

Week of January 14, 2019

7th Grade Social Studies

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Objectives:</p> <ul style="list-style-type: none"> • TSWBAT deliver their presentation assessment. • Students will use oral language to communicate their presentation assessment. 	<p>Objectives:</p> <ul style="list-style-type: none"> • TSWBAT deliver their presentation assessment. • Students will use oral language to communicate their presentation assessment. 	<p>Objectives:</p> <ul style="list-style-type: none"> • TSWBAT deliver their presentation assessment. • Students will use oral language to communicate their presentation assessment. 	<p>Objectives:</p> <ul style="list-style-type: none"> • TSWBAT describe how historians use methods of inquiry to identify cause effect relationships in history and answer questions with an 80% success rate. • Students will use reading skills to decode a text. 	<p>Objectives:</p> <ul style="list-style-type: none"> • TSWBAT take a test. • Students will use reading skills to decode questions on a test.
<p>MC3 Vocabulary: Vocabulary can be found here: https://moodle.resa.net/mn/mod/page/view.php?id=3628</p>	<p>MC3 Vocabulary: Vocabulary can be found here: https://moodle.resa.net/mn/mod/page/view.php?id=3628</p>	<p>MC3 Vocabulary: Vocabulary can be found here: https://moodle.resa.net/mn/mod/page/view.php?id=3628</p>	<p>evidence, domestication, agriculture, settlement</p> <p>MC3 Vocabulary: Vocabulary can be found here: https://moodle.resa.net/mn/mod/page/view.php?id=3628</p>	<p>MC3 Vocabulary will be assessed today.</p> <p>MC3 Vocabulary: Vocabulary can be found here: https://moodle.resa.net/mn/mod/page/view.php?id=3628</p>
<p>Accommodations: : modeling, focus on content vocabulary, word bank, discussion, scribe (if necessary), resource room (if necessary)</p>	<p>Accommodations: : modeling, focus on content vocabulary, word bank, discussion, scribe (if necessary), resource room (if necessary)</p>	<p>Accommodations: : modeling, focus on content vocabulary, word bank, discussion, scribe (if necessary), resource room (if necessary)</p>	<p>Accommodations: : modeling, focus on content vocabulary, word bank, discussion, scribe (if necessary), resource room (if necessary)</p>	<p>Accommodations: : modeling, focus on content vocabulary, word bank, discussion, scribe (if necessary), resource room (if necessary)</p>
<p>Technology used: Moodle, Chromebooks.</p>	<p>Technology used: DVD, smart board, computer. Chromebooks</p>	<p>Technology used: DVD, smart board, computer.</p>	<p>Technology used: DVD, smart board, computer.</p>	<p>Technology used: Moodle, Chromebooks.</p>
<p>Standards: H1.4.2: Describe and use themes of history to study patterns of change and continuity.</p>	<p>Standards: H1.4.2: Describe and use themes of history to study patterns of change and continuity.</p>	<p>Standards: H1.4.2: Describe and use themes of history to study patterns of change and continuity.</p>	<p>Standards: H1.4.2: Describe and use themes of history to study patterns of change and continuity.</p>	<p>Standards: School Improvement Goal</p>
<p>District LMS Meeting at Central Office: 4:00 pm.</p>	<p>Social Studies presentation practice through the week.</p>	<p>Social Studies presentation practice through the week.</p>	<p>Social Studies presentation practice through the week.</p>	<p>Student presentation practice continue after vocabulary quiz.</p>

Wednesday

Lesson Abstract:

In this lesson, students explore global patterns of early human settlement in a jigsaw activity in which they learn about three archaeological sites where archaeologists are studying early settlements. They use what they learn about these sites to make generalizations about global settlement patterns and to make evidence-based conjectures about why people settled where they did. Finally, they review the entire unit with a timeline activity in which they sequence and explain important events and changes over 200,000 years of human history.

Economics and Debate

Week of January 14, 2019

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Objectives:</p> <ul style="list-style-type: none"> • Students will view background information on persuasive topic. • Students will use visual skills to prepare for the Social Credit Scenario. 	<p>Objectives:</p> <ul style="list-style-type: none"> • Students will create an argument either for or against the Social Credit Model - AI. • Students will use oral language to argue for or against the Social Credit PBIS Model. 	<p>Objectives:</p> <ul style="list-style-type: none"> • Students will create an argument either for or against the Social Credit Model - AI. • Students will use oral language to argue for or against the Social Credit PBIS Model. 	<p>Objectives:</p> <ul style="list-style-type: none"> • Students will create an argument either for or against the Social Credit Model - AI. • Students will use oral language to argue for or against the Social Credit PBIS Model. 	<p>Objectives:</p> <ul style="list-style-type: none"> • Students will create an argument either for or against the Social Credit Model - AI. • Students will use oral language to argue for or against the Social Credit PBIS Model.
<p>Vocabulary: Supply, Demand, scarcity, incentives, economic growth, standard of living, technological change productivity.</p>	<p>Vocabulary: Supply, Demand, scarcity, incentives, economic growth, standard of living, technological change productivity.</p>	<p>Vocabulary: Supply, Demand, scarcity, incentives, economic growth, standard of living, technological change productivity.</p>	<p>Vocabulary: Supply, Demand, scarcity, incentives, economic growth, standard of living, technological change productivity.</p>	<p>Vocabulary: opportunity cost, marginal benefit and cost, rationing, demand, money price, incentives, supply and sunk cost.</p>
<p>Accommodations: : modeling, focus on content vocabulary, word bank, discussion, scribe (if necessary), resource room (if necessary)</p>	<p>Accommodations: : modeling, focus on content vocabulary, word bank, discussion, scribe (if necessary), resource room (if necessary)</p>	<p>Accommodations: : modeling, focus on content vocabulary, word bank, discussion, scribe (if necessary), resource room (if necessary)</p>	<p>Accommodations: : modeling, focus on content vocabulary, word bank, discussion, scribe (if necessary), resource room (if necessary)</p>	<p>Accommodations: : modeling, focus on content vocabulary, word bank, discussion, scribe (if necessary), resource room (if necessary)</p>
<p>Technology used: Moodle, Smart Board</p>	<p>Technology used: Moodle, Smart Board</p>	<p>Technology used: Smart Board</p>	<p>Technology used: Smart Board</p>	<p>Technology used: Smart Board</p>
<p>Standards:</p> <ul style="list-style-type: none"> • 1: Scarcity • 4: Incentives • 15: Growth 	<p>Standards: None</p>	<p>Standards:</p> <ul style="list-style-type: none"> • 1: Scarcity • 4: Incentives • 15: Growth 	<p>Standards:</p> <ul style="list-style-type: none"> • 1: Scarcity • 4: Incentives • 15: Growth 	<p>Standards:</p> <ul style="list-style-type: none"> • 2: Marginal Decision Making • 3: Allocation Mechanisms • 4: Incentives • 5: Gains from Voluntary Trade