

Week of January 15, 2018

7th Grade Social Studies

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Objectives:</p> <ul style="list-style-type: none"> • Students will present their projects on Ancient Greece. • Students will use oral language to present their projects on Ancient Greece. 	<p>Objectives:</p> <ul style="list-style-type: none"> • Students will examine the concepts of surplus, specialization and social institutions in a Neolithic society. • Students will use oral language to compare and contrast the village of Catalhoyuk. 	<p>Objectives:</p> <ul style="list-style-type: none"> • Students will review for Unit 2 common assessment. • Students will use oral language to prepare for the common assessment. 	<p>Objectives:</p> <ul style="list-style-type: none"> • Students will take a common assessment. 	<p>Objectives:</p> <ul style="list-style-type: none"> • Students will begin the vocabulary on Unit 1. • Students will use written language to define vocabulary in Unit 3.
<p>Vocabulary:</p>	<p>Vocabulary: agriculture domestication, foraging, Neolithic Age, Paleolithic Age, settlement, social institutions, specialization.</p>	<p>Vocabulary: agriculture domestication, foraging, Neolithic Age, Paleolithic Age, settlement, social institutions, specialization.</p>	<p>Vocabulary:.</p>	<p>Vocabulary:.</p>
<p>Accommodations: : modeling, focus on content vocabulary, word bank, discussion, scribe (if necessary), resource room (if necessary) Students have access to resource room and an in-class aide.</p>	<p>Accommodations: : modeling, focus on content vocabulary, word bank, discussion, scribe (if necessary), resource room (if necessary) Students have access to resource room and an in-class aide.</p>	<p>Accommodations: : modeling, focus on content vocabulary, word bank, discussion, scribe (if necessary), resource room (if necessary) Students have access to resource room and an in-class aide.</p>	<p>Accommodations: : modeling, focus on content vocabulary, word bank, discussion, scribe (if necessary), resource room (if necessary) Students have access to resource room and an in-class aide.</p>	<p>Accommodations: : modeling, focus on content vocabulary, word bank, discussion, scribe (if necessary), resource room (if necessary) Students have access to resource room and an in-class aide.</p>
<p>Technology used: Smart Board, Pixton, Twisted Wave</p>	<p>Technology used: Smart Board, Pixton, Twisted Wave</p>	<p>Technology used: Smart Board, Pixton, Twisted Wave</p>	<p>Technology used: Smart Board, Pixton, Twisted Wave</p>	<p>Technology used: Smart Board, Pixton, Twisted Wave</p>
<p>Standards:</p> <ul style="list-style-type: none"> • W1.2.1: Describe the transition from hunter-gather to sedentary agriculture (domestication of plants and animals). • W1.2.2: Explain the importance of the natural environment in the development of agricultural settlements in different locations. • H1.1.1: Explain why and how historians use eras and periods as constructs to organize and explain human activities over time. 	<p>Standards:</p> <ul style="list-style-type: none"> • W1.2.1: Describe the transition from hunter-gather to sedentary agriculture (domestication of plants and animals). • W1.2.2: Explain the importance of the natural environment in the development of agricultural settlements in different locations. • H1.1.1: Explain why and how historians use eras and periods as constructs to organize and explain human activities over time. 	<p>Standards:</p> <ul style="list-style-type: none"> • W1.2.1: Describe the transition from hunter-gather to sedentary agriculture (domestication of plants and animals). • W1.2.2: Explain the importance of the natural environment in the development of agricultural settlements in different locations. • H1.1.1: Explain why and how historians use eras and periods as constructs to organize and explain human activities over time. 	<p>Standards:</p> <ul style="list-style-type: none"> • W1.2.1: Describe the transition from hunter-gather to sedentary agriculture (domestication of plants and animals). • W1.2.2: Explain the importance of the natural environment in the development of agricultural settlements in different locations. • H1.1.1: Explain why and how historians use eras and periods as constructs to organize and explain human activities over time. 	<p>Standards:</p> <ul style="list-style-type: none"> • W1.2.1: Describe the transition from hunter-gather to sedentary agriculture (domestication of plants and animals). • W1.2.2: Explain the importance of the natural environment in the development of agricultural settlements in different locations. • H1.1.1: Explain why and how historians use eras and periods as constructs to organize and explain human activities over time.
<p>Some time will be devoted to letting groups plan their presentations on Ancient Greece.</p>	<p>Some time will be devoted to letting groups plan their presentations on Ancient Greece.</p>	<p>Some time will be devoted to letting groups plan their presentations on Ancient Greece.</p>	<p>Oral Presentations</p>	<p>Oral Presentations</p>

Week of January 15, 2018

Economics and Debate

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Objectives:</p> <ul style="list-style-type: none"> • Students will read both fictional and non-fictional text related to the supply and demand economic concept. • Students will use visual reading skills to complete a vocabulary assignment in Moodle. 	<p>Objectives:</p> <ul style="list-style-type: none"> • Students will read both fictional and non-fictional text related to the supply and demand economic concept. • Students will use visual reading skills to complete a vocabulary assignment in Moodle. 	<p>Objectives:</p> <ul style="list-style-type: none"> • Students will begin an Introduction to Economics lesson and use graphic skills to understand the Law of Diminished Returns • Students will use verbal language during the experiment. 	<p>Objectives:</p> <ul style="list-style-type: none"> • Students will create wealth through the simulation “Magic of Markets” • Students will use oral language to engage in trade in the simulation. • Students will use written expression to retell the simulation and to explain how they created wealth. 	<p>Objectives:</p> <ul style="list-style-type: none"> • Students will contrast the concepts of cost and opportunity cost. • Students will use oral language to formative assess the terms cost and opportunity cost.
<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: Moodle, Smart Board</p>	<p>Technology used: Moodle, Smart Board</p>	<p>Technology used: Moodle, Smart Board</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"> • 	<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