Social Studies	Monday	Tuesday	Wednesday	Thursday	Friday
Objectives	**Content Objective:** •TSWBAT **summarize** a **informational text on the Culture and Ideas of Rome as part of WHG 3.1** by using **a graphic organizer and a Type 2 writing.** **AdvancED/NCA Goal Objective** (DEAR): •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.	**Content Objective:** •TSWBAT **apply** previous summarizations to a **Type 3 Writing of WHG 3.1** by using **a Type 3.** **AdvancED/NCA Goal Objective** (DEAR): •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.	**Content Objective:** •TSWBAT **apply** previous summarizations to a **Type 3 Writing of WHG 3.1** by using **a Type 3.** **AdvancED/NCA Goal Objective** (DEAR): •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.	**Content Objective:** •TSWBAT **summarize** an informational text of **WHG 3.1** by using **a graphic organizer note taking device and informational text.** **AdvancED/NCA Goal Objective** (DEAR): •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.	**Content Objective:** •TSWBAT **summarize** oral information based on **GLCE C4 & 6** through a **Type 2** retelling. **AdvancED/NCA Goal Objective** (DEAR): •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.
	Language Objective (SIOP): •TSWBAT **write** a **summary** using **written expression**. Language Objective (**WIDA**): •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.**	Language Objective (SIOP): •TSWBAT **take** a **test** using **a bubble sheet**. Language Objective (**WIDA**): •TSWBAT **write** correct information on a **test 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.**	Language Objective (SIOP): •TSWBAT **write** a **summary** using **written expression**. Language Objective (**WIDA**): •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 arts and culture of Ancient Rome from MC3 Unit 4, Lesson 2.**	Language Objective (SIOP): •TSWBAT **write** a **summary** using **written expression**. Language Objective (**WIDA**): •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 arts and culture of Ancient Rome from MC3 Unit 4, Lesson 2.**	Language Objective (SIOP): •TSWBAT summarize current events from the Channel One netcast with a John Collins Type 2 five minute timed retelling. Language Objective (**WIDA**): •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.
	Learning Target: • 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.	Learning Target: • 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.	Learning Target: • 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'.	Learning Target: • 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**).	Learning Target: • (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	•Oral assessment	•Formative Assessment on bubble sheet.	•Formative assessment on a future type 3.	•Item analysis of Chapters 22 & 24. (Formative) •Adapted Cornell Notes device.	• 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

Mr. Shawn McGirr

Lesson Plans for 3-17-2014

Social Studies	Monday	Tuesday	Wednesday	Thursday	Friday
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	RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources. 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. 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). 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. RH.6-8.5. Describe how a text presents information (e.g., sequentially, comparatively, causally). 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). RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. RH.6-8.8. Distinguish among fact, opinion, and reasoned judgment in a text. RH.6-8.9. Analyze the relationship between a primary and secondary source on the same topic. 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.	RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources. 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. 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). RH.6-8.4. 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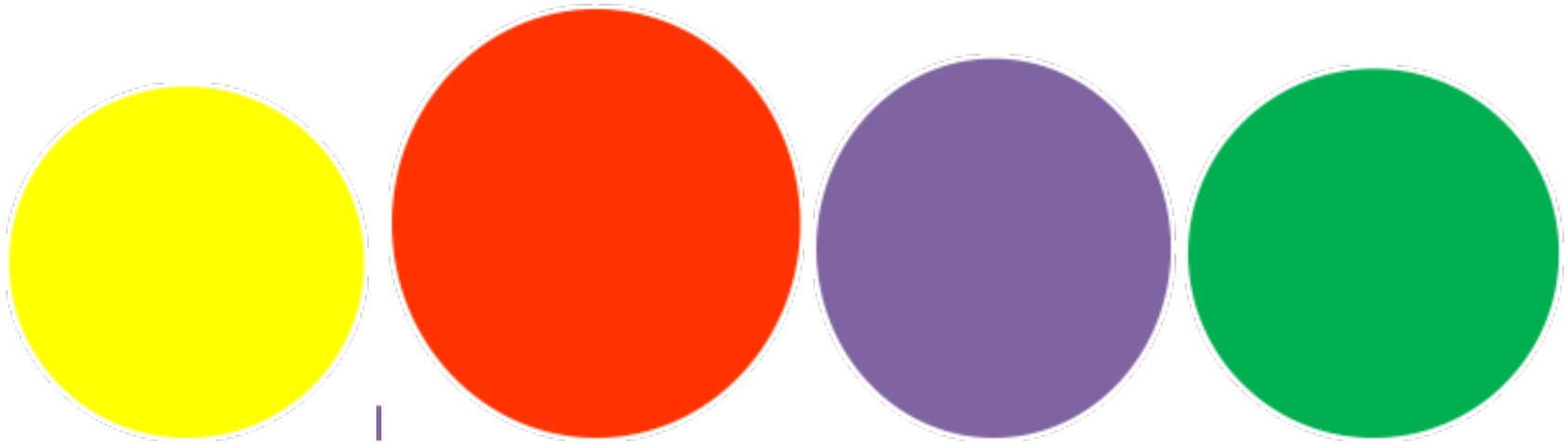
English Language Proficiency Standards	•SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. •L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. •L.7.4. Determine or clarify 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.	•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.	•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.	•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.	•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.

