

Week of December 3, 2018
7th Grade Social Studies

| Monday | Tuesday | Wednesday | Thursday | Friday |
|---|--|--|--|--|
| <p>Objectives:</p> <ul style="list-style-type: none"> • TSWBAT describe the transition from hunter gatherers to sedentary agriculture with an 80% success rate on a common assessment. • Students will use writing skills to decode a text. | <p>Objectives:</p> <ul style="list-style-type: none"> • TSWBAT describe the transition from hunter gatherers to sedentary agriculture with an 80% success rate on a common assessment. • Students will use oral skills to discuss the advent of the Neolithic Era and it's correlation to the current Era. | <p>Objectives:</p> <ul style="list-style-type: none"> • TSWBAT describe the early migration patterns of people among Earth's continents with an 80% success rate. • Students will use oral skills to participate in a Jigsaw activity. | <p>Objectives:</p> <ul style="list-style-type: none"> • TSWBAT describe and use themes of history to study patterns of change and continuity related to the Neolithic Era with an 80% success rate. • Students will use writing skills to glean gleeful information about migration patterns from the Jigsaw activity. | <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 & Tuesday

Lesson Abstract:

In this lesson, students consider how life changed for people with the Neolithic Revolution. Students begin by thinking about how specialization affects their lives. The teacher explains specialization for the students by modeling a think-aloud with a definition. The students then read an article about the study of a Neolithic settlement and engage in Stop and Jots and Turn and Talks to explore the idea of specialization and consider how we use archaeology to study the distant past. Next, they analyze artifacts and maps and read an article to determine how both human and natural resources were used in different ways as humans settled in villages. The lesson concludes with students writing reflectively in their Perspectives on the Past notebook in response to questions using examples from the activities to illustrate the major changes in daily life that occurred during the transition from foraging life to agrarian life.

Week of December 3, 2018

Wednesday and Thursday

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.

Week of December 3, 2018

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 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 |