

Week of February 24, 2019
7th Grade Social Studies

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Objectives:</p> <ul style="list-style-type: none"> • TSWBAT describe how historians use methods of inquiry to identify cause effect relationships in history 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 describe how historians use methods of inquiry to identify cause effect relationships in history 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 connect Social Studies and English through their work in the ELA class. • Students will use listening skills to decode an oral text. (Diary of Anne Frank) 	<p>Objectives:</p> <ul style="list-style-type: none"> • TSWBAT describe how historians use methods of inquiry to identify cause effect relationships in history 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 take their MC3 Social Studies School Improvement Vocabulary Quiz. • Project work time - Project Due March 21.
<p>MC3 Vocabulary: Vocabulary can be found here: https://moodle.resa.net/mn/mod/page/view.php?id=3628</p>	<p>MC3 Vocabulary: Vocabulary can be found here: https://moodle.resa.net/mn/mod/page/view.php?id=3628</p>	<p>MC3 Vocabulary: Vocabulary can be found here: https://moodle.resa.net/mn/mod/page/view.php?id=3628</p>	<p>MC3 Vocabulary: Vocabulary can be found here: https://moodle.resa.net/mn/mod/page/view.php?id=3628</p>	<p>MC3 Vocabulary: Vocabulary can be found here: https://moodle.resa.net/mn/mod/page/view.php?id=3628</p>
<p>Accommodations: <small>: modeling, focus on content vocabulary, word bank, discussion, scribe (if necessary), resource room (if necessary)</small></p>	<p>Accommodations: <small>: modeling, focus on content vocabulary, word bank, discussion, scribe (if necessary), resource room (if necessary)</small></p>	<p>Accommodations: <small>: modeling, focus on content vocabulary, word bank, discussion, scribe (if necessary), resource room (if necessary)</small></p>	<p>Accommodations: <small>: modeling, focus on content vocabulary, word bank, discussion, scribe (if necessary), resource room (if necessary)</small></p>	<p>Accommodations: <small>: modeling, focus on content vocabulary, word bank, discussion, scribe (if necessary), resource room (if necessary)</small></p>
<p>Technology used: DVD, smart board, computer.</p>	<p>Technology used: DVD, smart board, computer.</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: H1.4.2: Describe and use themes of history to study patterns of change and continuity.</p>	<p>Standards: H1.4.2: Describe and use themes of history to study patterns of change and continuity.</p>	<p>Standards: H1.4.2: Describe and use themes of history to study patterns of change and continuity.</p>	<p>Standards: H1.4.2: Describe and use themes of history to study patterns of change and continuity.</p>	<p>Standards: School Improvement Goal</p>
<p>Moodle assignment and listening assignment. Note: 3rd Quarter Projects are due March 21.</p>	<p>Moodle assignment and listening assignment. Note: 3rd Quarter Projects are due March 21</p>	<p>Moodle assignment and listening assignment. Note: 3rd Quarter Projects are due March 21</p>	<p>Moodle assignment and listening assignment. Note: 3rd Quarter Projects are due March 21</p>	<p>Moodle assignment and listening assignment. Note: 3rd Quarter Projects are due March 21</p>

Week of February 24, 2019

Economics and Debate

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Objectives:</p> <ul style="list-style-type: none"> • Students will view background information on persuasive topic. • Students will use visual skills to prepare for the Social Credit Scenario. 	<p>Objectives:</p> <ul style="list-style-type: none"> • Students will create an argument either for or against the Social Credit Model - AI. • Students will use oral language to argue for or against the Social Credit PBIS Model. 	<p>Objectives:</p> <ul style="list-style-type: none"> • Students will create an argument either for or against the Social Credit Model - AI. • Students will use oral language to argue for or against the Social Credit PBIS Model. 	<p>Objectives:</p> <ul style="list-style-type: none"> • Students will create an argument either for or against the Social Credit Model - AI. • Students will use oral language to argue for or against the Social Credit PBIS Model. 	<p>Objectives:</p> <ul style="list-style-type: none"> • Students will create an argument either for or against the Social Credit Model - AI. • Students will use oral language to argue for or against the Social Credit PBIS Model.
<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