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|  | Monday | Tuesday | Wednesday | Thursday | Friday |
| Content Objective | I can analyze maps of major river systems and find connections in Geographic Luck and the development of early civilizations. | I can evaluate the locations of early river valley civilizations by completing my Geographic Luck chart. | I can apply my knowledge of Geographic Luck to complete my essay project aligned with my rubric. | I can apply my knowledge of Geographic Luck to complete my essay project aligned with my rubric. | I can apply my knowledge of Geographic Luck to complete my essay project aligned with my rubric. |
| Language Objective | I can orally discuss the developments of early civilizations using historical maps. | I can write the ways physical settings supported early civilizations by completing my Geographic Luck chart. | I can write my Geographic Luck essay using my rubric and essay-writing starter as a guide. | I can write my Geographic Luck essay using my rubric and essay-writing starter as a guide. | I can write my Geographic Luck essay using my rubric and essay-writing starter as a guide. |
| Activity | Era Study Wrap Up/ Geographic Luck Maps | Geographic Luck Chart | Geographic Luck Essay | Essay work/peer edit | Geographic Luck final draft |
| Accomm. |  |  |  |  |  |
| Vocabulary | Civilization, river valley civilization |  |  |  |  |
| Standard | W 2.1.2- Use historical and modern maps and other sources to locate, describe, and analyze major river systems and discuss the ways these physical settings supported permanent settlements, and development of early civilizations (Tigris and Euphrates Rivers, Yellow River[[1]](#footnote-2), Nile River, Indus River). | W 2.1.2- Use historical and modern maps and other sources to locate, describe, and analyze major river systems and discuss the ways these physical settings supported permanent settlements, and development of early civilizations (Tigris and Euphrates Rivers, Yellow River[[2]](#footnote-3), Nile River, Indus River). | *WHST.6-8.10:* Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. | *WHST.6-8.10:* Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. | *WHST.6-8.10:* Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |

\*All plans subject to change at the discretion of the teacher

1. The content expectation incorrectly identifies the Yellow River as the Yangtze River. [↑](#footnote-ref-2)
2. The content expectation incorrectly identifies the Yellow River as the Yangtze River. [↑](#footnote-ref-3)