

Week of November 11, 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 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 Thursday.</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>C.O. TSWBAT demonstrate knowledge of the MC3 Academic vocabulary on an assessment.</p>
<p>Vocabulary:</p>	<p>Vocabulary: social institutions</p>	<p>Vocabulary: temporal frames (time)</p>	<p>Vocabulary: temporal frames (time)</p>	
<p>Technology used: Smart Board, and Moodle (as made available by Chromebook access). Dell computer used for attendance.</p>	<p>Technology used: Smart Board. Dell computer used for attendance.</p>	<p>Technology used: Smart Board. Dell computer used for attendance.</p>	<p>Technology used: Smart Board, Dell computer used for attendance.</p>	<p>Technology used: Moodle & Chromebooks. Smart board used as needed. Dell computer used for attendance.</p>
<p>Standards: 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: Content Expectations: 7H1.1.1: Compare and contrast several different calendar systems used in the past and present and their cultural significance. 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: Content Expectations: 7H1.1.1: Compare and contrast several different calendar systems used in the past and present and their cultural significance. 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: Content Expectations: 7H1.1.1: Compare and contrast several different calendar systems used in the past and present and their cultural significance. 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: 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>
<p>Benchmark question(s):</p>			<p>7H1.1.1 Why do historians use eras and periods as a way to organize and explain human activities over time? A. History is divided into eras and periods based on weather and ancient calendars. B. History is divided into eras and periods based on patterns of migration and trade. C. History is divided into eras and periods based on common traits and major changes. D. History is divided into eras and periods based on ruling dynasties of each time period.</p>	<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.</p>

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

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Benchmark Question:

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

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

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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Economics and Debate

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Objectives:</p> <ul style="list-style-type: none"> • 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. • Students will use reading and writing skills to create their retelling in the Pixton web app. 	<p>Objectives:</p> <ul style="list-style-type: none"> • 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. • Students will use reading and writing skills to create their retelling in the Pixton web app. 	<p>Objectives:</p> <ul style="list-style-type: none"> • 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. • Students will use reading and writing skills to create their retelling in the Pixton web app. 	<p>Objectives:</p> <ul style="list-style-type: none"> • 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. • Students will use reading and writing skills to create their retelling in the Pixton web app. 	<p>Objectives:</p> <ul style="list-style-type: none"> • Students will use microeconomic concepts as they engage in the Acquire simulation. • Students will use oral language to apply microeconomic concepts in the Acquire simulation.
<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:</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: pixton.com, Smartboard, Apple TV</p>	<p>Technology used: pixton.com, Smartboard, Apple TV (Reuters)</p>	<p>Technology used: pixton.com, Smartboard, Apple TV (Reuters)</p>	<p>Technology used: pixton.com, Smartboard, Apple TV (Reuters)</p>	<p>Technology used: pixton.com, Smartboard, Apple TV (Reuters)</p>
<p>Standards:</p> <ul style="list-style-type: none"> • 1: Scarcity • 4: Incentives • 15: Growth <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"> • 2: Marginal Decision Making • 3: Allocation Mechanisms • 4: Incentives • 5: Gains from Voluntary Trade <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"> • 1: Scarcity • 4: Incentives • 15: Growth <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"> • 1: Scarcity • 4: Incentives • 15: Growth <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"> • 2: Marginal Decision Making • 3: Allocation Mechanisms • 4: Incentives • 5: Gains from Voluntary Trade

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