

**Week of December 8, 2019**  
**7th Grade Social Studies**

<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<p>C.O.: TSWBAT demonstrate listening comprehension on an audiobook informational chapter with an 80% success rate on a future common assessment.</p> <p>L.O.: The student will listen to an audiobook and take their own notes to answer a short assessment with at least 80% accuracy.</p> <p>(Sub)</p>	<p>C.O.: TSWBAT demonstrate knowledge of the historian’s craft by interpreting cave paintings with an 80% success rate on a future common assessment.</p> <p>L.O.: The student will discuss how culture influences their perception of the past.</p>	<p>C.O.: TSWBAT demonstrate knowledge of the historian’s craft by interpreting cave paintings with an 80% success rate on a future common assessment.</p> <p>L.O.: The student will discuss how culture influences their perception of the past.</p>	<p>TSWBAT analyze how culture and experience influence their perceptions of a place.</p> <p>L.O. Students will use oral language to describe an object</p>	<p>C.O.: TSWBAT demonstrate knowledge of the MC3 vocabulary by performing on an assessment with an 80% success rate.</p> <p>L.O.: Students will use reading skills to identify the meanings of vocabulary by using a drag-and-drop method in a Moodle assessment.</p>
Vocabulary: Phoenicians, Queen Dido	Vocabulary: evidence, world history	Vocabulary: evidence, world history	Vocabulary: evidence, world history	Vocabulary: evidence, world history
Technology used: Smart Board. Dell computer used for attendance.	Technology used: Smart Board. Chromebooks and Moodle. Dell computer used for attendance.	Technology used: .document camera, MiSTAR Illuminate - Gradecam feature.	Technology used: document camera, Smart Board, a cardboard box, materials from teaching in China.	Technology used: Moodle. Dell computers used for attendance.
<p>Standards:            Content Expectations:            G1.2.2 Explain how historians use a variety of sources to explore the past. .</p> <p>RH.6-8.2: Analyze how culture and experience influence people’s perception of places and regions..</p>	<p>Standards:            Content Expectations:            G1.2.2 Explain how historians use a variety of sources to explore the past. .</p> <p>RH.6-8.2: Analyze how culture and experience influence people’s perception of places and regions..</p>	<p>Standards:            Content Expectations:            G1.2.2 Explain how historians use a variety of sources to explore the past. .</p> <p>RH.6-8.2: Analyze how culture and experience influence people’s perception of places and regions..</p>	<p>Standards:            Content Expectations:            G1.2.2 Explain how historians use a variety of sources to explore the past. .</p> <p>RH.6-8.2: Analyze how culture and experience influence people’s perception of places and regions..</p>	
Benchmark question(s):		1/2 Day with students - PD in afternoon		

All plans subject to change at the discretion of the teacher without notice.

## Week of December 8, 2019

Benchmark Question:

7H1.1.2: Review the following information and answer the question that follows:

Calendar System	Origin Story	Current Year	Lunar or Solar	How many days/ months per year	Is it used today?
Gregorian	<ul style="list-style-type: none"><li>· Created by Pope Gregory in the 1500s,</li><li>· based on Roman Calendar,</li><li>· begins with the birth of Jesus</li></ul>	2011	<ul style="list-style-type: none"><li>· Solar (based on the Earth revolving around the sun and a day as a rotation of the earth)</li></ul>	<ul style="list-style-type: none"><li>· 365 days per year</li><li>· Leap year has 366 days</li><li>· 12 months per year (vary in length)</li></ul>	<ul style="list-style-type: none"><li>· Adopted globally</li></ul>
Muslim	<ul style="list-style-type: none"><li>· Begins with Mohammed's flight from Medina to Mecca in 622 AD on Gregorian Cal.</li><li>· Created by a follower of Mohammed in 638AD on Gregorian Cal.</li></ul>	AH1432	<ul style="list-style-type: none"><li>· Lunar</li></ul>	<ul style="list-style-type: none"><li>· 354 days per year</li><li>· 12 months</li></ul>	<ul style="list-style-type: none"><li>· Used in some Muslim countries as official calendar</li><li>· Used for religious purposes, although Gregorian is followed as well</li></ul>

What is the basis for the origin of both of the Gregorian and Muslim calendars?

