

Social Studies	Monday	Tuesday	Wednesday	Thursday	Friday
Objectives	Snow day	Snow day	Snow day	<p>Content Objective:</p> <ul style="list-style-type: none"> •TSWBAT read Chapter 3 from the Story of the World to express knowledge through written language on a note taking organizer on the question “What are two types of early writing?” by writing information in a graphic organizer. <p>AdvancED/NCA Goal Objective (DEAR):</p> <ul style="list-style-type: none"> •Students will focus on lifelong learning strategies by providing experiences, formats, frameworks, and attitudes for study in the present and future. •Students will participate in student-centered learning. 	<p>Content Objective:</p> <ul style="list-style-type: none"> •TSWBAT summarize oral information based on current events through a Type 2 retelling. •TSWBAT read and discuss a poem on current events <p>AdvancED/NCA Goal Objective (DEAR):</p> <ul style="list-style-type: none"> •Students will focus on lifelong learning strategies by providing experiences, formats, frameworks, and attitudes for study in the present and future. •Students will participate in student-centered learning.
				<p>Language Objective (SIOP):</p> <ul style="list-style-type: none"> •TSWBAT write a summary using written expression. 	<p>Language Objective (SIOP): TSWBAT summarize current events from the Channel One netcast with a John Collins Type 2 five minute timed retelling.</p> <ul style="list-style-type: none"> •WIDA Reading L4: Identify figurative language (e.g. “dark as night”) •S.1 Use spoken language for daily activities within and beyond the school setting. •L.1 Follow simple and complex directions.
				<p>Learning Target:</p> <ul style="list-style-type: none"> • I can (RH.6-8.4.) Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/ social studies. • (GLCE W2.1) I can describe and differentiate characteristics of early civilization’s writing. • I can (HI.4.1) describe and use cultural institutions to study an era and a region (political, economic, religion/belief, science/technology, written language, education, family). 	<p>Learning Target:</p> <ul style="list-style-type: none"> • (GLCE C4) I can explain that nations interact with one another through trade, diplomacy, traits and economic sanctions and incentives, an military force and threat of force. • (GLCE 7-C3.6.1) I can describe the characteristics of nation-states and how nation-states interact. • (GLCE C1.1) I can describe civic life, politics and government and explain their relationships.
Assessment				<ul style="list-style-type: none"> •Graphic note taker. 	<ul style="list-style-type: none"> • Channel One Type 2 writing: summarize 3 events from the netcast.
Vocabulary				Egypt, cuneiform, hieroglyphics, hippopotamus, papyrus, clay, stone.	Varies
Strategy				Visual and auditory.	Individual learning using reading strategies. Visual and auditory modalities as a precursor to written expression.

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CCSS				<p>RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>RH.6-8.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p>RH.6-8.3. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).</p> <p>RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p>RH.6-8.5. Describe how a text presents information (e.g., sequentially, comparatively, causally).</p> <p>RH.6-8.6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).</p> <p>RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p>RH.6-8.8. Distinguish among fact, opinion, and reasoned judgment in a text.</p> <p>RH.6-8.9. Analyze the relationship between a primary and secondary source on the same topic.</p> <p>RH.6-8.10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.</p>	<p>RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>RH.6-8.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p>RH.6-8.3. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).</p> <p>RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p>RH.6-8.5. Describe how a text presents information (e.g., sequentially, comparatively, causally).</p> <p>RH.6-8.6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).</p> <p>RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p>RH.6-8.8. Distinguish among fact, opinion, and reasoned judgment in a text.</p> <p>RH.6-8.9. Analyze the relationship between a primary and secondary source on the same topic.</p> <p>RH.6-8.10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.</p>
English Language Proficiency Standards				<ul style="list-style-type: none"> ●SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. ●L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. ●L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases choosing flexibly from a range of strategies. ●WIDA Reading L2: Find information from text structure. ●WIDA Reading L3: Identify topic sentences, main ideas, and details in paragraphs. ●S.1 Use spoken language for daily activities within and beyond the school setting. ●L.1 Follow simple and complex directions. 	<ul style="list-style-type: none"> ●SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. ●L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. ●L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases choosing flexibly from a range of strategies. ●WIDA Reading L2: Find information from text structure. ●WIDA Reading L3: Identify topic sentences, main ideas, and details in paragraphs. ●S.1 Use spoken language for daily activities within and beyond the school setting. ●L.1 Follow simple and complex directions.
31a Plans Note: 31a Staff may be reassigned by the office to cover other classes without notice. In such cases, these plans do not apply.	The Aide Will Be Able To (TAWBAT) administer such needs as required by the students qualifying under the Title 1 Program as applied for in FS-4731-A (Page 4) under section C. No 31a Aide has been assigned at this time.	The Aide Will Be Able To (TAWBAT) administer such needs as required by the students qualifying under the Title 1 Program as applied for in FS-4731-A (Page 4) under section C. No 31a Aide has been assigned at this time.	The Aide Will Be Able To (TAWBAT) administer such needs as required by the students qualifying under the Title 1 Program as applied for in FS-4731-A (Page 4) under section C. No 31a Aide has been assigned at this time.	The Aide Will Be Able To (TAWBAT) administer such needs as required by the students qualifying under the Title 1 Program as applied for in FS-4731-A (Page 4) under section C. No 31a Aide has been assigned at this time.	The Aide Will Be Able To (TAWBAT) administer such needs as required by the students qualifying under the Title 1 Program as applied for in FS-4731-A (Page 4) under section C. No 31a Aide has been assigned at this time.

