

**Week of November 13, 2017**

**7th Grade Social Studies**

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Objectives:</p> <ul style="list-style-type: none"> <li>• Students will view a DVD on Ancient Egypt.</li> <li>• Students will use listening skills as they listen to the DVD. .</li> </ul>	<p>Objectives:</p> <ul style="list-style-type: none"> <li>• Students will take a Unit test</li> </ul>	<p>Objectives:</p> <ul style="list-style-type: none"> <li>• Students will explain how historians use a variety of sources to explore the past..</li> <li>• Students will use oral language to discuss primary sources.</li> </ul>	<p>Objectives:</p> <ul style="list-style-type: none"> <li>• Students will examine the migration of peoples over time to populate the Earth.</li> <li>• Students will use oral language to examine different biomes.</li> </ul>	<p>Objectives:</p> <ul style="list-style-type: none"> <li>• Students will examine the migration of peoples over time to populate the Earth.</li> <li>• Students will use oral language to examine different biomes.</li> </ul>
<p>Vocabulary:</p>	<p>Vocabulary:</p>	<p>Vocabulary: temporal frames</p>	<p>Vocabulary: adaptation, foraging, migration</p>	<p>Vocabulary: adaptation, foraging, migration</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-H1.2.4: 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:</p>	<p>Standards: Content Expectations: 7-H1.2.4: 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-H1.2.4: 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-H1.2.4: 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>Unit test today.</p>	<p>Begin Unit 2 - Conferences Begin</p>	<p>Conferences</p>	<p>Half Day - Conferences</p>

**Week of November 13, 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>• Election Day</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:</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"> <li>• 1: Scarcity</li> <li>• 4: Incentives</li> <li>• 15: Growth</li> </ul>	<p>Standards:</p> <ul style="list-style-type: none"> <li>•</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>• 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>