Monday, December 21
- Standard: 8.4.4
- Objective: Test knowledge on the ND government
  - ND Government test

Tuesday, December 22
- Standard: N/A
- Objective: Finish ND Studies class
  - Wrap up ND Studies
    - Hand in books
    - Hand out US History books
  - Trivia

Wednesday, December 23
- Standard: N/A
- Objective: Don’t get run over by a reindeer
  - Drive safe when traveling for Christmas

Thursday, December 24
- Standard: N/A
- Objective: Dash through the snow in a one horse open sleigh
  - Christmas Eve

Friday, December 25
- Standard: N/A
- Objective: Have a holly, jolly Christmas
  - Christmas Day

Monday, December 14
- Standard: 8.4.4
- Objective: Discover the people who are part of North Dakota government
  - Bell Ringer
  - “Why is it important to know our legislators?” (Why is all their information so public?)
  - Finish researching people in the ND government
    - Printed off worksheet
    - Answer questions
• Read “ND Gets D-“
  o  Integrity Website

• Tuesday, December 15
  o  Standard: 8.4.4
  o  Objective: Discuss why integrity is so important in our state legislature
    ■  Bell Ringer
    ■  What is integrity? Why is it important when it comes to government?
    •  Summarize Integrity Article
    •  Steve Dunn Observation

• Wednesday, December 16
  o  Standard: 8.4.4
  o  Objective: Learn more about our district legislators
    ■  Bell Ringer
    ■  Discuss ND government
    ■  Go over correct answers
      o  Make flash cards

• Thursday, December 17
  o  Standard: 8.4.4
  o  Objective: Study the district legislators
    ■  Bell Ringer
    ■  STUDY flashcards
    ■  Play BAZINGA
    ■  CNN Student News

• Friday, December 18
  o  Standard: 8.4.4
  o  Objective: Review state government
    ■  Bell Ringer Quiz
    ■  Study government
    ■  Find two North Dakota current events
      •  QUIZ MONDAY

• Monday, December 7
  o  Standard: 8.4.4, 8.4.5
  o  Objective: Understand North Dakota’s political background
    ■  Bell Ringer
    ■  “What do today’s political parties do to benefit the nation?”
    ■  Introduce the Two-Party Political System
      http://ndstudies.gov/gr8/content/unit-iv-modern-north-dakota-1921-present/lesson-4-alliances-and-conflicts/topic-2-two-party-political-system
    ■  Assign:
Tuesday, December 8
- Standard: 8.4.4, 8.4.5
- Objective: Discuss why North Dakota was so open to corruption and learn about modern politics
  - Bell Ringer
  - Review the lesson activity of the day before – what were each of their contributions
  - “What do we know about the North Dakota government?” brainstorm anything and everything we know
- Discuss political parties
  - Watch: “Political Party: Definition, Function, Organization, and Mobilization”

Wednesday, December 9
- Standard: 8.4.4
- Objective: Find out how North Dakota government works
  - Bell Ringer
  - Decide on one essential position in the government and WHY he/she is needed.
- Chapter 19 Notes

Thursday, December 10
- Standard: 8.4.4, 8.4.5
- Objective: Find out how the North Dakota government works
  - Bell Ringer
  - Review yesterday’s notes
  - Finish chapter 19 notes

Friday, December 11
- Standard: 8.4.4
- Objective: Discover the people who are part of North Dakota government
  - Bell Ringer Quiz
  - Start researching people in the ND government
    - Printed off worksheet
    - Will finish on Monday
  - CNN Student News

Monday, November 30
- Standard: 8.1.2, 8.3.4
- Objective: Discover North Dakota’s contribution to the Cold War
- Bell Ringer
- Background on Cold War
- Read Unit 4 – Lesson 4 – Topic 6 “The Cold War in ND”
- Assign:
  - Activity
  - For 5 points extra credit – find someone who was in the Cold War
    - Extra credit due FRIDAY