Enrichment	Monday	Tuesday	Wednesday	Thursday	Friday
Objectives	Snow day	Snow day	Snow day	<p>Content Objective:</p> <ul style="list-style-type: none"> • TSWBAT retell the role of the government in the economy by oral discussion, interpersonal communication with other students and the teacher and written expression. <p>Language Objective (SIOP):</p> <ul style="list-style-type: none"> • The student will communicate orally. • WIDA Speaking L1: <ul style="list-style-type: none"> • Answer yes/no and choice questions • Begin to use general and high frequency vocabulary • WIDA Listening L2: <ul style="list-style-type: none"> • Follow multi-step oral commands/instructions. • WIDA Speaking L2: <ul style="list-style-type: none"> • Communicate in social situations. • Express needs/wants <p>Learning Target:</p> <ul style="list-style-type: none"> • I can explain the differences in the entrepreneur’s role in the economy and the government’s role in the economy. • I can explain how the international markets work. <p>7 – E2.3.1 Explain how national governments make decisions that impact both that country and other countries that use its resources (e.g., sanctions and tariffs enacted by a national government to prevent imports, most favored trade agreements, the impact China is having on the global economy and the U.S. economy in particular).</p>	<p>Content Objective:</p> <ul style="list-style-type: none"> • TSWBAT retell the role of the government in the economy by oral discussion, interpersonal communication with other students and the teacher and written expression. <p>Language Objective (SIOP):</p> <ul style="list-style-type: none"> • The student will communicate orally. • WIDA Speaking L1: <ul style="list-style-type: none"> • Answer yes/no and choice questions • Begin to use general and high frequency vocabulary • WIDA Listening L2: <ul style="list-style-type: none"> • Follow multi-step oral commands/instructions. • WIDA Speaking L2: <ul style="list-style-type: none"> • Communicate in social situations. • Express needs/wants <p>Learning Target:</p> <ul style="list-style-type: none"> • I can explain the differences in the entrepreneur’s role in the economy and the government’s role in the economy. • I can explain how the international markets work. <p>7 – E2.3.1 Explain how national governments make decisions that impact both that country and other countries that use its resources (e.g., sanctions and tariffs enacted by a national government to prevent imports, most favored trade agreements, the impact China is having on the global economy and the U.S. economy in particular).</p>
Assessment				Students will be orally and through a simulation on the topic. (See below)	Students will be orally and through a simulation on the topic. (See below)
Closing Activity				<p>Oral response to simulation questions. See Key Ideas Review:</p> <p>Key Ideas:</p> <p>1.Review:</p> <ul style="list-style-type: none"> •Voluntary trade creates wealth. •People trade when they expect to gain from the exchange. <p>2.Voluntary trade creates wealth whether the trade is domestic or international.</p> <ul style="list-style-type: none"> •<i>People</i> – not nations or societies or governments – engage in trade. Nations do, however, create trade policies that affect people’s willingness and ability to trade. •The decisions made by people engaged in international trade are <i>not</i> fundamentally <i>different</i> from those made by people engaged in domestic trade. •Developments in India and China over the last quarter century are testimony to the wealth-creating benefits of engaging in voluntary international trade. •The wealth-creating benefits of both domestic and international trade derive from specialization based on the Principle of Comparative Advantage. •The Principle of Comparative Advantage leads producers to specialize in the production for which they have the lowest opportunity cost. •Specialization leads to interdependence and greater cooperation among nations. •Specialization lowers production costs and market prices for traded products. •Trade based on comparative advantage increases production and raises incomes. •Transaction costs in international trade are generally higher than in domestic trade. •Payment systems may require currency conversions at prevailing exchange rates. •Currency exchange rates reflect the expected relative purchasing power of national currencies. •There are benefits and costs to countries from adopting common currencies to facilitate international trade. •Some benefits include ease of exchange when crossing borders and the simplicity of international contracts using the common currency. •Some costs include the loss of seigniorage to fund domestic government spending and local control over monetary policy. •Transportation systems may involve detailed logistics of transfer, warehousing, and inspections at borders. 	<p>Oral response to simulation questions. See Key Ideas Review:</p> <p>Key Ideas:</p> <p>1.Review:</p> <ul style="list-style-type: none"> •Voluntary trade creates wealth. •People trade when they expect to gain from the exchange. <p>2.Voluntary trade creates wealth whether the trade is domestic or international.</p> <ul style="list-style-type: none"> •<i>People</i> – not nations or societies or governments – engage in trade. Nations do, however, create trade policies that affect people’s willingness and ability to trade. •The decisions made by people engaged in international trade are <i>not</i> fundamentally <i>different</i> from those made by people engaged in domestic trade. •Developments in India and China over the last quarter century are testimony to the wealth-creating benefits of engaging in voluntary international trade. •The wealth-creating benefits of both domestic and international trade derive from specialization based on the Principle of Comparative Advantage. •The Principle of Comparative Advantage leads producers to specialize in the production for which they have the lowest opportunity cost. •Specialization leads to interdependence and greater cooperation among nations. •Specialization lowers production costs and market prices for traded products. •Trade based on comparative advantage increases production and raises incomes. •Transaction costs in international trade are generally higher than in domestic trade. •Payment systems may require currency conversions at prevailing exchange rates. •Currency exchange rates reflect the expected relative purchasing power of national currencies. •There are benefits and costs to countries from adopting common currencies to facilitate international trade. •Some benefits include ease of exchange when crossing borders and the simplicity of international contracts using the common currency. •Some costs include the loss of seigniorage to fund domestic government spending and local control over monetary policy. •Transportation systems may involve detailed logistics of transfer, warehousing, and inspections at borders.

