

Week of September 30, 2019

7th Grade Social Studies

| Monday | Tuesday | Wednesday | Thursday | Friday |
|--|--|--|--|---|
| <p>TSWBAT complete the viewing of the Anti-Bully Month movie Cyberbu//y as required and use written language to respond to 11 writing prompts in a Moodle form assignment with 100% success.</p> <p>The student will use writing skills to articulate their responses to the the Anti-Bully movie Cyberbu//y in a Moodle forum activity.</p> | <p>TSWBAT describe how geographers use mapping to represent places and natural and human phenomena in the world by successfully identifying those characteristics on a common assessment with 80% success.</p> <p>The student will use listening skills to decode how geographers use mapping skills to represent places by listening to lecture and using turn and talk strategies.</p> | <p>TSWBAT explain why maps of the same place may vary, including cultural perspectives of the Earth and new knowledge based on science and modern technology with an 80% success rate on a future common assessment.</p> <p>The student will use listening skills to decode how geographers use mapping skills to represent places by listening to lecture and using turn and talk strategies.</p> | <p>TSWBAT compare and evaluate competing historical perspectives about the past based on proof with an 80% success rate on a future common assessment.</p> <p>The student will use listening skills to decode how geographers use mapping skills to represent places by listening to lecture and using turn and talk strategies.</p> | <p>Week 1 Vocabulary Test</p> <p>Connections Past & Present: Horrible Histories.</p> <p>Students will use written language to evaluate Cyberbu//y in a Moodle Forum module assignment.</p> |
| Vocabulary: Week 5 MC3 vocabulary | Vocabulary: Week 5 MC3 vocabulary | Vocabulary: Week 5 MC3 vocabulary | Vocabulary: Week 5 MC3 vocabulary | Vocabulary: Week 5 MC3 vocabulary |
| <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> |
| Technology used: Smart Board, Twisted Wave, and Moodle (as made available by Chromebook access). | Technology used: Smart Board, Twisted Wave, and Moodle (as made available by Chromebook access). | Technology used: Smart Board, Twisted Wave, and Moodle (as made available by Chromebook access). | Technology used: Smart Board, Twisted Wave, and Moodle (as made available by Chromebook access). | Technology used: Smart Board, Twisted Wave, and Moodle (as made available by Chromebook access). |
| <p>Standards:</p> <p>Completing state Anti-bully requirement. No state standard available.</p> | <p>Standards: 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. 6-G1.1.1: Describe how geographers use mapping to represent places and natural human phenomena in the world. G1.2.2: Explain why maps of the same place may vary, including cultural perspectives of the Earth and new knowledge based on science and modern technology.</p> | <p>Standards: 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. 6-G1.1.1: Describe how geographers use mapping to represent places and natural human phenomena in the world. G1.2.2: Explain why maps of the same place may vary, including cultural perspectives of the Earth and new knowledge based on science and modern technology.</p> | <p>Standards: Content Expectations: 7 H1.2.4: Compare and evaluate competing historical perspectives about the past based on proof.</p> | <p>Standards: 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> |
| Begin DEAR & related books for presentations. | DEAR and related books for presentations. | DEAR and related books for presentations. | DEAR and related books for presentations. | DEAR and related books for presentations |

All plans subject to change at the discretion of the teacher without notice.

Week of September 30, 2019

Economics and Debate

| Monday | Tuesday | Wednesday | Thursday | Friday |
|--|--|---|--|--|
| Objectives: <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. | Objectives: <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. | Objectives: <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. | Objectives: <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. | Objectives: <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. |
| Vocabulary: Supply, Demand, scarcity, incentives, economic growth, standard of living, technological change productivity. | Vocabulary: Supply, Demand, scarcity, incentives, economic growth, standard of living, technological change productivity. | Vocabulary: Supply, Demand, scarcity, incentives, economic growth, standard of living, technological change productivity. | Vocabulary: Supply, Demand, scarcity, incentives, economic growth, standard of living, technological change productivity. | Vocabulary: opportunity cost, marginal benefit and cost, rationing, demand, money price, incentives, supply and sunk cost. |
| Accommodations: <small>: modeling, focus on content vocabulary, word bank, discussion, scribe (if necessary), resource room (if necessary)</small> | Accommodations: <small>: modeling, focus on content vocabulary, word bank, discussion, scribe (if necessary), resource room (if necessary)</small> | Accommodations: <small>: modeling, focus on content vocabulary, word bank, discussion, scribe (if necessary), resource room (if necessary)</small> | Accommodations: <small>: modeling, focus on content vocabulary, word bank, discussion, scribe (if necessary), resource room (if necessary)</small> | Accommodations: <small>: modeling, focus on content vocabulary, word bank, discussion, scribe (if necessary), resource room (if necessary)</small> |
| Technology used: Moodle, Smart Board | Technology used: Moodle, Smart Board | Technology used: Moodle, Smart Board | Technology used: Moodle, Smart Board | Technology used: Moodle, Smart Board |
| Standards: <ul style="list-style-type: none"> • 1: Scarcity • 4: Incentives • 15: Growth | Standards: <ul style="list-style-type: none"> • | Standards: <ul style="list-style-type: none"> • 1: Scarcity • 4: Incentives • 15: Growth | Standards: <ul style="list-style-type: none"> • 1: Scarcity • 4: Incentives • 15: Growth | Standards: <ul style="list-style-type: none"> • 2: Marginal Decision Making • 3: Allocation Mechanisms • 4: Incentives • 5: Gains from Voluntary Trade |

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