- **Tuesday, December 1**
  - Standard: 8.1.2, 8.2.11, 8.4.1, 8.4.6
  - Objective: Find out the criteria for Indian Citizenship and the Indian Reorganization Act
    - Bell Ringer
    - Discuss Introduction
    - Read and summarize Section 2 and Section 3

- **Wednesday, December 2**
  - Standard: N/A
  - Objective: N/A
  - Early Out

- **Thursday, December 3**
  - Standard: 8.1.2, 8.2.11, 8.4.1, 8.4.6
  - Objective: Find out the criteria for Indian Citizenship and the Indian Reorganization Act
    - Bell Ringer
    - Review Indian Citizenship and Reorganization Act
    - Activity on tribes together
    - Individually do the debate questions

- **Friday, December 4**
  - Standard: 8.1.2, 8.2.11, 8.4.1, 8.4.6
  - Objective: Find out the criteria for Indian Citizenship and the Indian Reorganization Act
    - Bell Ringer Quiz
    - Debate Questions as a class
    - Introduction to the Two-Party Political System

- **Monday, November 23**
  - Standard: 8.1.2, 8.4.1, 8.4.5
  - Objective: Learn about the treaties made in hopes of bringing peace to North Dakota
    - Bell Ringer
    - Discuss the interpretation of the letters (from Tuesday)
    - Read about Treaties
      - Create comic book strip detailing the events
• Due: WEDNESDAY
• Tuesday, November 24
  o Standard: 8.1.2, 8.4.1, 8.4.5
  o Objective: Finish seal
    ▪ Discuss North Dakota’s qualities
    ▪ Finish and present seals
• Wednesday, November 25
  o Standard: N/A
  o Objective: Have a joy break
    ▪ Joy Break: Take a breather
• Thursday, November 26
  o Standard: N/A
  o Objective: Enjoy friends and family.
    ▪ Thanksgiving
• Friday, November 27
  o Standard: N/A
  o Objective: Shop until you drop.
    ▪ Black Friday shopping

• Monday, November 16
  o Standard: 8.1.2, 8.2.10, 8.2.11, 8.3.4, 8.5.3, 8.6.2
  o Objective: Learn how subjective history is
    ▪ Bell Ringer
    ▪ Finish Artifact Activity
      • Writing story
    ▪ Watch CNN Student News
• Tuesday, November 17
  o Standard: 8.1.2, 8.4.1, 8.4.5
  o Objective: Learn about law and order in the Dakota Territory
    ▪ Bell Ringer
    ▪ Preview pictures on Unit 3: Lesson 4: Topic 3: Section 1
      • Read first few paragraphs
      • Interpret the primary documents
        o Letters
        o Due: THURSDAY
• Wednesday, November 18
  o Standard: N/A
  o Objective: Use real-world skills to solve a problem and present to a board of business owners.
    ▪ “You’re Hired!” Activity
Thursday, November 19
- Standard: 8.1.2, 8.4.1, 8.4.5
- Objective: Learn about the treaties made in hopes of bringing peace to North Dakota
  - Bell Ringer
  - Discuss the interpretation of the letters (from Tuesday)
  - Read about Treaties
    - Create comic book strip detailing the events
    - Due: MONDAY

Friday, November 20
- Standard: 8.1.2, 8.2.11, 8.4.1, 8.4.6
- Objective: Discover the process North Dakota had to go through to become a state.
  - Bell Ringer Quiz
  - Read Introduction together
  - Discuss the issues
  - Finish comic book strips
  - READ Section 2: The Constitutional Convention and the Debates

Monday, November 9
- Standard: 8.1.2, 8.2.10, 8.2.11, 8.3.4, 8.5.3, 8.6.2
- Objective: Discover how working on the reservation was different
  - Bell Ringer
    - Identify different reservations in North Dakota
      - Find them on a map
    - Examine pictures
    - Vocabulary
      - Reservation
      - Sedentary
      - Nomadic
      - Annuity
  - Assign:
    - Read
      - Farming
        - Jadyn and Denae
      - Rations and Annuities
        - Callie and Abby
      - Beadwork
        - Wyatt and Mason
    - Notes to present
• Pose 2 critical thinking questions to classmates

