

**Week of December 10, 2017**  
**7th Grade Social Studies**

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Objectives:</p> <ul style="list-style-type: none"> <li>Students will examine the shift from hunting &amp; gathering to farming at the end of the last Ice Age and the beginning of the Great Thaw and compare the changes.</li> <li>Students will use written language to document the agriculture by region and timeline.</li> </ul>	<p>Objectives:</p> <ul style="list-style-type: none"> <li>Students will examine the shift from hunting &amp; gathering to farming at the end of the last Ice Age and the beginning of the Great Thaw and compare the changes.</li> <li>Students will use written language to document the agriculture by region and timeline.</li> </ul>	<p>Objectives:</p> <ul style="list-style-type: none"> <li>Students will prepare a presentation on the philosophies and history of Ancient Greece using an point of view other than their own.</li> <li>Students will use oral language to prepare their project on Ancient Greece.</li> </ul>	<p>Objectives:</p> <ul style="list-style-type: none"> <li>Students will examine the concepts of surplus, specialization and social institutions in a Neolithic society.</li> <li>Students will use oral language to compare and contrast the village of Catalhoyuk.</li> </ul>	<p>Objectives:</p> <ul style="list-style-type: none"> <li>Students will examine the concepts of surplus, specialization and social institutions in a Neolithic society.</li> <li>Students will use oral language to compare and contrast the village of Catalhoyuk.</li> </ul>
<p>Vocabulary: adaptation, foraging, migration, flora bacteria,</p>	<p>Vocabulary: adaptation, agriculture, evidence</p>	<p>Vocabulary: philosophy</p>	<p>Vocabulary: agriculture domestication, foraging, Neolithic Age, Paleolithic Age, settlement, social institutions, specialization.</p>	<p>Vocabulary: agriculture domestication, foraging, Neolithic Age, Paleolithic Age, settlement, social institutions, specialization.</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>	<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>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-HY.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:  • W.1.2.1: Describe the transition from hunter-gather to sedentary agriculture (domestication of plants and animals).  • W.1.2.2: Explain the importance of the natural environment in the development of agricultural settlements in different locations.  • H1.1.1: Explain why and how historians use eras and periods as constructs to organize and explain human activities over time.</p>	<p>Standards:  • W1.2.1: Describe the transition from hunter-gather to sedentary agriculture (domestication of plants and animals).  • W.1.2.2: Explain the importance of the natural environment in the development of agricultural settlements in different locations.  • H1.1.1: Explain why and how historians use eras and periods as constructs to organize and explain human activities over time.</p>	<p>Standards:  • W1.2.1: Describe the transition from hunter-gather to sedentary agriculture (domestication of plants and animals).  • W.1.2.2: Explain the importance of the natural environment in the development of agricultural settlements in different locations.  • H1.1.1: Explain why and how historians use eras and periods as constructs to organize and explain human activities over time.</p>	<p>Standards:  • W1.2.1: Describe the transition from hunter-gather to sedentary agriculture (domestication of plants and animals).  • W.1.2.2: Explain the importance of the natural environment in the development of agricultural settlements in different locations.  • H1.1.1: Explain why and how historians use eras and periods as constructs to organize and explain human activities over time.</p>
<p>Some time will be devoted to letting groups plan their presentations on Ancient Greece.</p>	<p>Some time will be devoted to letting groups plan their presentations on Ancient Greece.</p>	<p>Half Day.</p>	<p>Using DBQs in Social Studies at RESA today. Sub in classroom.</p>	<p>Some time will be devoted to letting groups plan their presentations on Ancient Greece.</p>

**Week of December 10, 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>• 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>• 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: 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"> <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>