Geography	Monday	Tuesday	Wednesday	Thursday	Friday
Objective	Content Objective: TSWBAT examine the information they know by taking a pretest. Content Objectives: TSWBAT review, and reflect on the information from the Chapter 26 test by doing item analysis. Language Objective (SIOP): Students will exercise language skills in guided note taking (i.e. graphic organizer) & in creating projects throughout the **unit**. Language Objective (SIOP): *Gourmet Curriculum Press* language work. See attached worksheets for specifics. Please note the visuals included with the text.	Content Objectives: TSWBAT identify and summarize the impact of the rule of Mao Zedong and communism on China. Language Objective (SIOP): Students will exercise language skills in guided note taking (i.e. graphic organizer) & in creating projects throughout the **unit**. Language Objective (SIOP): *Gourmet Curriculum Press* language work. See attached worksheets for specifics. Please note the visuals included with the text.	Content Objective: TSWBAT describe Japans economic growth and recent setbacks. Language Objective (SIOP): Students will exercise language skills in guided note taking (i.e. graphic organizer) & in creating projects throughout the **unit**. Language Objective (SIOP): *Gourmet Curriculum Press* language work. See attached worksheets for specifics. Please note the visuals included with the text.	Content Objective: TSWBAT create a crane and frog using the art of origami. Content Objectives: TSWBAT identify and practice chapter 27 vocabulary. Content Objective: TSWBAT examine the information that they know by taking a pretest. Language Objective (SIOP): Students will exercise language skills in guided note taking (i.e. graphic organizer) & in creating projects throughout the **unit**. Language Objective (SIOP): *Gourmet Curriculum Press* language work. See attached worksheets for specifics. Please note the visuals included with the text.	
Activity	Item Analysis of Chapter 26 Test Pretest on Chapter 27	The students will be able to complete a descriptive organizer on Chapter 27 Section 1 where they analyze the causes and effects of Mao Zedong rule.	What are the characteristics of a good/ bad Students will answer questions that pertain to Japans economy	The students will create origami cranes and frogs. The students will use their frogs to review the vocabulary of the section	
Assessment	Item Analysis will be used to reteach any material needed from the chapter 26 test Chapter 27 pretest will be used to assess growth to the post test	Students will be assessed on their ability to complete the descriptive organizer and their chapter 27 assessment	Students will assessed on their ability to answer the questions, and use the information on their chapter 27 assessment	Students will be assessed on chapter 27 assessment	
Closing Activity	Discussion about how history affects our present	Discussion on how Mao Zedong rule effect China	How Japans jobs differ from the US's	How origami made an impact in Japan	
Vocabulary	Radical Free enterprise Mao Zedong Red Guard Taiwan Robot Subsidize Incentive Discrimination Demilitarized zone Diversify Famine Refugee Ho Chi Minh Ho Chi Minh City	Radical Free enterprise Mao Zedong Red Guard Taiwan Robot Subsidize Incentive Discrimination Demilitarized zone Diversify Famine Refugee Ho Chi Minh Ho Chi Minh City	Radical Free enterprise Mao Zedong Red Guard Taiwan Robot Subsidize Incentive Discrimination Demilitarized zone Diversify Famine Refugee Ho Chi Minh Ho Chi Minh City	Radical Free enterprise Mao Zedong Red Guard Taiwan Robot Subsidize Incentive Discrimination Demilitarized zone Diversify Famine Refugee Ho Chi Minh Ho Chi Minh City	

Geography	Monday	Tuesday	Wednesday	Thursday	Friday
Strategy	DI: Visual, Auditory, Action: Defining and decoding.	DI: Visual, Auditory, Action: Defining and decoding.	DI: Visual, Auditory, Action: Defining and decoding.	DI: Visual, Auditory, Action: Defining and decoding.	
Published to:					
CCS	CCSS.ELA-Literacy.RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. CCSS.ELA-Literacy.RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources. ENGLISH LANGUAGE PROFICIENCY STANDARDS Listening: L1. Follow simple and complex directions Speaking: S.2. Engage in conversation for daily activities within and beyond the school setting	RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. RH.6-8.10. By the end of grade 8 read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently. ENGLISH LANGUAGE PROFICIENCY STANDARDS Listening: L1. Follow simple and complex directions Speaking: S.2. Engage in conversation for daily activities within and beyond the school setting	RH.6-8.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source 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 (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. RH.6-8.10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently. ENGLISH LANGUAGE PROFICIENCY STANDARDS Listening: L1. Follow simple and complex directions Speaking: S.2. Engage in conversation for daily activities within and beyond the school setting	RH.6-8.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source 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 (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. . ENGLISH LANGUAGE PROFICIENCY STANDARDS Listening: L1. Follow simple and complex directions Speaking: S.2. Engage in conversation for daily activities within and beyond the school setting	
31a Plans Note: 31a Staff may be reassigned by the office to cover other classes without notice. In such cases, these plans do not apply.	The Aide Will Be Able To (TAWBAT) administer such needs as required by the students qualifying under the Title 1 Program as applied for in FS-4731-A (Page 4) under section C. No 31a Aide has been assigned at this time.	The Aide Will Be Able To (TAWBAT) administer such needs as required by the students qualifying under the Title 1 Program as applied for in FS-4731-A (Page 4) under section C. No 31a Aide has been assigned at this time.	The Aide Will Be Able To (TAWBAT) administer such needs as required by the students qualifying under the Title 1 Program as applied for in FS-4731-A (Page 4) under section C. No 31a Aide has been assigned at this time.	The Aide Will Be Able To (TAWBAT) administer such needs as required by the students qualifying under the Title 1 Program as applied for in FS-4731-A (Page 4) under section C. No 31a Aide has been assigned at this time.	

