of 70 or higher in Mastery Connect.		-preferential seating -frequent redirects <u>Opportunities to SWRL:</u> Reading Mastery Connect/maps/ quotes Writing Mastery Connect Speaking/Listening using and listening to academic language in pairs or groups <u>Costa's Levels of Thinking/Questioning:</u> Level 1: 1. The Gullah language is a combination of languages from _____. Level 2: This illustration shows an event that happened in South Carolina in 1739...What impact did it have on the colony? Level 3: How might the Gullah people's isolation on the Sea Islands have helped preserve their culture?			
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