

**Week of October 2, 2017**

**7th Grade Social Studies**

Monday	Tuesday	Wednesday	Thursday	Friday
<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Students will view a video on bullying as part of Mrs. Kujat’s bullying program.</li> <li>• Students will use listening skills.</li> </ul>	<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Students will view a video on bullying as part of Mrs. Kujat’s bullying program.</li> <li>• Students will use written language skills to complete Mrs. Kujat’s survey.</li> </ul>	<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Students will use the skills from Lessons 4 &amp; 5 to dissect a source for internal and external veracity.</li> <li>• Students will use oral language to dissect the primary source.</li> </ul>	<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Students will participate in the PBIS activities.</li> <li>• Half-day.</li> <li>• Afternoon presenting Moodle to interested staff.</li> </ul>	<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Students will work in their vocabulary journals as prescribed in the School Improvement Plan.</li> <li>• Students will use written language skills to mindlessly copy vocabulary and definitions into a journal.</li> </ul>
<p><b>Vocabulary:</b></p>	<p><b>Vocabulary:</b> event, history, perspective, representations/accounts</p>	<p><b>Vocabulary:</b></p>	<p><b>Vocabulary:</b></p>	<p><b>Vocabulary:</b> Lessons 3-5 vocabulary.</p>
<p><b>Accommodations:</b> : modeling, focus on content vocabulary, word bank, discussion, scribe (if necessary), resource room (if necessary)</p>	<p><b>Accommodations:</b> : modeling, focus on content vocabulary, word bank, discussion, scribe (if necessary), resource room (if necessary)</p>	<p><b>Accommodations:</b> : modeling, focus on content vocabulary, word bank, discussion, scribe (if necessary), resource room (if necessary)</p>	<p><b>Accommodations:</b> : modeling, focus on content vocabulary, word bank, discussion, scribe (if necessary), resource room (if necessary)</p>	<p><b>Accommodations:</b> : modeling, focus on content vocabulary, word bank, discussion, scribe (if necessary), resource room (if necessary)</p>
<p><b>Technology used:</b> TeacherTube for video.</p>	<p><b>Technology used:</b> NWEA Using Computers this week.</p>	<p><b>Technology used:</b> NWEA Using Computers this week.</p>	<p><b>Technology used:</b> NWEA Using Computers this week.</p>	<p><b>Technology used:</b> NWEA Using Computers this week.</p>
<p><b>Standards:</b> Content Expectations: <i>7-HI.2.4:</i> Compare and evaluate competing historical perspectives about the past based on proof.  Common Core State Standards: <i>WHST.6-8.4:</i> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  <i>WHST.6-8.8:</i> Gather relevant information from multiple print and digital sources, using search terms effectively, assess the credibility and accuracy of each source, and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.  <i>WHST.6-8.10:</i> Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p><b>Standards:</b> Content Expectations: <i>7-HI.2.4:</i> Compare and evaluate competing historical perspectives about the past based on proof.  Common Core State Standards: <i>WHST.6-8.4:</i> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  <i>WHST.6-8.8:</i> Gather relevant information from multiple print and digital sources, using search terms effectively, assess the credibility and accuracy of each source, and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.  <i>WHST.6-8.10:</i> Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p><b>Standards:</b> Content Expectations: <i>7-HI.2.4:</i> Compare and evaluate competing historical perspectives about the past based on proof.  Common Core State Standards: <i>WHST.6-8.4:</i> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  <i>WHST.6-8.8:</i> Gather relevant information from multiple print and digital sources, using search terms effectively, assess the credibility and accuracy of each source, and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.  <i>WHST.6-8.10:</i> Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p><b>Standards:</b> Content Expectations: <i>7-HI.2.4:</i> Compare and evaluate competing historical perspectives about the past based on proof.  Common Core State Standards: <i>WHST.6-8.4:</i> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  <i>WHST.6-8.8:</i> Gather relevant information from multiple print and digital sources, using search terms effectively, assess the credibility and accuracy of each source, and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.  <i>WHST.6-8.10:</i> Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p><b>Standards:</b> Content Expectations: <i>7-HI.2.4:</i> Compare and evaluate competing historical perspectives about the past based on proof.  Common Core State Standards: <i>WHST.6-8.4:</i> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  <i>WHST.6-8.8:</i> Gather relevant information from multiple print and digital sources, using search terms effectively, assess the credibility and accuracy of each source, and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.  <i>WHST.6-8.10:</i> Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>

**Week of October 2, 2017**

**Economics and Debate**

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Objectives:</p> <ul style="list-style-type: none"> <li>• Students will read both fictional and non-fictional text related to the supply and demand economic concept.</li> <li>• Students will use visual reading skills to complete a vocabulary assignment in Moodle.</li> </ul>	<p>Objectives:</p> <ul style="list-style-type: none"> <li>• Students will read both fictional and non-fictional text related to the supply and demand economic concept.</li> <li>• Students will use visual reading skills to complete a vocabulary assignment in Moodle.</li> </ul>	<p>Objectives:</p> <ul style="list-style-type: none"> <li>• Students will begin an Introduction to Economics lesson and use graphic skills to understand the Law of Diminished Returns</li> <li>• Students will use verbal language during the experiment.</li> </ul>	<p>Objectives:</p> <ul style="list-style-type: none"> <li>• Students will create wealth through the simulation “Magic of Markets”</li> <li>• Students will use oral language to engage in trade in the simulation.</li> <li>• Students will use written expression to retell the simulation and to explain how they created wealth.</li> </ul>	<p>Objectives:</p> <ul style="list-style-type: none"> <li>• Students will contrast the concepts of cost and opportunity cost.</li> <li>• Students will use oral language to formative assess the terms cost and opportunity cost.</li> </ul>
<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: <b>Smart Board</b></p>
<p>Standards:</p> <ul style="list-style-type: none"> <li>• 1: Scarcity</li> <li>• 4: Incentives</li> <li>• 15: Growth</li> </ul>	<p>Standards: None</p>	<p>Standards:</p> <ul style="list-style-type: none"> <li>• 1: Scarcity</li> <li>• 4: Incentives</li> <li>• 15: Growth</li> </ul>	<p>Standards:</p> <ul style="list-style-type: none"> <li>• 1: Scarcity</li> <li>• 4: Incentives</li> <li>• 15: Growth</li> </ul>	<p>Standards:</p> <ul style="list-style-type: none"> <li>• 2: Marginal Decision Making</li> <li>• 3: Allocation Mechanisms</li> <li>• 4: Incentives</li> <li>• 5: Gains from Voluntary Trade</li> </ul>