• Tuesday, November 10
  o Standard: 8.1.2, 8.3.2, 8.3.4, 8.5.1, 8.5.3
  o Objective: Learn about the reservation system and how brick making offered work for non-farm laborers
    ▪ Bell Ringer
    ▪ Present the reservation system
    ▪ Read Topic 9: Industries – Coal and Brick – Introduction together
    ▪ Discuss “Brick”
    ▪ Preview pictures for “Washburn Coal Mine”
  • Assign:
    o Read – Washburn Coal Mine

• Wednesday, November 11
  o Standard: N/A
  o Objective: Honor veterans who have fought in the US armed forces
    ▪ No School – Veterans Day

• Thursday, November 12
  o Standard: 8.1.2, 8.3.2, 8.3.4, 8.5.1, 8.5.3
  o Objective: Understand how learning about history is not always absolute
    ▪ Bell Ringer
    ▪ Read Unit 3: Lesson 3: Topic 7: Section 1
      • Telling Our Story
        o Discuss
      • Introduce artifact activity

• Friday, November 13
  o Standard: 8.1.2, 8.3.2, 8.3.4, 8.5.1, 8.5.3
  o Objective: Understand how learning about history is not always absolute
    ▪ Bell Ringer Quiz
    ▪ Finish Artifact Activity
      • Present

• Monday, November 2
  o Standard: 8.1.2, 8.2.10, 8.2.11, 8.3.4, 8.6.1
  o Objective: Connect past material with current events
    ▪ Bell Ringer
    ▪ Assign each table a different part of “Soldiering”
      • Read up and share with class
      • Discuss the importance of each
- Read “Hired Girls”
- Watch CNN

**Tuesday, November 3**
- Standard: 8.1.2, 8.2.10, 8.2.11, 8.3.4, 8.5.3, 8.6.2
- Objective: Discover how working on the reservation was different

**Bell Ringer**
- Identify different reservations in North Dakota
- Examine pictures
- Vocabulary
  - Reservation
  - Sedentary
  - Nomadic
  - Annuity

**Assign:**
- Read
  - Farming
    - Jadyn and Denae
  - Rations and Annuities
    - Callie and Abby
  - Beadwork
    - Wyatt and Mason
- Notes to present
- Pose 2 critical thinking questions to classmates

**Wednesday, November 4**
- Standard: 8.1.2, 8.3.2, 8.3.4, 8.5.1, 8.5.3
- Objective: Learn about the reservation system and how brick making offered work for non-farm laborers

**Bell Ringer**
- Present the reservation system
- Read Topic 9: Industries – Coal and Brick – Introduction together
- Discuss “Brick”
- Preview pictures for “Washburn Coal Mine”

**Assign:**
- Read – Washburn Coal Mine

**Thursday, November 5**
- Standard: 8.1.2, 8.3.2, 8.3.4, 8.5.1, 8.5.3
- Objective: Learn about the underground coal mines and how it fueled ND

**Bell Ringer Quiz**
- Steve Dunn summarizing – Washburn Coal Mine

**Friday, November 6**
- Standard: N/A
- **Monday, October 26**
  - Standard: 8.1.2 – Use various primary and secondary resources to analyze and interpret information, 8.6.1 – Explain ways technology contributes to the spread of ideas, values, and behavioral patterns between societies and regions
  - Objective: Learn to summarize information
    - Bell Ringer
    - Finish going over “Satchel Paige” article
    - Summarize
    - Together – Read Unit III, Lesson 2, Topic 1
  - Assign:
    - Read Topic 2: Ranching and Topic 3: Farming

- **Tuesday, October 27**
  - Standard: 8.1.2, 8.2.10, 8.5.3
  - Objective: Compare and contrast ranching and farming
    - Bell Ringer
    - Compare/Contrast on Ranching and (Homestead/Bonanza) Farming [OR BISON HUNTING]
    - Do pre-write
    - Complete paragraph
  - Watch CNN Student News

