

Week of April 16, 2018

7th Grade Social Studies

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Students will use listening skills during a teacher directed lecture on "Conflict & Cooperation" in Ancient Empires.</p> <p>Students will use oral language as they turn and talk through the lecture.</p> <p>(This lesson will take several days.)</p>	<p>Students will examine maps of ancient empires as we examine conflict and cooperation between ancient empires.</p> <p>Students will use oral and written language in Turn and Talks, note taking and talking to the text.</p> <p>(This lesson will take several days.)</p>	<p>Students will investigate conflict and cooperation between ancient empires through a gallery walk investigation.</p> <p>Students will use written language on a "Small Group Analysis Chart" to decode the information in the gallery walk. .</p> <p>(This lesson will take several days.)</p>	<p>Students will investigate conflict and cooperation between ancient empires through a gallery walk investigation.</p> <p>Students will use written language on a "Small Group Analysis Chart" to decode the information in the gallery walk. .</p> <p>(This lesson will take several days.)</p>	<p>Students will review for a test.</p> <p>Students will use language skills to review for a test next week..</p>
Vocabulary:.. conflict and cooperation, cultural diffusion, evidence, power and authority, social hierarchy, specialization, technology	Vocabulary:.. conflict and cooperation, cultural diffusion, evidence, power and authority, social hierarchy, specialization, technology	Vocabulary:.. conflict and cooperation, cultural diffusion, evidence, power and authority, social hierarchy, specialization, technology	Vocabulary:.. conflict and cooperation, cultural diffusion, evidence, power and authority, social hierarchy, specialization, technology	Vocabulary:.. conflict and cooperation, cultural diffusion, evidence, power and authority, social hierarchy, specialization, technology
<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, Twisted Wave, and Moodle (as made available by Chromebook access).	Technology used: Smart Board, Twisted Wave, and Moodle (as made available by Chromebook access).	Technology used: Smart Board, Twisted Wave, and Moodle (as made available by Chromebook access).	Technology used: Smart Board, Twisted Wave, and Moodle (as made available by Chromebook access).	Technology used: Smart Board, Twisted Wave, and Moodle (as made available by Chromebook access).
<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.6-84: 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.6-84: 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.6-84: 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.6-84: 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.6-84: 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 will begin a presentation on the Middle Ages this week.	Students will begin a presentation on the Middle Ages this week.	Students will begin a presentation on the Middle Ages this week.	Students will begin a presentation on the Middle Ages this week.	Students will begin a presentation on the Middle Ages this week.

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

Week of April 16, 2018

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

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