

| Social Studies | Monday | Tuesday | Wednesday | Thursday | Friday |
|----------------|---|---|--|---|--|
| Objectives | <p>Content Objective:</p> <ul style="list-style-type: none"> •TSWBAT summarize a video of WHG 3.1 by using personal notes and a Type 2 writing. (2 days) <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 a video of WHG 3.1 by using personal notes and a Type 2 writing. (2 days) <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 apply prior knowledge to a pre-test of WHG 3.1 by using GradeCam as a data collection device. <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 a text of WHG 3.1 by using a Cornell note taking device and listening to teacher instruction. <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 GLCE C4 & 6 through a Type 2 retelling. <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 (WIDA):</p> <ul style="list-style-type: none"> •TSWBAT write correct information on a graphic organizer (adapted Cornell Notes) of WHG 3.1 by using prior knowledge, using a Cornell note taking device, and writing a summary of The Story of The World Chapters 22 & 24. | <p>Language Objective (SIOP):</p> <ul style="list-style-type: none"> •TSWBAT write a summary using written expression. <p>Language Objective (WIDA):</p> <ul style="list-style-type: none"> •TSWBAT write correct information on a graphic organizer (adapted Cornell Notes) of WHG 3.1 by using prior knowledge, using a Cornell note taking device, and writing a summary of The Story of The World Chapters 22 & 24. | <p>Language Objective (SIOP):</p> <ul style="list-style-type: none"> •TSWBAT take a pre-test using a bubble sheet. <p>Language Objective (WIDA):</p> <ul style="list-style-type: none"> •TSWBAT write correct information on a pretest of WHG 3.1 by using prior knowledge, using a Cornell note taking device, and writing a summary of The Story of The World Chapters 22 & 24. | <p>Language Objective (SIOP):</p> <ul style="list-style-type: none"> •TSWBAT write a summary using written expression. <p>Language Objective (WIDA):</p> <ul style="list-style-type: none"> •TSWBAT write correct information on a pretest of WHG 3.1 by using prior knowledge, using a Cornell note taking device, and writing a summary of The Story of The World Chapters 25 (Alexander the Great). | <p>Language Objective (SIOP):</p> <ul style="list-style-type: none"> •TSWBAT summarize current events from the Channel One netcast with a John Collins Type 2 five minute timed retelling. <p>Language Objective (WIDA):</p> <ul style="list-style-type: none"> •TSWBAT write a summary using written expression in the form of a Type 2. •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.6-8.1) cite specific textual evidence to support analysis of primary and secondary sources. • 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. • I can (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). • (GLCE W3.1.8) I can describe the role of state authority, military power, taxation systems, and institutions of coerced labor, including slavery, in building and maintaining empires (e.g., Han Empire, Mauryan Empire, Egypt, Greek city-states and the Roman Empire). • I can find these posted in the room on the electronic 42" kiosk. | <p>Learning Target:</p> <ul style="list-style-type: none"> • I can (RH.6-8.1) cite specific textual evidence to support analysis of primary and secondary sources. • 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. • I can (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). • (GLCE W3.1.8) I can describe the role of state authority, military power, taxation systems, and institutions of coerced labor, including slavery, in building and maintaining empires (e.g., Han Empire, Mauryan Empire, Egypt, Greek city-states and the Roman Empire). • I can find these posted in the room on the electronic 42" kiosk. | <p>Learning Target:</p> <ul style="list-style-type: none"> • I can (RH.6-8.1) cite specific textual evidence to support analysis of primary and secondary sources. • 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. • I can (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). • (GLCE W3.1.8) I can describe the role of state authority, military power, taxation systems, and institutions of coerced labor, including slavery, in building and maintaining empires (e.g., Han Empire, Mauryan Empire, Egypt, Macedonia and the Roman Empire). • 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). • I am Sparticus. Just sayin'. | <p>Learning Target:</p> <ul style="list-style-type: none"> • I can (RH.6-8.1) cite specific textual evidence to support analysis of primary and secondary sources. • 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. • I can (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). • (GLCE W3.1.8) I can describe the role of state authority, military power, taxation systems, and institutions of coerced labor, including slavery, in building and maintaining empires (e.g., Han Empire, Mauryan Empire, Egypt, Macedonia and the Roman Empire). | <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"> •Oral assessment | <ul style="list-style-type: none"> •Oral assessment | <ul style="list-style-type: none"> •Formative assessment on the chapters. | <ul style="list-style-type: none"> •Item analysis of Chapters 22 & 24. (Formative) •Adapted Cornell Notes device. | <ul style="list-style-type: none"> • Channel One Type 2 writing: summarize 3 events from the netcast. |
| Vocabulary | city-state, Athens, Sparta, democracy, Xerxes, Persia, Cyrus the Great, Marathon, Sparticus, olympics, Salamis | city-state, Athens, Sparta, democracy, Xerxes, Persia, Cyrus the Great, Marathon, olympics, Salamis | city-state, Athens, Sparta, democracy, Xerxes, Persia, Cyrus the Great, Marathon, olympics, Salamis | city-state, Athens, Sparta, democracy, Xerxes, Persia, Cyrus the Great, Marathon, olympics, Salamis, Alexander the Great, Alexandria, Hellenistic, Hellenic | Varies |

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| Strategy | | Pretest. | Independent reading of an informational text. | Independent reading of an informational text. | Individual learning using reading strategies. Visual and auditory modalities as a precursor to written expression. |
| 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. 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| 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. | <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. | <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. |