Geography	Monday	Tuesday	Wednesday	Thursday	Friday

Enrichment	Monday	Tuesday	Wednesday	Thursday	Friday
Objective	Content Objective: TSWBAT analyze and opinion or claim to decipher if it valid. Content Objectives: TSWBAT identify opposing argument or rebuttals. Language Objective (SIOP): students will independently read self-selected texts. Language Objective (SIOP): oral practice of speech.	Content Objective: TSWBAT take a position on subject, and recognize that others feel differently about opinions. Language Objective (SIOP): students will independently read self-selected texts. Language Objective (SIOP): oral practice of speech	Content Objective: TSWBAT recognize and interpret the contentions of the article. Language Objective (SIOP): students will independently read self-selected texts. Language Objective (SIOP): oral practice of speech.	Content Objective: TSWBAT evaluate the article for opposing contentions to construct a strong argument. Content Objectives: TSWBAT evaluate how messages presented in media reflect social and cultural views. Language Objective (SIOP): students will independently read self-selected texts. Language Objective (SIOP): oral practice of speech.	
Assessment	Ability to have facts to back up opinion in debates	Their ability to take a position on a topic and use it in their debates	Debates	Questions from movie Great Debaters	
Activity	Students will analyze facts and opinions from their persuasive essay Discussion of how to use opinions in debates Students will look for opposing arguments in persuasive essay, discussion how to use opponents view in debates	fold the line Students will stand on line, a topic will be given the students identify their position on the topic Students will discuss about how people have different views, and how one vote can make a difference	Students will pick a side on the death penalty where they choose the contentions of the article	The students will look at the opposing side of the argument to be able to build a strong case for their debates.	
Vocabulary	**Unit Vocabulary:** debate fact opinion quote resolve proposition evidence persuade contention affirmative side negative side oppose rebuttal concede counterargument	**Unit Vocabulary:** debate fact opinion quote resolve proposition evidence persuade contention affirmative side negative side oppose rebuttal concede counterargument	**Unit Vocabulary:** debate fact opinion quote resolve proposition evidence persuade contention affirmative side negative side oppose rebuttal concede counterargument	**Unit Vocabulary:** debate fact opinion quote resolve proposition evidence persuade contention affirmative side negative side oppose rebuttal concede counterargument	
Strategy	Group work, oral interpretation, **relationship** building with fellow students, **relevant** material to the Social Studies Curriculum	Group work, oral interpretation, **relationship** building with fellow students, **relevant** material to the Social Studies Curriculum	Group work, oral interpretation, **relationship** building with fellow students, **relevant** material to the Social Studies Curriculum	Group work, oral interpretation, **relationship** building with fellow students, **relevant** material to the Social Studies Curriculum	

Enrichment	Monday	Tuesday	Wednesday	Thursday	Friday
CCS	SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases choosing flexibly from a range of strategies. CCSS.ELA-Literacy.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 CCSS.ELA-Literacy.RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text.	SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases choosing flexibly from a range of strategies. CCSS.ELA-Literacy.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 CCSS.ELA-Literacy.RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text.	CCSS.ELA-Literacy.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. CCSS.ELA-Literacy.RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text. SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.L.7.4. Determine or clarify the meaning of unknown and multiple- meaning words and phrases choosing flexibly from a range of strategies.	CCSS.ELA-Literacy.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 CCSS.ELA-Literacy.RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text. SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases choosing flexibly from a range of strategies.	
31a Plans Note: 31a Staff may be reassigned by the office to cover other classes without notice. In such cases, these plans do not apply.	The Aide Will Be Able To (TAWBAT) administer such needs as required by the students qualifying under the Title 1 Program as applied for in FS-4731-A (Page 4) under section C. No 31a Aide has been assigned at this time.	The Aide Will Be Able To (TAWBAT) administer such needs as required by the students qualifying under the Title 1 Program as applied for in FS-4731-A (Page 4) under section C. No 31a Aide has been assigned at this time.	The Aide Will Be Able To (TAWBAT) administer such needs as required by the students qualifying under the Title 1 Program as applied for in FS-4731-A (Page 4) under section C. No 31a Aide has been assigned at this time.	The Aide Will Be Able To (TAWBAT) administer such needs as required by the students qualifying under the Title 1 Program as applied for in FS-4731-A (Page 4) under section C. No 31a Aide has been assigned at this time.	

Enrichment	Monday	Tuesday	Wednesday	Thursday	Friday