Notice: All plans are tentative and subject to change at the teacher’s discretion.

“Studium decendae voluntatae quai cogi non potest constant.” - Quintillanus

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Vocabulary				See simulation packet in Economics curriculum	See simulation packet in Economics curriculum
Strategy				simulation and lecture.	John Collins Writing, simulation and lecture.
CCS				<p>•SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>•L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.7.4. Determine or clarify the meaning of unknown and multiple- meaning words and phrases choosing flexibly from a range of strategies.</p> <p>•National Content Standards Addressed: Standard 5: Gains from Voluntary Trade Voluntary exchange occurs only when all participating parties expect to gain. This is true for trade among individuals or organizations within a nation, and among individuals or organizations in different nations.</p> <ul style="list-style-type: none"> • People voluntarily exchange goods and services because they expect to be better off after the exchange. • Free trade increases world wide material standards of living. • Despite the mutual benefits from trade among people in different countries, many nations employ trade barriers to restrict free trade for national defense reasons or because some companies and workers are hurt by free trade. • A nation pays for its imports with its exports. • When imports are restricted by public policies, consumers pay higher prices and job opportunities and profits in exporting firms decrease. <p>Standard 6: Specialization and Trade When individuals, regions, and nations specialize in what they can produce at the lowest cost and then trade with others, both production and consumption increase.</p> <ul style="list-style-type: none"> • Specialization and division of labor usually increase the productivity of workers. • Like trade among individuals within one country, international trade promotes specialization and division of labor and increases output and consumption. • As a result of growing international economic interdependence, economic conditions and policies in one nation increasingly affect economic conditions and policies in other nations. • Transaction costs are costs (other than price) that are associated with the purchase of a good or service. When transaction costs decrease, trade increases. • Individuals and nations have a comparative advantage in the production of goods or services if they can produce a product at a lower opportunity cost than other individuals or nations. • Comparative advantages change over time because of changes in factor endowments, resource prices, and events that occur in other nations. <p>Standard 7: Markets Markets exist when buyers and sellers interact. This interaction determines market prices and thereby allocates scarce goods and services.</p> <ul style="list-style-type: none"> • An exchange rate is the price of one nation's currency in terms of another nation's currency. Like other prices, exchange rates are determined by the forces of supply and demand. Foreign exchange markets allocate international currencies. 	<p>•SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>•L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.7.4. Determine or clarify the meaning of unknown and multiple- meaning words and phrases choosing flexibly from a range of strategies.</p> <p>•National Content Standards Addressed: Standard 5: Gains from Voluntary Trade Voluntary exchange occurs only when all participating parties expect to gain. 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Online Resources Part A: Design

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