- A. Both calendars originated in the Western Hemisphere.
- B. Both calendars were based on the earth's rotation around the sun.
- C. Both calendar dates vary depending on the holidays
- D. Both calendars base their origin on religious historical figures

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Week of December 8, 2019

Economics and Debate

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Objectives:</p> <ul style="list-style-type: none"> <li>• Students will read a fictional text and create a retelling of the text by creating a graphic novel of the text with at least 80% accuracy.</li> <li>• Students will use reading and writing skills to create their retelling in the Pixton web app.</li> </ul>	<p>Objectives:</p> <ul style="list-style-type: none"> <li>• Students will read a fictional text and create a retelling of the text by creating a graphic novel of the text with at least 80% accuracy.</li> <li>• Students will use reading and writing skills to create their retelling in the Pixton web app.</li> </ul>	<p>Objectives:</p> <ul style="list-style-type: none"> <li>• Students will read a fictional text and create a retelling of the text by creating a graphic novel of the text with at least 80% accuracy.</li> <li>• Students will use reading and writing skills to create their retelling in the Pixton web app.</li> </ul>	<p>Objectives:</p> <ul style="list-style-type: none"> <li>• Students will read a fictional text and create a retelling of the text by creating a graphic novel of the text with at least 80% accuracy.</li> <li>• Students will use reading and writing skills to create their retelling in the Pixton web app.</li> </ul>	<p>Objectives:</p> <ul style="list-style-type: none"> <li>• Students will use microeconomic concepts as they engage in the Acquire simulation.</li> <li>• Students will use oral language to apply microeconomic concepts in the Acquire simulation.</li> </ul>
Vocabulary: Varies based on the student selected text.	Vocabulary: Varies based on the student selected text.	Vocabulary: Varies based on the student selected text.	Vocabulary: Varies based on the student selected text.	Vocabulary:
Accommodations: Teacher uses a voice assist device.	Accommodations: Teacher uses a voice assist device.	Accommodations: Teacher uses a voice assist device.	Accommodations: Teacher uses a voice assist device.	Accommodations: Teacher uses a voice assist device.
Technology used: <a href="http://pixton.com">pixton.com</a> , Smartboard, Apple TV	Technology used: <a href="http://pixton.com">pixton.com</a> , Smartboard, Apple TV (Reuters)	Technology used: <a href="http://pixton.com">pixton.com</a> , Smartboard, Apple TV (Reuters)	Technology used: <a href="http://pixton.com">pixton.com</a> , Smartboard, Apple TV (Reuters)	Technology used: <a href="http://pixton.com">pixton.com</a> , Smartboard, Apple TV (Reuters)
<p>Standards:</p> <ul style="list-style-type: none"> <li>• 1: Scarcity</li> <li>• 4: Incentives</li> <li>• 15: Growth</li> </ul> <p>7 - P4.2.2 Engage in activities intended to contribute to solving a national or international problem studied.</p>	<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> <p>7 - P4.2.2 Engage in activities intended to contribute to solving a national or international problem studied.</p>	<p>Standards:</p> <ul style="list-style-type: none"> <li>• 1: Scarcity</li> <li>• 4: Incentives</li> <li>• 15: Growth</li> </ul> <p>7 - P4.2.2 Engage in activities intended to contribute to solving a national or international problem studied.</p>	<p>Standards:</p> <ul style="list-style-type: none"> <li>• 1: Scarcity</li> <li>• 4: Incentives</li> <li>• 15: Growth</li> </ul> <p>7 - P4.2.2 Engage in activities intended to contribute to solving a national or international problem studied.</p>	<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>

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