

Week of February 4, 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 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 take their MC3 Social Studies School Improvement Vocabulary Quiz. |
| <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>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: : 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, 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: 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>Half day. Dr.'s appointment.</p> | <p>Moodle assignment and listening assignment.</p> | <p>Moodle assignment and listening assignment.</p> <p>Conferences Begin</p> | <p>Moodle assignment and listening assignment.</p> <p>Conferences Continue</p> | <p>Moodle assignment and listening assignment.</p> <p>Conferences Conclude</p> |

Ice Day this Week?

I will be at RESA Feb 5 and 6 as a Melvindale delegate to writing the MC3 assessments for 7th grade.

Week of February 4, 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 |