- **Wednesday, October 28**
  - Standard: 8.1.2, 8.2.10, 8.2.11, 8.3.4, 8.5.3, 8.6.1
  - Objective: Use summarizing skills to learn about the various federal legislation
    - Bell Ringer
    - Give each table a section of federal legislation to summarize
    - Share with the class
    - Bullets
    - Then final summary
  - Watch CNN Student News

- **Thursday, October 29**
  - Standard: 8.1.2, 8.2.10, 8.2.11, 8.3.4, 8.6.1
  - Objective: Connect past material with current events
    - Bell Ringer
    - Read and Discuss Bison Hunts
    - Each table can research another modern day problem similar to the hunts
    - Share with classmates
- Watch CNN Student News

- **Friday, October 30**
  - Standard: 8.1.2, 8.2.10, 8.2.11, 8.3.4, 8.6.1
  - Objective: Connect past material with current events
    - Bell Ringer Quiz
    - Assign each table a different part of “Soldiering”
      - Read up and share with class
      - Discuss the importance of each
    - Watch CNN Student News

- **Monday, October 19**
  - Standard: 8.1.2 – Use various primary and secondary resources to analyze and interpret information, 8.6.1 – Explain ways technology contributes to the spread of ideas, values, and behavioral patterns between societies and regions
  - Objective: Learn to summarize information
    - Bell Ringer
    - Steve Dunn: Summarization

- **Tuesday, October 20**
  - Standard: 8.1.2 – Use various primary and secondary resources to analyze and interpret information, 8.6.1 – Explain ways technology contributes to the spread of ideas, values, and behavioral patterns between societies and regions
  - Objective: Learn to summarize information
    - Bell Ringer
    - Steve Dunn: Summarization
    - Model

- **Wednesday, October 21**
  - Standard: 8.1.2 – Use various primary and secondary resources to analyze and interpret information, 8.6.1 – Explain ways technology contributes to the spread of ideas, values, and behavioral patterns between societies and regions
  - Objective: Learn to summarize information
    - Bell Ringer
    - STUDENT SURVEY
    - Steve Dunn: Summarization
    - Independently

- **Thursday, October 22**
  - Standard: N/A
  - Objective: N/A
- No School: NDEA Conference

- Friday, October 23
  - Standard: N/A
  - Objective: N/A
    - No School: NDEA Conference

- Monday, October 12
  - Standard: 8.1.1, 8.1.2, 8.2.11, 8.5.2
  - Objective: Discover how North Dakota got its boundaries
    - Bell Ringer
    - Do the Border worksheet
    - Question/Answer
      - Label ND map
    - Preview Pictures in section 2 and section 3
    - Assign:
      - Read section 2 and 3
      - Write summaries for each

- Tuesday, October 13
  - Standard: 8.1.1, 8.1.2, 8.2.11, 8.5.2
  - Objective: Discuss why the capital was relocated
    - Bell Ringer
    - Together discuss the relocation of the capital
      - Why is that important today?
      - Exit slip: How would North Dakota have looked if Alexander MacKenzie wasn’t such a political boss?
    - Assign:
      - Timeline worksheet
      - Due: WEDNESDAY

- Wednesday, October 14
  - Standard: 8.1.1, 8.1.2, 8.2.11, 8.5.2
  - Objective: Discover the importance of the various years in ND
    - Bell Ringer
    - Discuss how ND would be different (exit slip)
    - Go over a couple years
    - Take 6 minutes to describe the state of ND as a whole
      - Landscape
      - Animals
      - Plants
- Details
- Seasons
  - Discuss importance of someone else’s opinion
  - Discuss Rothhammer’s observations
  - Assign –
    - Grasshoppers – Callie/Wyatt
    - Burning Coal Vein - Newgard
    - Bison – Denae/Jadyn
    - Buffaloberry Bushes – Abby/Mason
    - Grass – Newgard
      - Need observations AND present-day knowledge

