

Week of October 30, 2017

7th Grade Social Studies

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Objectives:</p> <ul style="list-style-type: none"> • Students will present their reading projects on Ancient Egypt. (Assessment) • Students will use listening skills as they listen to student presentations. 	<p>Objectives:</p> <ul style="list-style-type: none"> • Students will present their reading projects on Ancient Egypt. (Assessment) • Students will use listening skills as they listen to student presentations. 	<p>Objectives:</p> <ul style="list-style-type: none"> • Students will dissect several calendars to determine how societies have chronicled time. • Students will use written language to fill out a graphic organizer. 	<p>Objectives:</p> <ul style="list-style-type: none"> • Students will dissect several calendars to determine how societies have chronicled time. • Students will use written language to fill out a graphic organizer. 	<p>Objectives:</p> <ul style="list-style-type: none"> • Students will dissect several calendars to determine how societies have chronicled time. • Students will use written language to fill out a graphic organizer.
<p>Vocabulary:</p>	<p>Vocabulary:</p>	<p>Vocabulary: temporal frames</p>	<p>Vocabulary: temporal frames</p>	<p>Vocabulary: temporal frames</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: 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: Content Expectations: 7-HI.2.4. Compare and evaluate competing historical perspectives about the past based on proof. Common Core State Standards: WHST.6-8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. WHST.6-8.8. 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. WHST.6-8.10. 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>Standards: Content Expectations: 7-HI.2.4. Compare and evaluate competing historical perspectives about the past based on proof. Common Core State Standards: WHST.6-8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. WHST.6-8.8. 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. WHST.6-8.10. 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>Standards: Content Expectations: 7-HI.2.4. Compare and evaluate competing historical perspectives about the past based on proof. Common Core State Standards: WHST.6-8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. WHST.6-8.8. 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. WHST.6-8.10. 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>Standards: Content Expectations: 7-HI.2.4. Compare and evaluate competing historical perspectives about the past based on proof. Common Core State Standards: WHST.6-8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. WHST.6-8.8. 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. WHST.6-8.10. 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>Standards: Content Expectations: 7-HI.2.4. Compare and evaluate competing historical perspectives about the past based on proof. Common Core State Standards: WHST.6-8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. WHST.6-8.8. 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. WHST.6-8.10. 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>ICLE in Strong Cafeteria in the afternoon.</p>			<p>End of marking period. Half day with students.</p>

Week of October 30, 2017

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"> • 2: Marginal Decision Making • 3: Allocation Mechanisms • 4: Incentives • 5: Gains from Voluntary Trade 	<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