

Week of December 10, 2017
7th Grade Social Studies

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Objectives:</p> <ul style="list-style-type: none"> Students will examine the concepts of surplus, specialization and social institutions in a Neolithic society. Students will use oral language to compare and contrast the village of Catalhoyuk. 	<p>Objectives:</p> <ul style="list-style-type: none"> Students will examine current events through the Reuters app. Students will use oral language to retell the stories aired. 	<p>Objectives:</p> <ul style="list-style-type: none"> Students will view a video on Ancient Greece. Students will use written language to document their observations of the video. 	<p>Objectives:</p> <ul style="list-style-type: none"> Students will examine the concepts of surplus, specialization and social institutions in a Neolithic society. Students will use oral language to compare and contrast the village of Catalhoyuk. 	<p>Objectives:</p> <ul style="list-style-type: none"> PBIS is doing something this day. The teacher will survive. That is the objective for the day.
<p>Vocabulary: agriculture domestication, foraging, Neolithic Age, Paleolithic Age, settlement, social institutions, specialization.</p>	<p>Vocabulary:</p>	<p>Vocabulary: philosophy</p>	<p>Vocabulary: agriculture domestication, foraging, Neolithic Age, Paleolithic Age, settlement, social institutions, specialization.</p>	<p>Vocabulary: AHHHhhhhrrrrgghhh!, sugar withdrawal, "Twas the class before Christmas . . . break, and all through the school . . . "</p>
<p>Accommodations: <small>: modeling, focus on content vocabulary, word bank, discussion, scribe (if necessary), resource room (if necessary)</small> Students have access to resource room and an in-class aide.</p>	<p>Accommodations: <small>: modeling, focus on content vocabulary, word bank, discussion, scribe (if necessary), resource room (if necessary)</small> Students have access to resource room and an in-class aide.</p>	<p>Accommodations: <small>: modeling, focus on content vocabulary, word bank, discussion, scribe (if necessary), resource room (if necessary)</small> Students have access to resource room and an in-class aide.</p>	<p>Accommodations: <small>: modeling, focus on content vocabulary, word bank, discussion, scribe (if necessary), resource room (if necessary)</small> Students have access to resource room and an in-class aide.</p>	<p>Accommodations: <small>: modeling, focus on content vocabulary, word bank, discussion, scribe (if necessary), resource room (if necessary)</small> 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:</p> <ul style="list-style-type: none"> 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>Standards:</p> <ul style="list-style-type: none"> 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>Standards:</p> <ul style="list-style-type: none"> 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>Standards:</p> <ul style="list-style-type: none"> 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>Standards:</p> <ul style="list-style-type: none"> 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>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. Field trip day.</p>	<p>SSTs. Sub in classroom all day.</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>

Week of December 10, 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"> • 	<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