

Week of January 22, 2018

7th Grade Social Studies

| Monday | Tuesday | Wednesday | Thursday | Friday |
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| <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 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 construct a definition of “civilization”. • Students will use written language to divulge something surprising or new they learned about civilizations. | <p>Objectives:</p> <ul style="list-style-type: none"> • Students will construct a definition of “civilization”. • Students will use written language to divulge something surprising or new they learned about civilizations. |
| <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: cities, civilization, geographic luck, river valley civilizations, social hierarchy, specialization</p> | <p>Vocabulary: cities, civilization, geographic luck, river valley civilizations, social hierarchy, specialization</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). • W.1.2.2: 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). • W.1.2.2: 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). • W.1.2.2: 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). • W.1.2.2: 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). • W.1.2.2: 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 22, 2018

Economics and Debate

| Monday | Tuesday | Wednesday | Thursday | Friday |
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| <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 |