- Thursday, October 15
  - Standard: 8.1.1, 8.1.2, 8.2.11, 8.5.2
  - Objective: Learn about the types of things Rothhammer observed
    - Bell Ringer
    - Present on Rothhammer findings
      - Read through Kildahl and Sully’s reports
  - Note the differences between those and Rothhammer’s

- Friday, October 16
  - Standard: 8.1.1, 8.1.2, 8.2.11, 8.5.2
  - Objective: Why are the different flora and fauna important to ND
    - Bell Ringer Quiz
    - Describe the differences found between the various reports
      - Do organizing data charts in small groups
      - Due: MONDAY
    - CNN Student News

- Monday, October 5
  - Standard: 8.2.11 – Explain the significance of key events in North Dakota tribal history
  - Objective: Learn how the Lewis and Clark journey affected the tribes of the Great Plains
    - Bell Ringer
    - Go into Mrs. Brenner’s room and talk about culture fair
    - Discovery education – “The Lewis and Clark Expedition”
      - Watch video discuss

- Tuesday, October 6
o Standard: 8.1.1 – Interpret current ND thematic maps to identify where people live and work, 8.1.2 – Use various primary and secondary resources to analyze and interpret information, 8.2.10 – Analyze rationale for western expansion and how it affected minorities, 8.5.2 – Describe the characteristics, distribution, and effects of human migration within the US during different

- Objective: Discuss the territory of North Dakota and the bordering states
  - Bell Ringer
  - Finish:
    - Watch video discuss
      - Unit 3: Lesson 1: Topic 1: Section 1: Introduction
      - Read together and fill out page 4
- Wednesday, October 7
  - Standard: 8.1.1 – Interpret current ND thematic maps to identify where people live and work, 8.1.2 – Use various primary and secondary resources to analyze and interpret information, 8.2.10 – Analyze rationale for western expansion and how it affected minorities, 8.5.2 – Describe the characteristics, distribution, and effects of human migration within the US during different
  - Objective: Discuss the territory of North Dakota and the bordering states
    - Bell Ringer
    - Unit 3: Lesson 1: Topic 1: Section 1: Introduction
    - Read together and fill out page 4
- Thursday, October 8
  - Standard: 8.1.1 – Interpret current ND thematic maps to identify where people live and work, 8.1.2 – Use various primary and secondary resources to analyze and interpret information, 8.2.10 – Analyze rationale for western expansion and how it affected minorities, 8.5.2 – Describe the characteristics, distribution, and effects of human migration within the US during different
  - Objective: Learn why the ND capital was relocated and the changing state
    - Bell Ringer
    - Unit 3: Lesson 1: Topic 1: Section 2 and Section 3
    - Timeline together
    - Start Debate
- Friday, October 9
  - Standard: 8.1.1 – Interpret current ND thematic maps to identify where people live and work, 8.1.2 – Use various primary and secondary resources to analyze and interpret information, 8.2.10 – Analyze rationale for western expansion and how it affected minorities, 8.5.2 – Describe the characteristics, distribution, and effects of human migration within the US during different
Objective: Learn why the ND capital was relocated and the changing state
- Bell Ringer Quiz
- Unit 3: Lesson 1: Topic 1: Section 2 and Section 3
- Timeline together
- Debate

- Monday, September 28
  - Standard: 8.1.2 – Use various primary and secondary resources to analyze and interpret information, 8.2.10 – Analyze the rationale for western expansion and how it affected minorities
    - Bell Ringer
    - Text structure – Steve Dunn
    - Start Cause/Effect – Example

- Tuesday, September 29
  - Standard: 8.1.2 – Use various primary and secondary resources to analyze and interpret information, 8.2.10 – Analyze the rationale for western expansion and how it affected minorities
    - Bell Ringer
    - Text structure – Steve Dunn
    - Cause/Effect – Text “Smallpox Epidemic”

- Wednesday, September 30
  - Standard: 8.1.2 – Use various primary and secondary resources to analyze and interpret information, 8.2.10 – Analyze the rationale for western expansion and how it affected minorities
    - Bell Ringer
    - Text structure – Steve Dunn
    - “Smallpox Epidemic”

