

Geography	Monday	Tuesday	Wednesday	Thursday	Friday
Objective	Content Objective: TSWBAT answer key content questions. Affective Objective: Prepare students for student teacher.	Content Objective: TSWBAT summarize a text using Type 2 writings. Jerry Morris observation today.	Content Objective: TSWBAT analyze informational text to answer content questions (Chapters 22 & 24 of <i>The Story of the World</i>).	Content Objective: TSWBAT identify careers associated with self interests. Content Objective: TSWBAT reflect on self interest to develop a career goal (Ms. Dolinski will be presenting. See her objective for clarification.)	Content Objective: TSWBAT analyze informational text to answer content questions. (Chapters 22 & 24 of <i>The Story of the World</i>) Content Objective: TSWBAT summarize and discuss current events and identify for the 5 Themes of Geo in the netcast.
	Language Objective (SIOP): Students will exercise language skills in guided note taking (i.e. Cornell Notes) & in creating projects throughout the unit . Language Objective (SIOP): <i>Gourmet Curriculum Press</i> language work. See attached worksheets for specifics. Please note the visuals included with the text.	Language Objective (SIOP): Students will exercise language skills in guided note taking (i.e. Cornell Notes) & in creating projects throughout the unit . Language Objective (SIOP): <i>Gourmet Curriculum Press</i> language work. See attached worksheets for specifics. Please note the visuals included with the text.	Language Objective (SIOP): Students will exercise language skills in guided note taking (i.e. Cornell Notes) & in creating projects throughout the unit . Language Objective (SIOP): <i>Gourmet Curriculum Press</i> language work. See attached worksheets for specifics. Please note the visuals included with the text.	Language Objective (SIOP): Students will exercise language skills in guided note taking (i.e. Cornell Notes) & in creating projects throughout the unit . Language Objective (SIOP): <i>Gourmet Curriculum Press</i> language work. See attached worksheets for specifics. Please note the visuals included with the text.	Language Objective (SIOP): Students will exercise language skills in guided note taking (i.e. Cornell Notes) & in creating projects throughout the unit . Language Objective (SIOP): <i>Gourmet Curriculum Press</i> language work. See attached worksheets for specifics. Please note the visuals included with the text.
Assessment	Exit card	Lecture with formative assessment as the lecture progresses.	Review for a common assessment.	“Career Cruising” software. Portfolio piece.	Students will work on the study of an informational text using Cornell notes as a study device. Channel One Type 2 writing: summarize 3 events from the netcast.
Closing Activity	Lecture with formative assessment as the lecture progresses.	Formative assessment as activity progresses.	Oral assessment	Oral assessment	Type 2 summary.
Vocabulary	Sparta Athens city states democracy Persia Xerxes Parthenon frieze Centaur				
Strategy	DI: Visual, Auditory, Action: Defining and decoding.	DI: Visual, Auditory, Bodily Kinesthetic 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:	http://www.mrmcgirr.com/downloads-9/index.html				

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<p>CCS</p>	<p>RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources. 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.6-8.3. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered). 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.6-8.5. Describe how a text presents information (e.g., sequentially, comparatively, causally). RH.6-8.6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts). 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.6-8.8. Distinguish among fact, opinion, and reasoned judgment in a text. RH.6-8.9. Analyze the relationship between a primary and secondary source on the same topic. 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.</p>	<p>RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources. 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.6-8.3. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered). RH.6-8.4. 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<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>

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Objective	<p>Content Objective: TSWBAT define the essential unit terms using a dictionary.</p> <p>Language Objective (SIOP): students will add pictures to enhance vocabulary retention.</p> <p>Language Objective (SIOP): students will independently read self selected texts.</p>	<p>Content Objective: TSWBAT define the essential unit terms using a dictionary.</p> <p>Language Objective (SIOP): oral practice of terms & vocabulary.</p> <p>Language Objective (SIOP): students will independently read self selected texts.</p>	<p>Content Objective: TSWBAT infer meaning and orally express meaning from a text.</p> <p>Language Objective (SIOP): oral practice of speech.</p> <p>Language Objective (SIOP): students will independently read self selected texts.</p>	<p>Content Objective: TSWBAT evaluate a text for meaning and orally express meaning from a text.</p> <p>Language Objective (SIOP): oral practice of speech.</p> <p>Language Objective (SIOP): students will independently read self selected texts.</p>	<p>Content Objective: TSWBAT match terms and definitions from memory on an assessment.</p> <p>Language Objective (SIOP): oral practice of speech.</p> <p>Language Objective (SIOP): students will independently read self selected texts.</p>
Assessment	Oral assessment of vocabulary	Students will be assessed on a "Learning the Language of Debate" assessment. (p. 27)			
Activity	Students will define vocabulary. Word Wall activity at the end of class. Independent reading.	Evaluating/Grading a Persuasive Essay.	Assign Debate Crossword.	Oral review	Vocab Assessment
Vocabulary	<p>Unit Vocabulary: debate fact opinion quote resolve proposition evidence persuade contention affirmative side negative side oppose rebuttal concede counterargument</p>	<p>Unit Vocabulary: debate fact opinion quote resolve proposition evidence persuade contention affirmative side negative side oppose rebuttal concede counterargument</p>	<p>Unit Vocabulary: debate fact opinion quote resolve proposition evidence persuade contention affirmative side negative side oppose rebuttal concede counterargument</p>	<p>Unit Vocabulary: debate fact opinion quote resolve proposition evidence persuade contention affirmative side negative side oppose rebuttal concede counterargument</p>	<p>Unit Vocabulary: debate fact opinion quote resolve proposition evidence persuade contention affirmative side negative side oppose rebuttal concede counterargument</p>
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	Group work, oral interpretation, relationship building with fellow students, relevant material to the Social Studies Curriculum
CCS	<p>SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases choosing flexibly from a range of strategies.</p>	<p>SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases choosing flexibly from a range of strategies.</p>	<p>SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases choosing flexibly from a range of strategies.</p>	<p>SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases choosing flexibly from a range of strategies.</p>	<p>SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases choosing flexibly from a range of strategies.</p>

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