

**Week of February 23, 2020**  
**7th Grade Social Studies**

<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<p>C.O.: TSWBAT demonstrate knowledge of neolithic peoples by justifying their choices on an inquiry analysis tool with 80% accuracy.</p> <p>L.O.: The student will orally compare their lives to neolithic lifestyles using a turn and talk strategy.</p>	<p>C.O.: TSWBAT demonstrate knowledge of paleolithic and neolithic peoples by investigating a text with 80% accuracy.</p> <p>L.O.: The student will use the turn and talk strategy to answer why foragers did not develop villages, how their daily life differed for people living in agricultural villages, and how time is spent in both societies.</p>	<p>C.O.: TSWBAT demonstrate knowledge of paleolithic and neolithic peoples by investigating a text with 80% accuracy.</p> <p>L.O.: The student will use the jigsaw strategy to read an informational text, then retell the information to their classmates. .</p>	<p>C.O.: TSWBAT demonstrate knowledge of neolithic &amp; paleolithic peoples by reviewing for their Unit Common Assessment with 80% accuracy.</p> <p>L.O.: The student will orally review for their Unit 2 Common Assessment.</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: Agricultural Revolution, farming, tools, Neolithic Era	Vocabulary: evidence, domestication, agriculture, settlement	Vocabulary: evidence, domestication, agriculture, settlement	Vocabulary: evidence, domestication, agriculture, settlement	Vocabulary: See MC3 list
Technology used: Smart Board and photocopier. Dell computer used for attendance.	Technology used: Smart Board and photocopier. Dell computer used for attendance.	Technology used: Smart Board and photocopier. Dell computer used for attendance.	Technology used: Smart Board and photocopier. Dell computer used for attendance.	Technology used: Moodle. Dell computers used for attendance.
<p>Standards:            Content Expectations:            W1.2.1: Describe the transition from hunter-gatherer to sedentary agriculture.</p> <p>RH.6-8.2: Analyze how culture and experience influence people’s perception of places and regions.</p>	<p>Standards:            Content Expectations:            W1.2.1: Describe the transition from hunter-gatherer to sedentary agriculture.</p> <p>RH.6-8.2: Analyze how culture and experience influence people’s perception of places and regions.</p>	<p>Standards:            Content Expectations:            W1.2.1: Describe the transition from hunter-gatherer to sedentary agriculture.</p> <p>RH.6-8.2: Analyze how culture and experience influence people’s perception of places and regions.</p>	<p>Standards:            Content Expectations:            W1.2.1: Describe the transition from hunter-gatherer to sedentary agriculture.</p> <p>RH.6-8.2: Analyze how culture and experience influence people’s perception of places and regions.</p>	<p>Standards:            Content Expectations:            W1.2.2: Explain the importance of the natural environment in the development of agricultural settlements in different locations.</p> <p>RH.6-8.2: Analyze how culture and experience influence people’s perception of places and regions.</p>
Benchmark question(s):				
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.

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

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**Economics and Debate**

<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<p>Objectives:</p> <ul style="list-style-type: none"> <li>• New Semester - New Students - Housekeeping Day</li> </ul>	<p>Objectives:</p> <ul style="list-style-type: none"> <li>• Students will create a persuasive argument with at least 80% persuasion.</li> <li>• Students will use oral skills in a trial run to test their persuasive arguments.</li> </ul>	<p>Objectives:</p> <ul style="list-style-type: none"> <li>• Students will evaluate their arguments and revise as needed.</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 present their arguments - assessment.</li> </ul>	<p>Objectives:</p> <ul style="list-style-type: none"> <li>• PBIS Day - No Class.</li> </ul>
<p>Objectives:</p> <ul style="list-style-type: none"> <li>• New Semester - New Students - Housekeeping Day</li> </ul>	<p>Vocabulary: Varies based on the student selected text.</p>	<p>Vocabulary: Varies based on the student selected text.</p>	<p>Vocabulary: Varies based on the student selected text.</p>	<p>Vocabulary:</p>
<p>Objectives:</p> <ul style="list-style-type: none"> <li>• New Semester - New Students - Housekeeping Day</li> </ul>	<p>Accommodations: Teacher uses a voice assist device.</p>	<p>Accommodations: Teacher uses a voice assist device.</p>	<p>Accommodations: Teacher uses a voice assist device.</p>	<p>Accommodations: Teacher uses a voice assist device.</p>
<p>Objectives:</p> <ul style="list-style-type: none"> <li>• New Semester - New Students - Housekeeping Day</li> </ul>	<p>Technology used: Moodle, Smartboard, Apple TV</p>	<p>Technology used: Moodle, Smartboard, Apple TV</p>	<p>Technology used: Moodle, Smartboard, Apple TV</p>	<p>Technology used: Acquire, Apple TV (Reuters)</p>
<p>Objectives:</p> <ul style="list-style-type: none"> <li>• New Semester - New Students - Housekeeping Day</li> </ul>	<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> <li>7 - P4.2.2 Engage in activities intended to contribute to solving a national or international problem studied.</li> </ul>	<p>Standards:</p> <ul style="list-style-type: none"> <li>• 1: Scarcity</li> <li>• 4: Incentives</li> <li>• 15: Growth</li> <li>7 - P4.2.2 Engage in activities intended to contribute to solving a national or international problem studied.</li> </ul>	<p>Standards:</p> <ul style="list-style-type: none"> <li>• 1: Scarcity</li> <li>• 4: Incentives</li> <li>• 15: Growth</li> <li>7 - P4.2.2 Engage in activities intended to contribute to solving a national or international problem studied.</li> </ul>	<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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