- Thursday, October 1
  - Standard: 8.1.2 – Use various primary and secondary resources to analyze and interpret information, 8.2.10 – Analyze the rationale for western expansion and how it affected minorities
    - Bell Ringer
    - Find different text structures within the reading

- Friday, October 2
  - Standard: 8.1.2 – Use various primary and secondary resources to analyze and interpret information, 8.2.10 – Analyze the rationale for western expansion and how it affected minorities
    - Bell Ringer Quiz
    - Find different text structures within the reading
    - Chronological
- Monday, September 21
  - Standard: 8.1.2 – Use various primary and secondary resources to analyze and interpret information, 8.6.2 – Explain how culture influences gender roles, ethics, and beliefs
  - Objective: Explain the differences of the different tribes that roamed North Dakota
    - Bell Ringer
    - Present Compare/Contrast essays
    - Talk about the different tribes

- Tuesday, September 22
  - Standard: 8.1.2 – Use various primary and secondary resources to analyze and interpret information, 8.6.2 – Explain how culture influences gender roles, ethics, and beliefs
  - Objective: Explain the differences of the different tribes that roamed North Dakota
    - Bell Ringer
    - Present Compare/Contrast essays
    - Talk about the different tribes

- Wednesday, September 23
  - Standard: 8.1.2 – Use various primary and secondary resources to analyze and interpret information, 8.2.10 – Analyze the rationale for western expansion and how it affected minorities
    - Bell Ringer
    - Text structure – Steve Dunn
    - Start Cause/Effect – Example

- Thursday, September 24
  - Standard: 8.1.2 – Use various primary and secondary resources to analyze and interpret information, 8.2.10 – Analyze the rationale for western expansion and how it affected minorities
    - Bell Ringer
    - Text structure – Steve Dunn
    - Cause/Effect – Text “Smallpox Epidemic”

- Friday, September 25
  - Standard: 8.1.2 – Use various primary and secondary resources to analyze and interpret information, 8.2.10 – Analyze the rationale for western expansion and how it affected minorities
    - Bell Ringer Quiz
    - Text structure – Steve Dunn
    - Cause/Effect – Text “Smallpox Epidemic”
Monday, September 14
  o Standard: 8.1.2 – Use various primary and secondary resources to analyze and interpret information.
  o Objective: Take a first-hand look at the former Fort Totten and learn how pioneers and natives lived in the area in the early 1800s.
    ▪ GONE: Fort Totten Living History Field Day

Tuesday, September 15
  o Standard: 8.1.2 – Use various primary and secondary resources to analyze and interpret information, 8.5.1 – Describe the location and characteristics of the three regions of North Dakota
    ▪ Review Unit 1, Lesson 1
    ▪ Steve Dunn Compare/Contrast
    ▪ Compare and Contrast Fauna during different Periods

Wednesday, September 16
  o Standard: 8.1.2 – Use various primary and secondary resources to analyze and interpret information, 8.5.1 – Describe the location and characteristics of the three regions of North Dakota
  o Objective: Learn about how people used their tools during the Paleocene era
    ▪ The People and Their Tools
    ▪ Hunting
    ▪ Discuss notes and do it together

Thursday, September 17
  o Standard: 8.1.1: Interpret current ND thematic maps to identify where people live and work and how the land is used, 8.5.2 – Describe the characteristics, distribution, and effects of human migration within the US, 8.6.1 – Explain ways technology contributes to the spread of ideas, values, and behavioral patterns between societies and regions.
  o Objective: Learn how trade and housing affected the people in the Paleocene Era
    ▪ Trade
    ▪ Housing
    ▪ Discuss notes and text structure

Friday, September 18
  o Standard: 8.5.2 – Describe the characteristics, distribution, and effects of human migration within the US, 8.6.1 – Explain ways technology contributes to the spread of ideas, values, and behavioral patterns between societies and regions.
  o Objective: Learn how trade and housing affected the people in the Paleocene Era
    ▪ Take notes in partners
    ▪ Life at Lake Ilo
Monday, September 7
  - Standard: N/A
  - Objective: N/A
    - NO SCHOOL – Labor Day

