

**Week of March 12, 2018**

**7th Grade Social Studies**

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Students will prepare for their presentations on Friday.</p> <p>Students will use oral language to collaborate on the project.</p>	<p>Students will collaborate on their Rome project.</p> <p>Students will use oral and written language as they collaborate on their Rome project.</p>	<p>Students will use listening skills to determine the central ideas of Homer's Iliad, the Greek alphabet.</p> <p>Students will use listening skills on an audiobook informational text and answer written questions in Moodle.</p>	<p>Students will collaborate on their Rome project.</p> <p>Students will use oral and written language as they collaborate on their Rome project.</p>	<p>Objectives:</p> <ul style="list-style-type: none"> <li>• Students will explore the 4 main river valley civilizations.</li> <li>• Students will use written language to predict what happened to the four river valley civilizations.</li> </ul>
<p>Vocabulary: cities, civilization, geographic luck, river valley civilizations, social hierarchy, specialization</p>	<p>Vocabulary: cities, civilization, geographic luck, river valley civilizations, social hierarchy, specialization</p>	<p>Vocabulary: cities, civilization, geographic luck, river valley civilizations, social hierarchy, specialization</p>	<p>Vocabulary: cities, civilization, geographic luck, river valley civilizations, social hierarchy, specialization</p>	<p>Vocabulary: cities, civilization, geographic luck, river valley civilizations, social hierarchy, specialization</p>
<p><b>Accommodations:</b> : modeling, focus on content vocabulary, word bank, discussion, scribe (if necessary), resource room (if necessary) Students have access to resource room and an in-class aide.</p>	<p><b>Accommodations:</b> : modeling, focus on content vocabulary, word bank, discussion, scribe (if necessary), resource room (if necessary) Students have access to resource room and an in-class aide.</p>	<p><b>Accommodations:</b> : modeling, focus on content vocabulary, word bank, discussion, scribe (if necessary), resource room (if necessary) Students have access to resource room and an in-class aide.</p>	<p><b>Accommodations:</b> : modeling, focus on content vocabulary, word bank, discussion, scribe (if necessary), resource room (if necessary) Students have access to resource room and an in-class aide.</p>	<p><b>Accommodations:</b> : modeling, focus on content vocabulary, word bank, discussion, scribe (if necessary), resource room (if necessary) Students have access to resource room and an in-class aide.</p>
<p>Technology used: Smart Board, Pixton, Twisted Wave, BreakOut Box</p>	<p>Technology used: Smart Board, Pixton, Twisted Wave</p>	<p>Technology used: Smart Board, Pixton, Twisted Wave</p>	<p>Technology used: Smart Board, Pixton, Twisted Wave</p>	<p>Technology used: Smart Board, Pixton, Twisted Wave</p>
<p>Standards:</p> <ul style="list-style-type: none"> <li>• RH.6-8.2: Determine the central ideas or information of a primary or secondary source, provide an accurate summary of the source as distinct from prior knowledge or opinions.</li> <li>• RH.6-8.4: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</li> <li>• RH.6-8.7: Integrate visual information with other information in print and digital texts.</li> <li>• WHST.6-8.10: Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.</li> <li>• SL.6-8.1: Engage effectively in a range of collaborative discussions with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</li> </ul>	<p>Standards:</p> <ul style="list-style-type: none"> <li>• RH.6-8.2: Determine the central ideas or information of a primary or secondary source, provide an accurate summary of the source as distinct from prior knowledge or opinions.</li> <li>• RH.6-8.4: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</li> <li>• RH.6-8.7: Integrate visual information with other information in print and digital texts.</li> <li>• WHST.6-8.10: Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.</li> <li>• SL.6-8.1: Engage effectively in a range of collaborative discussions with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</li> </ul>	<p>Standards:</p> <ul style="list-style-type: none"> <li>• RH.6-8.2: Determine the central ideas or information of a primary or secondary source, provide an accurate summary of the source as distinct from prior knowledge or opinions.</li> <li>• RH.6-8.4: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</li> <li>• RH.6-8.7: Integrate visual information with other information in print and digital texts.</li> <li>• WHST.6-8.10: Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.</li> <li>• SL.6-8.1: Engage effectively in a range of collaborative discussions with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</li> </ul>	<p>Standards:</p> <ul style="list-style-type: none"> <li>• RH.6-8.2: Determine the central ideas or information of a primary or secondary source, provide an accurate summary of the source as distinct from prior knowledge or opinions.</li> <li>• RH.6-8.4: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</li> <li>• RH.6-8.7: Integrate visual information with other information in print and digital texts.</li> <li>• WHST.6-8.10: Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.</li> <li>• SL.6-8.1: Engage effectively in a range of collaborative discussions with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</li> </ul>	<p>Standards:</p> <ul style="list-style-type: none"> <li>• RH.6-8.2: Determine the central ideas or information of a primary or secondary source, provide an accurate summary of the source as distinct from prior knowledge or opinions.</li> <li>• RH.6-8.4: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</li> <li>• RH.6-8.7: Integrate visual information with other information in print and digital texts.</li> <li>• WHST.6-8.10: Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.</li> <li>• SL.6-8.1: Engage effectively in a range of collaborative discussions with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</li> </ul>
<p>Students will begin readings on Ancient Rome. Oral language will be used on March 15th based on this reading.</p>	<p>Students will begin readings on Ancient Rome. Oral language will be used on March 15th based on this reading.</p>	<p>Students will begin readings on Ancient Rome. Oral language will be used on March 15th based on this reading.</p>	<p>Students will begin readings on Ancient Rome. Oral language will be used on March 15th based on this reading.</p>	<p>Students will begin readings on Ancient Rome. Oral language will be used on March 15th based on this reading.</p>

