

**Week of September 21, 2019**  
**7th Grade Social Studies**

Monday	Tuesday	Wednesday	Thursday	Friday
<p>TSWBAT view “In Search of Liberty” for their Constitution Day Lesson and respond to content questions in a forum in Moodle..</p> <p>The student will use listening skills to acquire knowledge to gain at least 80% of the questions right on a listening quiz in Moodle.</p>	<p>TSWBAT view “In Search of Liberty” for their Constitution Day Lesson and respond to content questions in a forum in Moodle..</p> <p>The student will use listening skills to acquire knowledge to gain at least 80% of the questions right on a listening quiz in Moodle.</p>	<p>TSWBAT listen to Chapter 3 Audiobook and take a quiz.</p> <p>Students will use listening skills and oral language to deconstruct the events of the day using the Reuters app on the Apple TV.</p>	<p>TSWBAT listen to Chapter 3 Audiobook and take a quiz.</p> <p>Students will use listening skills and oral language to deconstruct the events of the day using the Reuters app on the Apple TV.</p>	<p>Week 1 Vocabulary Test</p> <p>Connections Past &amp; Present: Horrible Histories.</p>
Vocabulary:.. Week 1 MC3 vocabulary	Vocabulary:.. Week 1 MC3 vocabulary	Vocabulary:.. Week 1 MC3 vocabulary	Vocabulary:.. Week 1 MC3 vocabulary	Vocabulary:.. Week 1 MC3 vocabulary
<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>            Content Expectations:            7-H1.2.4. Compare and evaluate competing historical perspectives about the past based on proof.</p> <p>Common Core State Standards:            WHST.6-8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST.6-8.8. Gather relevant information from multiple print and digital sources, using search terms effectively, assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>WHST.6-8.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p><b>Standards:</b>            Content Expectations:            7-H1.2.4. Compare and evaluate competing historical perspectives about the past based on proof.</p> <p>Common Core State Standards:            WHST.6-8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST.6-8.8. Gather relevant information from multiple print and digital sources, using search terms effectively, assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>WHST.6-8.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p><b>Standards:</b>            Content Expectations:            7-H1.2.4. Compare and evaluate competing historical perspectives about the past based on proof.</p> <p>Common Core State Standards:            WHST.6-8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST.6-8.8. Gather relevant information from multiple print and digital sources, using search terms effectively, assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>WHST.6-8.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p><b>Standards:</b>            Content Expectations:            7-H1.2.4. Compare and evaluate competing historical perspectives about the past based on proof.</p> <p>Common Core State Standards:            WHST.6-8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST.6-8.8. Gather relevant information from multiple print and digital sources, using search terms effectively, assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>WHST.6-8.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p><b>Standards:</b>            Content Expectations:            7-H1.2.4. Compare and evaluate competing historical perspectives about the past based on proof.</p> <p>Common Core State Standards:            WHST.6-8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST.6-8.8. Gather relevant information from multiple print and digital sources, using search terms effectively, assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>WHST.6-8.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
Begin DEAR & related books for presentations.	Early Release Day.		DEAR and related books for presentations.	DEAR and related books for presentations

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

**Week of September 21, 2019**

**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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