

**Week of October 21, 2019**

**7th Grade Social Studies**

Monday	Tuesday	Wednesday	Thursday	Friday
<p>C.O.: TSWBAT demonstrate listening comprehension on an audiobook informational chapter with an 80% success rate on a future common assessment.</p> <p>L.O.: The student will listen to an audiobook and take their own notes to answer a short assessment with at least 80% accuracy.</p>	<p>C.O.: TSWBAT describe social institutions we use today on a common assessment with 80% success.</p> <p>L.O.: The student will use textual coding to evaluate an informational text.</p>	<p>C.O.: TSWBAT compare and contrast several calendar systems by recording data on a comparative graphic organizer.</p> <p>L.O.: The student will read a page on a calendar system and write the key points on a graphic organizer in preparation for an activity tomorrow.</p>	<p>C.O.: TSWBAT present their information on calendars in an inside/outside circle activity with a 100% success rate.</p> <p>L.O.: The student will share their calendar information in an inside/outside circle and record information on other calendar systems on their graphic organizer.</p>	<p>Week 7 Vocabulary Test</p> <p>Presentation Workshop.</p> <p>L.O.: Students will demonstrate an understanding of the MC3 academic vocabulary with at least 80% accuracy.</p>
Vocabulary:	Vocabulary: evidence, social institutions	Vocabulary: temporal frames (time)	Vocabulary: temporal frames (time)	Vocabulary: <a href="https://moodle.resa.net/mn/mod/book/view.php?id=9304">https://moodle.resa.net/mn/mod/book/view.php?id=9304</a>
<p>Accommodations:</p> <p>Students have access to resource room. Academic vocabulary is presented with pictures and text. "Big Ideas" are presented at the initiation of each Unit's lesson.</p>	<p>Accommodations:</p> <p>Students have access to resource room. Academic vocabulary is presented with pictures and text. "Big Ideas" are presented at the initiation of each Unit's lesson.</p>	<p>Accommodations:</p> <p>Students have access to resource room. Academic vocabulary is presented with pictures and text. "Big Ideas" are presented at the initiation of each Unit's lesson.</p>	<p>Accommodations:</p> <p>Students have access to resource room. Academic vocabulary is presented with pictures and text. "Big Ideas" are presented at the initiation of each Unit's lesson.</p>	<p>Accommodations:</p> <p>Students have access to resource room. Quizzes in Moodle are automatically set for differentiation by answer choice and modified for multiple retakes.</p>
Technology used: Smart Board, and Moodle (as made available by Chromebook access). Dell computer used for attendance.	Technology used: Smart Board. Dell computer used for attendance.	Technology used: Smart Board, and Moodle (as made available by Chromebook access). Dell computer used for attendance.	Technology used: Smart Board, and Moodle (as made available by Chromebook access). Dell computer used for attendance.	Technology used: Moodle & Chromebooks. Smart board used as needed. Dell computer used for attendance.
<p>Standards:</p> <p>Content Expectations: RH.6-8.2: Determine the main ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p>	<p>Standards:</p> <p>Content Expectations: 7H1.4.1 Describe and use cultural institutions to study an era and a region (political, economic, religion/belief, science/technology, written language, education, family).</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>Standards:</p> <p>Content Expectations: 7H1.1.1: Compare and contrast several different calendar systems used in the past and present and their cultural significance.</p> <p>RH.6-8.2: Determine the main ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p>	<p>Standards:</p> <p>Content Expectations: 7H1.1.1: Compare and contrast several different calendar systems used in the past and present and their cultural significance.</p> <p>WHST.6-8.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>Standards:</p> <p>Content Expectations: 7 H1.2.3: Identify the point of view (perspective of the author) and context when reading and discussing primary and secondary sources.</p>
Benchmark question(s):		* See below	<p><b>7H1.1.1</b> Why do historians use eras and periods as a way to organize and explain human activities over time?</p> <p>A. History is divided into eras and periods based on weather and ancient calendars.</p> <p>B. History is divided into eras and periods based on patterns of migration and trade.</p> <p>C. History is divided into eras and periods based on common traits and major changes.</p> <p>D. History is divided into eras and periods based on ruling dynasties of each time period.</p>	Students will engage in DEAR time to use the teacher purchased leveled library of factually correct reading material in preparation for their presentations on November 4th.