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

"Studium decendae voluntatae quai cogi non potest constant." - Quintillanus

Seventh Grade: Early World History
Unit 5: Interactions, the Fall of Empires, and Other Stories (1000 BCE – 500 CE, Era 3)

SS070502 Lesson 2



Graphic Organizer

Advances in architecture, engineering, public health, law, and art

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Seventh Grade: Early World History
Unit 5: Interactions, the Fall of Empires, and Other Stories (1000 BCE – 500 CE, Era 3)

SS070502 Lesson 2

Big Idea Card

Big Ideas of Lesson 2, Unit 5

- Advancements in technology, politics, and literature achieved under both the Roman Republic and the Roman Empire have had a significant impact on the course of history. Romans often borrowed and built upon the ideas and technologies of other civilizations.

- Roman contributions in architecture, engineering, public health, law, and art helped shape the modern era.

- In order to build and maintain an empire as vast and advanced as Rome, the

Romans developed and called upon a wide range of systems and expertise.

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Seventh Grade: Early World History
Unit 5: Interactions, the Fall of Empires, and Other Stories (1000 BCE – 500 CE, Era 3)

Word Cards

Word cards from previous lessons needed for this lesson:

• militarization – Word Card #7 from Lesson 1 • unification – Word Card #8 from Lesson 1

SS070502 Lesson 2

9 innovation

the act of translating an idea or invention into something new

Example: The development of concrete was an important innovation in architecture and building.

(SS070502)

10 aqueduct

a pipe or channel
designed to carry
water from a faraway source to someplace else, usually using gravity to help move the water along

Example: The Romans used aqueducts

to bring water from the mountains to the

low-lying city of Rome. (SS070502)

11 viaduct

a bridge with
several different
parts, usually
arches or spans, built to cross a valley, gorge, or river

Example: They built a viaduct to make it

easier to get across the deep gorge. (SS070502)

12
civil engineering

the use of science,
math, and other forms of specialized knowledge to design, build, and maintain buildings, other structures, machines, etc.

Example: Roman engineering made many contributions to the modern

planning of roads and bridges.
(SS070502)

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Seventh Grade: Early World History
Unit 5: Interactions, the Fall of Empires, and Other Stories (1000 BCE – 500 CE, Era 3)

SS070502 Lesson 2

13 bust

a sculpture depicting a person's head and shoulders

Example: There are many busts of famous Roman emperors.

(SS070502)

14 mosaic

the art of creating
images by piecing
together small pieces of colored glass, stone, or other materials

Example: The Romans created many beautiful mosaics using small pieces of

colored glass.

(SS070502)

15
public health

the science of
preventing disease
and promoting health in the overall public through organized group action and policies.

Example: Providing clean drinking water was an important part of the Roman's contributions to public health.

(SS070502)

16 architecture

the art or practice of designing and building structures

Example: Roman architecture reflected a heroic style seen best in the Coloseum

and other buildings.

(SS070502)

17 adaptation

the process or state of changing to fit a new environment or different conditions

***Example*:** The United States capitol building is an adaptation of Greco-

Roman architectural forms.

