

Week of May 7, 2018

7th Grade Social Studies

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Students will use collaboration and creativity skills to construct their project on the Middle Ages.</p> <p>Students will use oral language to construct their projects during project time today.</p>	<p>Students will use a talking to the text activity as they prepare for a gallery walk on a comparative analysis of Ancient Empires.</p> <p>Students will use writing skills as they prepare a graphic organizer for Unit 4.</p>	<p>Students will build connections to their studies in 7th grade social studies and 19th/20th century America on the field trip.</p> <p>Students will use reading skills to analyze information.</p>	<p>Students will use a talking to the text activity as they prepare for a gallery walk on a comparative analysis of Ancient Empires.</p> <p>Students will use writing skills as they prepare a graphic organizer for Unit 4.</p>	<p>Students will use listening skills as they listen to an audiobook on the decline and fall of the Roman Empire.</p> <p>Students will use listening skills to analyze an empire.</p>
Vocabulary: Rome, republic, empire system, despot, Caesar, monarchy.	Vocabulary: Rome, republic, empire system, despot, Caesar, monarchy.	Vocabulary: Rome, republic, empire system, despot, Caesar, monarchy.	Vocabulary: bureaucracy, empire, rise and fall of empires, trade networks	Vocabulary: bureaucracy, empire, rise and fall of empires, trade networks
<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>
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><b>Standards:</b></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.6-84: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</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><b>Standards:</b></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.6-84: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</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><b>Standards:</b></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.6-84: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</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><b>Standards:</b></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.6-84: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</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><b>Standards:</b></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.6-84: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</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>
Students will continue to build a presentation on the Middle Ages this week.	Students will continue to build a presentation on the Middle Ages this week. Ramadan begins.	Students will continue to build a presentation on the Middle Ages this week. Social Studies dept. to C.O. Not sure why.	Students will continue to build a presentation on the Middle Ages this week.	Students will continue to build a presentation on the Middle Ages this week.

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

**Week of May 7, 2018**

**Economics and Debate**

<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>Objectives:</b> <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>	<b>Objectives:</b> <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>	<b>Objectives:</b> <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>	<b>Objectives:</b> <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>	<b>Objectives:</b> <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>
<b>Vocabulary:</b> Supply, Demand, scarcity, incentives, economic growth, standard of living, technological change productivity.	<b>Vocabulary:</b> Supply, Demand, scarcity, incentives, economic growth, standard of living, technological change productivity.	<b>Vocabulary:</b> Supply, Demand, scarcity, incentives, economic growth, standard of living, technological change productivity.	<b>Vocabulary:</b> Supply, Demand, scarcity, incentives, economic growth, standard of living, technological change productivity.	<b>Vocabulary:</b> opportunity cost, marginal benefit and cost, rationing, demand, money price, incentives, supply and sunk cost.
<b>Accommodations:</b> <small>: modeling, focus on content vocabulary, word bank, discussion, scribe (if necessary), resource room (if necessary)</small>	<b>Accommodations:</b> <small>: modeling, focus on content vocabulary, word bank, discussion, scribe (if necessary), resource room (if necessary)</small>	<b>Accommodations:</b> <small>: modeling, focus on content vocabulary, word bank, discussion, scribe (if necessary), resource room (if necessary)</small>	<b>Accommodations:</b> <small>: modeling, focus on content vocabulary, word bank, discussion, scribe (if necessary), resource room (if necessary)</small>	<b>Accommodations:</b> <small>: modeling, focus on content vocabulary, word bank, discussion, scribe (if necessary), resource room (if necessary)</small>
<b>Technology used:</b> Moodle, Smart Board	<b>Technology used:</b> Moodle, Smart Board	<b>Technology used:</b> Moodle, Smart Board	<b>Technology used:</b> Moodle, Smart Board	<b>Technology used:</b> Moodle, Smart Board
<b>Standards:</b> <ul style="list-style-type: none"> <li>• 1: Scarcity</li> <li>• 4: Incentives</li> <li>• 15: Growth</li> </ul>	<b>Standards:</b> <ul style="list-style-type: none"> <li>•</li> </ul>	<b>Standards:</b> <ul style="list-style-type: none"> <li>• 1: Scarcity</li> <li>• 4: Incentives</li> <li>• 15: Growth</li> </ul>	<b>Standards:</b> <ul style="list-style-type: none"> <li>• 1: Scarcity</li> <li>• 4: Incentives</li> <li>• 15: Growth</li> </ul>	<b>Standards:</b> <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>

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