Benchmark Question:

**7H1.1.2:** Review the following information and answer the question that follows:

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Calendar System	Origin Story	Current Year	Lunar or Solar	How many days/ months per year	Is it used today?
Gregorian	<ul style="list-style-type: none"> <li>· Created by Pope Gregory in the 1500s,</li> <li>· based on Roman Calendar,</li> <li>· begins with the birth of Jesus</li> </ul>	2011	<ul style="list-style-type: none"> <li>· Solar (based on the Earth revolving around the sun and a day as a rotation of the earth)</li> </ul>	<ul style="list-style-type: none"> <li>· 365 days per year</li> <li>· Leap year has 366 days</li> <li>· 12 months per year (vary in length)</li> </ul>	<ul style="list-style-type: none"> <li>· Adopted globally</li> </ul>
Muslim	<ul style="list-style-type: none"> <li>· Begins with Mohammed's flight from Medina to Mecca in 622 AD on Gregorian Cal.</li> <li>· Created by a follower of Mohammed in 638AD on Gregorian Cal.</li> </ul>	AH1432	<ul style="list-style-type: none"> <li>· Lunar</li> </ul>	<ul style="list-style-type: none"> <li>· 354 days per year</li> <li>· 12 months</li> </ul>	<ul style="list-style-type: none"> <li>· Used in some Muslim countries as official calendar</li> <li>· Used for religious purposes, although Gregorian is followed as well</li> </ul>

What is the basis for the origin of both of the Gregorian and Muslim calendars?

- A. Both calendars originated in the Western Hemisphere.
- B. Both calendars were based on the earth's rotation around the sun.
- C. Both calendar dates vary depending on the holidays
- D. Both calendars base their origin on religious historical figures

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**Week of October 21, 2019**  
**Economics and Debate**

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Objectives:</p> <ul style="list-style-type: none"> <li>• Students will read a fictional text and create a retelling of the text by creating a graphic novel of the text with at least 80% accuracy.</li> <li>• Students will use reading and writing skills to create their retelling in the Pixton web app.</li> </ul>	<p>Objectives:</p> <ul style="list-style-type: none"> <li>• Students will read a fictional text and create a retelling of the text by creating a graphic novel of the text with at least 80% accuracy.</li> <li>• Students will use reading and writing skills to create their retelling in the Pixton web app.</li> </ul>	<p>Objectives:</p> <ul style="list-style-type: none"> <li>• Students will read a fictional text and create a retelling of the text by creating a graphic novel of the text with at least 80% accuracy.</li> <li>• Students will use reading and writing skills to create their retelling in the Pixton web app.</li> </ul>	<p>Objectives:</p> <ul style="list-style-type: none"> <li>• Students will read a fictional text and create a retelling of the text by creating a graphic novel of the text with at least 80% accuracy.</li> <li>• Students will use reading and writing skills to create their retelling in the Pixton web app.</li> </ul>	<p>Objectives:</p> <ul style="list-style-type: none"> <li>• Students will use microeconomic concepts as they engage in the Acquire simulation.</li> <li>• Students will use oral language to apply microeconomic concepts in the Acquire simulation.</li> </ul>
<p>Vocabulary: Varies based on the student selected text.</p>	<p>Vocabulary: Varies based on the student selected text.</p>	<p>Vocabulary: Varies based on the student selected text.</p>	<p>Vocabulary: Varies based on the student selected text.</p>	<p>Vocabulary: Varies based on the student selected text.</p>
<p>Accommodations: Teacher uses a voice assist device.</p>	<p>Accommodations: Teacher uses a voice assist device.</p>	<p>Accommodations: Teacher uses a voice assist device.</p>	<p>Accommodations: Teacher uses a voice assist device.</p>	<p>Accommodations: Teacher uses a voice assist device.</p>
<p>Technology used: <a href="http://pixton.com">pixton.com</a>, Smartboard, Apple TV</p>	<p>Technology used: <a href="http://pixton.com">pixton.com</a>, Smartboard, Apple TV (Reuters)</p>	<p>Technology used: <a href="http://pixton.com">pixton.com</a>, Smartboard, Apple TV (Reuters)</p>	<p>Technology used: <a href="http://pixton.com">pixton.com</a>, Smartboard, Apple TV (Reuters)</p>	<p>Technology used: <a href="http://pixton.com">pixton.com</a>, Smartboard, Apple TV (Reuters)</p>
<p>Standards:</p> <ul style="list-style-type: none"> <li>• 1: Scarcity</li> <li>• 4: Incentives</li> <li>• 15: Growth</li> </ul> <p>7 - P4.2.2 Engage in activities intended to contribute to solving a national or international problem studied.</p>	<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> <p>7 - P4.2.2 Engage in activities intended to contribute to solving a national or international problem studied.</p>	<p>Standards:</p> <ul style="list-style-type: none"> <li>• 1: Scarcity</li> <li>• 4: Incentives</li> <li>• 15: Growth</li> </ul> <p>7 - P4.2.2 Engage in activities intended to contribute to solving a national or international problem studied.</p>	<p>Standards:</p> <ul style="list-style-type: none"> <li>• 1: Scarcity</li> <li>• 4: Incentives</li> <li>• 15: Growth</li> </ul> <p>7 - P4.2.2 Engage in activities intended to contribute to solving a national or international problem studied.</p>	<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>

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