

Week of May 7, 2018

7th Grade Social Studies

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Students will use listening skills to supratentorally aggregate information on the rise of Julius Caesar and the fall of the Roman Republic.</p>	<p>Students will use listening skills to supratentorally aggregate information on the rise of Julius Caesar and the fall of the Roman Republic.</p>	<p>Students will listen to an audiobook on the beginnings of the Roman Empire (vs. Republic) and take 2 quizzes on the same.</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 analyze an Ancient Empire in preparation for a jigsaw activity.</p>
<p>Students will use listening skills as they listen to an audiobook and then answer questions based on the audio.</p>	<p>Students will use listening skills as they listen to an audiobook and then answer questions based on the audio.</p>	<p>Students will use listening skills as they listen to an audiobook.</p>	<p>Students will use writing skills as they prepare a graphic organizer for Unit 4.</p>	<p>Students will use reading skills to analyze an empire.</p>
<p>Vocabulary: Rome, republic, empire system, despot, Caesar, monarchy.</p>	<p>Vocabulary: Rome, republic, empire system, despot, Caesar, monarchy.</p>	<p>Vocabulary: Rome, republic, empire system, despot, Caesar, monarchy.</p>	<p>Vocabulary: bureaucracy, empire, rise and fall of empires, trade networks</p>	<p>Vocabulary: bureaucracy, empire, rise and fall of empires, trade networks</p>
<p>Accommodations: : 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>Accommodations: : 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>Accommodations: : 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>Accommodations: : 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>Accommodations: : 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, Twisted Wave, and Moodle (as made available by Chromebook access).</p>	<p>Technology used: Smart Board, Twisted Wave, and Moodle (as made available by Chromebook access).</p>	<p>Technology used: Smart Board, Twisted Wave, and Moodle (as made available by Chromebook access).</p>	<p>Technology used: Smart Board, Twisted Wave, and Moodle (as made available by Chromebook access).</p>	<p>Technology used: Smart Board, Twisted Wave, and Moodle (as made available by Chromebook access).</p>
<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.
<p>Students will continue to build a presentation on the Middle Ages this week.</p>	<p>Students will continue to build a presentation on the Middle Ages this week. Visit with 6th Grade teachers about the summer loss program.</p>	<p>Students will continue to build a presentation on the Middle Ages this week. Social Studies dept. to C.O. Not sure why.</p>	<p>Students will continue to build a presentation on the Middle Ages this week.</p>	<p>Students will continue to build a presentation on the Middle Ages this week.</p>

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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

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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