**Week of March 12, 2018**

**Economics and Debate**

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Objectives:</p> <ul style="list-style-type: none"> <li>• Students will read both fictional and non-fictional text related to the supply and demand economic concept.</li> <li>• Students will use visual reading skills to complete a vocabulary assignment in Moodle.</li> </ul>	<p>Objectives:</p> <ul style="list-style-type: none"> <li>• Students will read both fictional and non-fictional text related to the supply and demand economic concept.</li> <li>• Students will use visual reading skills to complete a vocabulary assignment in Moodle.</li> </ul>	<p>Objectives:</p> <ul style="list-style-type: none"> <li>• Students will begin an Introduction to Economics lesson and use graphic skills to understand the Law of Diminished Returns</li> <li>• Students will use verbal language during the experiment.</li> </ul>	<p>Objectives:</p> <ul style="list-style-type: none"> <li>• Students will create wealth through the simulation “Magic of Markets”</li> <li>• Students will use oral language to engage in trade in the simulation.</li> <li>• Students will use written expression to retell the simulation and to explain how they created wealth.</li> </ul>	<p>Objectives:</p> <ul style="list-style-type: none"> <li>• Students will contrast the concepts of cost and opportunity cost.</li> <li>• Students will use oral language to formative assess the terms cost and opportunity cost.</li> </ul>
<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: Moodle, Smart Board</p>	<p>Technology used: Moodle, Smart Board</p>	<p>Technology used: Moodle, Smart Board</p>
<p>Standards:</p> <ul style="list-style-type: none"> <li>• 1: Scarcity</li> <li>• 4: Incentives</li> <li>• 15: Growth</li> </ul>	<p>Standards:</p> <ul style="list-style-type: none"> <li>•</li> </ul>	<p>Standards:</p> <ul style="list-style-type: none"> <li>• 1: Scarcity</li> <li>• 4: Incentives</li> <li>• 15: Growth</li> </ul>	<p>Standards:</p> <ul style="list-style-type: none"> <li>• 1: Scarcity</li> <li>• 4: Incentives</li> <li>• 15: Growth</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>