

Week of December 3, 2017
7th Grade Social Studies

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Objectives:</p> <ul style="list-style-type: none"> • Students will listen to a BBC podcast on the Hadza society and use written language to evaluate the topic in a single issue forum in Moodle. • Students will use listening skills to evaluate modern methods of examining hunter-gatherer societies as a basis for understanding the past. 	<p>Objectives:</p> <ul style="list-style-type: none"> • Students will examine the shift from hunting & gathering to farming at the end of the last Ice Age and the beginning of the Great Thaw and compare the changes. • Students will use oral language to describe the differences in eras. 	<p>Objectives:</p> <ul style="list-style-type: none"> • Students will examine the shift from hunting & gathering to farming at the end of the last Ice Age and the beginning of the Great Thaw and compare the changes. • Students will use oral language to describe the differences in eras. 	<p>Objectives:</p> <ul style="list-style-type: none"> • Students will examine heiroglyphics and cuneiform as forms of early writing. • Students will use listening skills in an audio book in Moodle and take an assessment on the text they heard. Multiple opportunities to relisten to the audio book. 	<p>Objectives:</p> <ul style="list-style-type: none"> • Students will examine the shift from hunting & gathering to farming at the end of the last Ice Age and the beginning of the Great Thaw and compare the changes. • Students will use oral language to describe the differences in eras.
<p>Vocabulary: adaptation, foraging, migration, flora bacteria,</p>	<p>Vocabulary: adaptation, agriculture, evidence</p>	<p>Vocabulary: adaptation, foraging, migration</p>	<p>Vocabulary: adaptation, agriculture, evidence</p>	<p>Vocabulary: adaptation, agriculture, evidence</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-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: • W1.2.1: Describe the transition from hunter-gather to sedentary agriculture (domestication of plants and animals). • W1.2.2: 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). • W1.2.2: 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). • W1.2.2: 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). • W1.2.2: 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>Some time will be devoted to letting groups plan their presentations on Ancient Greece.</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 3, 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