

Week of December 17, 2018
7th Grade Social Studies

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Objectives:</p> <ul style="list-style-type: none"> • TSWBAT decode informational text from the Michigan Open Textbook Chapter 3 on Mesopotamia and answer questions with an 80% success rate. • Students will use reading skills to decode a text. 	<p>Objectives:</p> <ul style="list-style-type: none"> • TSWBAT decode informational text from the Michigan Open Textbook Chapter 3 on Mesopotamia and answer questions with an 80% success rate. • Students will use reading skills to decode a text. 	<p>Objectives:</p> <ul style="list-style-type: none"> • TSWBAT decode informational text from the Michigan Open Textbook Chapter 3 on Mesopotamia and answer questions with an 80% success rate. • Students will use reading skills to decode a text. 	<p>Objectives:</p> <ul style="list-style-type: none"> • TSWBAT prepare their projects for presentation on January 14th. • Students will use writing skills to create their informational text based presentations on Ancient Greece using Point-of-View. . 	<p>Objectives:</p> <ul style="list-style-type: none"> • TSWBAT take a test. • Students will use reading skills to decode questions on a test.
<p>agriculture, domestication, foraging, Neolithic Era, Paleolithic Era, settlement, social institutions, specialization</p> <p>MC3 Vocabulary: Vocabulary can be found here: https://moodle.resa.net/mn/mod/page/view.php?id=3628</p>	<p>agriculture, domestication, foraging, Neolithic Era, Paleolithic Era, settlement, social institutions, specialization</p> <p>MC3 Vocabulary: Vocabulary can be found here: https://moodle.resa.net/mn/mod/page/view.php?id=3628</p>	<p>evidence, domestication, agriculture, settlement</p> <p>MC3 Vocabulary: Vocabulary can be found here: https://moodle.resa.net/mn/mod/page/view.php?id=3628</p>	<p>evidence, domestication, agriculture, settlement</p> <p>MC3 Vocabulary: Vocabulary can be found here: https://moodle.resa.net/mn/mod/page/view.php?id=3628</p>	<p>MC3 Vocabulary will be assessed today.</p> <p>MC3 Vocabulary: Vocabulary can be found here: https://moodle.resa.net/mn/mod/page/view.php?id=3628</p>
<p>Accommodations:</p> <p>: modeling, focus on content vocabulary, word bank, discussion, scribe (if necessary), resource room (if necessary)</p>	<p>Accommodations:</p> <p>: modeling, focus on content vocabulary, word bank, discussion, scribe (if necessary), resource room (if necessary)</p>	<p>Accommodations:</p> <p>: modeling, focus on content vocabulary, word bank, discussion, scribe (if necessary), resource room (if necessary)</p>	<p>Accommodations:</p> <p>: modeling, focus on content vocabulary, word bank, discussion, scribe (if necessary), resource room (if necessary)</p>	<p>Accommodations:</p> <p>: modeling, focus on content vocabulary, word bank, discussion, scribe (if necessary), resource room (if necessary)</p>
<p>Technology used: Moodle, Chromebooks.</p>	<p>Technology used: DVD, smart board, computer. Chromebooks</p>	<p>Technology used: DVD, smart board, computer.</p>	<p>Technology used: DVD, smart board, computer.</p>	<p>Technology used: Moodle, Chromebooks.</p>
<p>Standards:</p> <p>H1.4.2: Describe and use themes of history to study patterns of change and continuity.</p>	<p>Standards:</p> <p>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:</p> <p>H1.4.2: Describe and use themes of history to study patterns of change and continuity.</p>	<p>Standards:</p> <p>H1.4.2: Describe and use themes of history to study patterns of change and continuity.</p>	<p>Standards:</p> <p>School Improvement Goal</p>
<p>District LMS Meeting at Central Office: 4:00 pm.</p>	<p>Social Studies Department Meeting at Central Office Today. Sub in the classroom.</p>	<p>Student presentations begin.</p>	<p>Student presentations continue.</p>	<p>Student presentations continue after vocabulary quiz.</p>

Monday
Lesson Abstract:

In this lesson, students explore global patterns of early human settlement in a jigsaw activity in which they learn about three archaeological sites where archaeologists are studying early settlements. They use what they learn about these sites to make generalizations about global settlement patterns and to make evidence-based conjectures about why people settled where they did. Finally, they review the entire unit with a timeline activity in which they sequence and explain important events and changes over 200,000 years of human history.

Economics and Debate

Week of December 17, 2018

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 create a graphic novel based on the retelling of one of the Tuttle Twins titles and it's particular economic concept. • Students will use oral language to collaborate on their graphic novel through the use of Pixton accounts.. 	<p>Objectives:</p> <ul style="list-style-type: none"> • Students will create a graphic novel based on the retelling of one of the Tuttle Twins titles and it's particular economic concept. • Students will use oral language to collaborate on their graphic novel through the use of Pixton accounts.. 	<p>Objectives:</p> <ul style="list-style-type: none"> • Students will create a graphic novel based on the retelling of one of the Tuttle Twins titles and it's particular economic concept. • Students will use oral language to collaborate on their graphic novel through the use of Pixton accounts.. 	<p>Objectives:</p> <ul style="list-style-type: none"> • Students will create a graphic novel based on the retelling of one of the Tuttle Twins titles and it's particular economic concept. • Students will use oral language to collaborate on their graphic novel through the use of Pixton accounts..
<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: Smart Board</p>	<p>Technology used: Smart Board</p>	<p>Technology used: Smart Board</p>
<p>Standards:</p> <ul style="list-style-type: none"> • 1: Scarcity • 4: Incentives • 15: Growth 	<p>Standards: None</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"> • 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