Tuesday, September 8
  - Standard: 8.1.2 – Use various primary and secondary resources to analyze and interpret information, 8.5.1 – Describe the location and characteristics of the three regions of North Dakota
  - Objective: Learn about the ancient plants that once inhabited ND
    - Topic 3: Plants and Animals
    - Section 1: Ancient Plants
    - Section 2: Soil

Wednesday, September 9
  - Standard: 8.1.2 – Use various primary and secondary resources to analyze and interpret information, 8.5.1 – Describe the location and characteristics of the three regions of North Dakota
  - Objective: Learn about the animals that once inhabited ND
    - 1.2
    - Section 3: Animals
    - Section 4: The Paleontology Laboratory
      - Assign:
        - Plants and Animals Activity
        - Due: THURSDAY

Thursday, September 10
  - Standard: 8.1.2 – Use various primary and secondary resources to analyze and interpret information, 8.5.1 – Describe the location and characteristics of the three regions of North Dakota
  - Objective: Learn about people trying to make their living before 1200 AD
    - Introduction
    - Overview of Activity

Friday, September 11
  - Standard: 8.1.2 – Use various primary and secondary resources to analyze and interpret information, 8.5.1 – Describe the location and characteristics of the three regions of North Dakota
  - Objective: Learn about people trying to make their living before 1200 AD
    - Lesson 2, Topic 1, Section 2: Ancient Peoples
    - Section 3: Tools
• Wednesday, August 26
  o Standard: N/A
  o Objective: N/A
    ▪ Student Assembly
• Thursday, August 27
  o Standard: N/A
  o Objective: Learn the classroom procedures and rules
    ▪ Discuss summer
    ▪ Classroom Rules
    ▪ Belief System
    ▪ Procedures
• Friday, August 28
  o Standard: N/A
  o Objective: Familiarize students with Edmodo and the ndstudies.gov website
    ▪ Sign up on Edmodo
    ▪ Create symbaloo account
    ▪ Surf ndstudies.gov website
• Monday, August 31
  o Standard: 8.1.2 – Use various primary and secondary resources to analyze and interpret information, 8.5.1 – Describe the location and characteristics of the three regions of ND
  o Objective: Learn the vocabulary for the first topic
    ▪ Introduce Unit 1, Lesson 1
    ▪ Read the introduction
    • Vocabulary
      o Due: TUESDAY
• Tuesday, September 1
  o Standard: 8.1.2 – Use various primary and secondary resources to analyze and interpret information, 8.5.1 – Describe the location and characteristics of the three regions of ND
  o Objective: Discover how the stratigraphic chart works by looking specifically at the Williston Basin
    ▪ Take notes on Section 1: Formations: Easy As Cake! Together
• Wednesday, September 2
  o Standard: 8.1.2 – Use various primary and secondary resources to analyze and interpret information, 8.5.1 – Describe the location and characteristics of the three regions of ND
  o Objective: Take a closer look at the Williston Basin
    ▪ Review yesterday
      • Look at vocabulary pictures
    ▪ Take notes on Section 2: The Williston Basin
      • Discuss the graphics on the site
      • Watch swamp video
• Review together
  • Assign:
    o Take notes on Section 3
    o Answer Edmodo question
    o Draw vocabulary
  
• Thursday, September 3
  o Standard: 8.1.2 – Use various primary and secondary resources to analyze and interpret information, 8.5.1 – Describe the location and characteristics of the three regions of ND
  o Objective: Discover the importance of the Missouri and Red Rivers
    ▪ Review
    ▪ Notes on Section 3: The Missouri River and the Red River and The Ice Age
  
• Friday, September 4
  o Standard: 8.1.2 – Use various primary and secondary resources to analyze and interpret information, 8.5.1 – Describe the location and characteristics of the three regions of ND
  o Objective: Discover the impact of the Ice Age on ND
    ▪ Review
    ▪ Finish notes on the Ice Age together
    ▪ Do Quiz on Edmodo