

Week of March 18, 2018

7th Grade Social Studies

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Students will use oral language to present their work on the Roman Empire.</p> <p>Students will use oral language to present their work on the Roman Empire.</p>	<p>Students will collaborate on their Rome project.</p> <p>Students will use visual acuity combined with auditory modalities to listen to http://www.youtube.com/watch?v=VJILUAWPe20.</p>	<p>Students will collaborate on their Rome project.</p> <p>Students will use visual acuity combined with auditory modalities to listen to http://www.youtube.com/watch?v=VJILUAWPe20.</p>	<p>Students will use Ugaritic to transliterate a message from English to, well, Ugaritic and experience the use of cuneiform, as folks did throughout Unit 3.</p> <p>Students will use oral and written language as they investigate cuneiform.</p>	<p>Objectives:</p> <ul style="list-style-type: none"> • Students will examine the Ancient Greeks through the SOTW audiobooks. • Students will use listening skills as they listen to SOTW audiobooks and are assessed in Moodle.
Vocabulary: varies by project	Vocabulary: cities, civilization, geographic luck, river valley civilizations, social hierarchy, specialization	Vocabulary: cities, civilization, geographic luck, river valley civilizations, social hierarchy, specialization	Vocabulary: cities, civilization, geographic luck, river valley civilizations, social hierarchy, specialization	Vocabulary: cities, civilization, geographic luck, river valley civilizations, social hierarchy, specialization
<p>Accommodations:</p> <p>: modeling, focus on content vocabulary, word bank, discussion, scribe (if necessary), resource room (if necessary)</p> <p>Students have access to resource room and an in-class aide.</p>	<p>Accommodations:</p> <p>: modeling, focus on content vocabulary, word bank, discussion, scribe (if necessary), resource room (if necessary)</p> <p>Students have access to resource room and an in-class aide.</p>	<p>Accommodations:</p> <p>: modeling, focus on content vocabulary, word bank, discussion, scribe (if necessary), resource room (if necessary)</p> <p>Students have access to resource room and an in-class aide.</p>	<p>Accommodations:</p> <p>: modeling, focus on content vocabulary, word bank, discussion, scribe (if necessary), resource room (if necessary)</p> <p>Students have access to resource room and an in-class aide.</p>	<p>Accommodations:</p> <p>: modeling, focus on content vocabulary, word bank, discussion, scribe (if necessary), resource room (if necessary)</p> <p>Students have access to resource room and an in-class aide.</p>
Technology used: Smart Board, Pixton, Twisted Wave,	Technology used: Smart Board, Pixton, Twisted Wave	Technology used: Smart Board, Pixton, Twisted Wave	Technology used: Smart Board, Pixton, Twisted Wave	Technology used: Smart Board, Pixton, Twisted Wave
<p>Standards:</p> <ul style="list-style-type: none"> • 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. • 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. • RH.6-8.7: Integrate visual information with other information in print and digital texts. • WHST.6-8.10: Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences. • 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. 	<p>Standards:</p> <ul style="list-style-type: none"> • 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. • 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. • RH.6-8.7: Integrate visual information with other information in print and digital texts. • WHST.6-8.10: Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences. • 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. 	<p>Standards:</p> <ul style="list-style-type: none"> • 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. • 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. • RH.6-8.7: Integrate visual information with other information in print and digital texts. • WHST.6-8.10: Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences. • 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. 	<p>Standards:</p> <ul style="list-style-type: none"> • 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. • 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. • RH.6-8.7: Integrate visual information with other information in print and digital texts. • WHST.6-8.10: Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences. • 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. 	<p>Standards:</p> <ul style="list-style-type: none"> • 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. • 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. • RH.6-8.7: Integrate visual information with other information in print and digital texts. • WHST.6-8.10: Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences. • 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.
Students are presenting their projects this week for a grade. This will mean all plans are tentative and subject to change without notice.	Students are presenting their projects this week for a grade. This will mean all plans are tentative and subject to change without notice.	Students will begin a new round of leveled readers on Ancient Rome this week..	Students will begin a new round of leveled readers on Ancient Rome this week..	Half day PBIS.

All plans subject to change at the discretion of the teacher.

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Economics and Debate

Monday	Tuesday	Wednesday	Thursday	Friday
Objectives: <ul style="list-style-type: none"> • Students will read both fictional and non-fictional text related to the supply and demand economic concept. • Students will use visual reading skills to complete a vocabulary assignment in Moodle. 	Objectives: <ul style="list-style-type: none"> • Students will read both fictional and non-fictional text related to the supply and demand economic concept. • Students will use visual reading skills to complete a vocabulary assignment in Moodle. 	Objectives: <ul style="list-style-type: none"> • Students will begin an Introduction to Economics lesson and use graphic skills to understand the Law of Diminished Returns • Students will use verbal language during the experiment. 	Objectives: <ul style="list-style-type: none"> • Students will create wealth through the simulation “Magic of Markets” • Students will use oral language to engage in trade in the simulation. • Students will use written expression to retell the simulation and to explain how they created wealth. 	Objectives: <ul style="list-style-type: none"> • Students will contrast the concepts of cost and opportunity cost. • Students will use oral language to formative assess the terms cost and opportunity cost.
Vocabulary: Supply, Demand, scarcity, incentives, economic growth, standard of living, technological change productivity.	Vocabulary: Supply, Demand, scarcity, incentives, economic growth, standard of living, technological change productivity.	Vocabulary: Supply, Demand, scarcity, incentives, economic growth, standard of living, technological change productivity.	Vocabulary: Supply, Demand, scarcity, incentives, economic growth, standard of living, technological change productivity.	Vocabulary: opportunity cost, marginal benefit and cost, rationing, demand, money price, incentives, supply and sunk cost.
Accommodations: <small>: modeling, focus on content vocabulary, word bank, discussion, scribe (if necessary), resource room (if necessary)</small>	Accommodations: <small>: modeling, focus on content vocabulary, word bank, discussion, scribe (if necessary), resource room (if necessary)</small>	Accommodations: <small>: modeling, focus on content vocabulary, word bank, discussion, scribe (if necessary), resource room (if necessary)</small>	Accommodations: <small>: modeling, focus on content vocabulary, word bank, discussion, scribe (if necessary), resource room (if necessary)</small>	Accommodations: <small>: modeling, focus on content vocabulary, word bank, discussion, scribe (if necessary), resource room (if necessary)</small>
Technology used: Moodle, Smart Board	Technology used: Moodle, Smart Board	Technology used: Moodle, Smart Board	Technology used: Moodle, Smart Board	Technology used: Moodle, Smart Board
Standards: <ul style="list-style-type: none"> • 1: Scarcity • 4: Incentives • 15: Growth 	Standards: <ul style="list-style-type: none"> • 	Standards: <ul style="list-style-type: none"> • 1: Scarcity • 4: Incentives • 15: Growth 	Standards: <ul style="list-style-type: none"> • 1: Scarcity • 4: Incentives • 15: Growth 	Standards: <ul style="list-style-type: none"> • 2: Marginal Decision Making • 3: Allocation Mechanisms • 4: Incentives • 5: Gains from Voluntary Trade

All plans subject to change at the discretion of the teacher.