

Geography	Monday	Tuesday	Wednesday	Thursday	Friday
Objective	Content Objective: TSWBAT illustrate expected behavior (maturity) through group organized skits.	Content Objective: TSWBAT illustrate the 6 Pillars of Character.	Content Objective: TSWBAT illustrate the 6 Pillars of Character.	Content Objective: TSWBAT work a Cornell Notes page.	Content Objective: TSWBAT construct a Type 2 summary of informational media related to current events.
	Language Objective (SIOP): S.1 Use spoken language for daily activities within and beyond the school setting. L.1 Follow simple and complex directions.	Language Objective (SIOP): S.1 Use spoken language for daily activities within and beyond the school setting. L.1 Follow simple and complex directions.	Language Objective (SIOP): S.1 Use spoken language for daily activities within and beyond the school setting. L.1 Follow simple and complex directions.	Language Objective (SIOP): S.1 Use spoken language for daily activities within and beyond the school setting. L.1 Follow simple and complex directions.	Language Objective (SIOP): S.1 Use spoken language for daily activities within and beyond the school setting. L.1 Follow simple and complex directions.
Assessment	Oral performance	Visual presentation	Visual presentation	Visual assessment of practice	Type 2 writing.
Activity	Oral Performance of Cardinal 101.	Students will illustrate one of the 6 Pillars of Character on paper.	Students will illustrate one of the 6 Pillars of Character on paper.	Practice using a Cornell Notes tool to decode a text.	Channel One news & discussion
Vocabulary	Attitude	Trustworthy, Respect, Responsibility, Fairness, Caring, Citizenship	Trustworthy, Respect, Responsibility, Fairness, Caring, Citizenship	Cornell Notes	varies
Strategy	Discussion and group work.	Visual presentation, group work, oral presentation.	Visual presentation, group work, oral presentation.	Direct instruction, model, practice	Visual
Published to:	http://www.mrmcgirr.com/downloads-9/index.html				
CCS	<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.6-8.10. 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.6-8.8. Distinguish among fact, opinion, and reasoned judgment in a text.</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.6-8.10. 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.6-8.8. Distinguish among fact, opinion, and reasoned judgment in a text.</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>	<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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<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>

Enrichment	Monday	Tuesday	Wednesday	Thursday	Friday
Objective	Content Objective: TSWBAT explain that all goods are scarce and that economic growth leads to a better standard of living. Language Objective (SIOP):	Content Objective: TSWBAT explain that all goods are scarce and that economic growth leads to a better standard of living. Language Objective (SIOP):	Content Objective: TSWBAT explain that through scarcity everyone must make choices Language Objective (SIOP):	Content Objective: Language Objective (SIOP):	Content Objective: Language Objective (SIOP):
Assessment	Type 2 writing, activity participation	Type 2 writing, activity participation	Type 2 writing, activity participation	Type 2 writing, activity participation	Type 2 writing, activity participation
Activity	Minature markets simulation (will occur some time during the lecture)	Minature markets simulation (will occur some time during the lecture)			
Vocabulary	Scarcity Incentives Technological change Standard of living Economic growth Productivity	Scarcity Incentives Technological change Standard of living Economic growth Productivity	Opportunity Cost Marginal Benefit & Cost Supply Incentives Rationing Sunk cost Money Price Demand	Opportunity Cost Marginal Benefit & Cost Supply Incentives Rationing Sunk cost Money Price Demand	Opportunity Cost Marginal Benefit & Cost Supply Incentives Rationing Sunk cost Money Price Demand
Strategy	Direct Instruction, simulation	Direct Instruction, simulation	Direct Instruction, simulation	Direct Instruction, simulation	Direct Instruction, simulation

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<p>CCS</p>	<p>National Content Standards Addressed</p> <p>Standard 1: Scarcity Productive resources are limited. Therefore people cannot have all the goods and services they want; as a result, they must choose some things and give up others.</p> <p>Standard 4: Incentives People respond predictably to positive and negative incentives.</p> <p>Standard 15: Growth Investment in factories, machinery, new technology, and in the health, education, and training of people can raise future standards of living.</p> <p>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.</p>	<p>National Content Standards Addressed</p> <p>Standard 1: Scarcity Productive resources are limited. Therefore people cannot have all the goods and services they want; as a result, they must choose some things and give up others.</p> <p>Standard 4: Incentives People respond predictably to positive and negative incentives.</p> <p>Standard 15: Growth Investment in factories, machinery, new technology, and in the health, education, and training of people can raise future standards of living.</p> <p>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.</p>	<p>Standard 2: Marginal Decision Making Effective decision making requires comparing the additional costs of alternatives with the additional benefits. Most choices involve doing a little more or a little less of something; few choices are “all or nothing” decisions.</p> <p>Standard 3: Allocation Mechanisms Different methods can be used to allocate goods and services. People acting individually or collectively through government must choose which methods to use to allocate different kinds of goods and services.</p> <p>Standard 4: Incentives People respond predictably to positive and negative incentives.</p> <p>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> <p>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. 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Trustworthiness

Be honest • Don't deceive, cheat, or steal • Be reliable — do what you say you'll do • Have the courage to do the right thing • Build a good reputation • Be loyal — stand by your family, friends, and country

Respect

Treat others with respect; follow the Golden Rule • Be tolerant and accepting of differences • Use good manners, not bad language • Be considerate of the feelings of others • Don't threaten, hit or hurt anyone • Deal peacefully with anger, insults, and disagreements

Responsibility

Do what you are supposed to do • Plan ahead • Persevere: keep on trying! • Always do your best • Use self-control • Be self-disciplined • Think before you act — consider the consequences • Be accountable for your words, actions, and attitudes • Set a good example for others

Fairness

Play by the rules • Take turns and share • Be open-minded; listen to others • Don't take advantage of others • Don't blame others carelessly • Treat all people fairly

Caring

Be kind • Be compassionate and show you care • Express gratitude • Forgive others • Help people in need

Citizenship

Do your share to make your school and community better • Cooperate • Get involved in community affairs • Stay informed; vote • Be a good neighbor • Obey laws and rules • Respect authority • Protect the environment • Volunteer

- See more at: <http://charactercounts.org/sixpillars.html#sthash.NFj9AQZP.dpuf>