(SS070502)

18 invention

creating an object,

process or

technique that did

not exist before

Example: Inventions of the 20th Century

include the television, computer, and cell

phone.

(SS070502)

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Seventh Grade: Early World History
Unit 5: Interactions, the Fall of Empires, and Other Stories (1000 BCE – 500 CE, Era 3)

Student Handout #1 - Roman Contributions Analysis Sheet

SS070502 Lesson 2

In your group, review the materials in the packet for your particular area of Roman society. organizer below, list some of the key innovations or examples from this category. Then choose one example and answer the significance questions below for the example. You will have to think to answer these... not all the answers are in the text! As always, be prepared to explain your thinking.

On the

_____ -
Area of Roman Society

Important

Choose one example from this category and answer the questions below:

innovations or

Did it affect many people? If so, how?

Did it affect lots of areas of life? Explain.

Did it cause a major change for people? If so, how?

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Seventh Grade: Early World History SS070502 Unit 5: Interactions, the Fall of Empires, and Other Stories (1000 BCE – 500 CE, Era 3) Lesson 2

Student Handout #2 – Roman Contributions Poster Instructions

In your group, choose one specific Roman innovation from your category that you think was the most significant. Use the criteria for historical significance to help shape your thinking.

Your task is to develop a poster that describes the innovation and explains why you think it was the most significant. Your poster needs to have both visual and textual elements (graphics and words!).

To explain why you think this particular innovation was the most significant, be sure to address the following four questions:

- **How did it affect lots of people?**
- **How did it affect lots of areas of life?** *(For example, art, religion, politics, education, transportation, etc.)*
- **How did it cause a major, or dramatic, change for people?**

- **Does it still have an impact?**
  The following checklist explains all the necessary elements you need to include in your poster and in your poster presentation. Use this checklist as an organizer for your presentation as well.

✓ Clear explanation of what the innovation was, as well as an explanation of how, when, and where it was developed.

✓ A drawing or graphic illustration next to the explanation that supports the description and helps readers visualize the innovation.

✓ Concise (short, but not too short!) explanation of how it affected lots of people.

✓ Concise (short, but not too short!) explanation of how it affected lots of areas of life.

✓ Concise (short, but not too short!) explanation of how it caused a major change for people.

✓ Concise (short, but not too short!) explanation of how it still has an impact today.

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Seventh Grade: Early World History SS070502 Unit 5: Interactions, the Fall of Empires, and Other Stories (1000 BCE – 500 CE, Era 3) Lesson 2

Student Handout #3 - Roman Contributions Poster Presentation Notes

For one presentation from each category or area of Roman society, you will take some basic notes using the organizer below. Keep your notes short, but provide enough information to demonstrate your understanding. Focus your notes on the innovation being described in the presenting group's poster.

Area of Roman Society

Describe the innovation:

Take notes on one presentation from each category, focusing on one Roman

Art and Ideas

How did it affect many people?

How did it affect lots of areas of life?

How did it cause a major change for people?

Language, Writing, and Calendars

How did it affect many people?

How did it affect lots of areas of life?

How did it cause a major change for people?

innovation per category and answering the questions below:

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Seventh Grade: Early World History
Unit 5: Interactions, the Fall of Empires, and Other Stories (1000 BCE – 500 CE, Era 3)

SS070502 Lesson 2

Area of Roman Society

Describe the innovation:

Take notes on one presentation from each category, focusing on one Roman

T echnology and Engineering

How did it affect many people?

How did it affect lots of areas of life?

Culture and Lifestyle

How did it cause a major change for people?

How did it affect many people?

How did it affect lots of areas of life?

How did it cause a major change for people?

innovation per category and answering the questions below:

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Seventh Grade: Early World History SS070502 Unit 5: Interactions, the Fall of Empires, and Other Stories (1000 BCE – 500 CE, Era 3) Lesson 2

Student Handout #4 – Final Thoughts on Roman Contributions

Considering what information was presented in this lesson, use the following organizer to write down three things you learned, two questions you have, and one connection you made to other things you know or have learned.

3 Things I learned:

2 Questions I have:

1 Connection I made:

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