

Geography	Monday	Tuesday	Wednesday	Thursday	Friday
Objective	<p>Content Objective: TSWBAT identify types of maps based on the visual examples in class and the object lesson from the previous Thursday.</p> <p>Objective: Formative Assessment part of the test taken last week based on an item analysis of the test as a whole.</p>	<p>Content Objective: TSWBAT read informational text for content.</p> <p>Content Objective: TSWBAT answer content questions based on the informational text.</p>	<p>Content Objective: TSWBAT use the information given in direct instruction in the Cornell Note organizer</p>	<p>Content Objective: TSWBAT use the information given in direct instruction in the Cornell Note organizer</p> <p>MAMSE Conference meeting at Stout after school today.</p>	<p>Content Objective: TSWBAT use the information given in direct instruction in the Cornell Note organizer</p> <p>Content Objective: TSWBAT summarize and discuss current events and identify for the 5 Themes of Geo in the netcast.</p>
	<p>Language Objective (SIOP): Students will exercise language skills in guided note taking (i.e. Cornell Notes) & in creating projects throughout the unit.</p> <p>Please note the visuals included with the text.</p>	<p>Language Objective (SIOP): Students will exercise language skills in guided note taking (i.e. Cornell Notes) & in creating projects throughout the unit.</p> <p>Please note the visuals included with the text.</p>	<p>Language Objective (SIOP): Students will exercise language skills in guided note taking (i.e. Cornell Notes) & in creating projects throughout the unit.</p> <p>Please note the visuals included with the text.</p>	<p>Language Objective (SIOP): Students will exercise language skills in guided note taking (i.e. Cornell Notes) & in creating projects throughout the unit.</p> <p>Please note the visuals included with the text.</p>	<p>Language Objective (SIOP): Students will exercise language skills in guided note taking & in creating projects throughout the unit.</p> <p>Language Objective (SIOP): TSWBAT summarize current events from the Channel One netcast with a John Collins Type 2 two and a half minute timed writing.</p>
Assessment	<p>Test from last week will be used as a Formative Assessment device this week to reteach content.</p> <p>Re-examine map skill worksheet from previous week.</p>	<p>Pre-test for chapters 1 & 2.</p>	<p>Oral assessment based on readings and notes.</p>	<p>Oral assessment based on readings and notes.</p>	<p>Channel One Type 2 writing: summarize 3 events from the netcast.</p>
Closing Activity	<p>Cornell Note taking device.</p> <p>www.electoral-vote.com</p>	<p>Cornell Note taking device.</p> <p>www.electoral-vote.com</p>	<p>Map practice of Fertile Crescent</p> <p>www.electoral-vote.com</p>	<p>Oral instruction</p> <p>www.electoral-vote.com</p>	<p>Type 2 Writing.</p> <p>www.electoral-vote.com</p>
Vocabulary	<p>agrarian societies Agricultural Revolution archaeology cause and effect cultural adaptation culture historical inquiry hunter-gatherer societies migration turning point world history</p>	<p>agrarian societies Agricultural Revolution archaeology cause and effect cultural adaptation culture historical inquiry hunter-gatherer societies migration turning point world history</p>	<p>agrarian societies Agricultural Revolution archaeology cause and effect cultural adaptation culture historical inquiry hunter-gatherer societies migration turning point world history</p>	<p>agrarian societies Agricultural Revolution archaeology cause and effect cultural adaptation culture historical inquiry hunter-gatherer societies migration turning point world history</p>	<p>agrarian societies Agricultural Revolution archaeology cause and effect cultural adaptation culture historical inquiry hunter-gatherer societies migration turning point world history</p>
Strategy	<p>DI: Visual, Auditory, Action: Defining and decoding.</p>	<p>DI: Visual, Auditory, Action: Defining and decoding.</p>	<p>DI: Visual, Auditory, Action: Defining and decoding.</p>	<p>DI: Visual, Auditory, Action: Defining and decoding.</p>	<p>DI: Visual, Auditory, Action: Defining and decoding.</p>
Published to:	<p>http://www.mrmcgirr.com/downloads-9/index.html RI4gvTBHW0</p>				

Geography	Monday	Tuesday	Wednesday	Thursday	Friday
<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>

Enrichment	Monday	Tuesday	Wednesday	Thursday	Friday
Objective	Content Objective: TSWBAT infer meaning and orally express meaning from a text. Language Objective (SIOP): oral practice of speech.	Content Objective: TSWBAT identify errors in syntax and spelling. Language Objective (SIOP): Misspelled Words	Content Objective: TSWBAT identify errors in syntax and spelling. Language Objective (SIOP): Misspelled Words	Content Objective: TSWBAT identify errors in syntax and spelling. Language Objective (SIOP): Misspelled Words	Content Objective: TSWBAT identify errors in syntax and spelling. Language Objective (SIOP): Misspelled Words
Assessment	Student will be assessed on a reader's theater rubric from ReadThinkWrite.	Student will be assessed on a reader's theater rubric from ReadThinkWrite.	Student will be assessed on a reader's theater rubric from ReadThinkWrite.	Student will be assessed on a reader's theater rubric from ReadThinkWrite.	Student will be assessed on a reader's theater rubric from ReadThinkWrite.
Activity	Oral interpretation of a Social Studies Reader's Theater selection (Hammurabi's Law Code or Her Majesty Himself)	Oral interpretation of a Social Studies Reader's Theater selection (Hammurabi's Law Code or Her Majesty Himself)	Oral interpretation of a Social Studies Reader's Theater selection (Hammurabi's Law Code or Her Majesty Himself)	Oral interpretation of a Social Studies Reader's Theater selection (Hammurabi's Law Code or Her Majesty Himself)	Oral interpretation of a Social Studies Reader's Theater selection (Hammurabi's Law Code or Her Majesty Himself)
Vocabulary	Varies	Varies	Varies	Varies	Varies
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	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.	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.	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.	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.	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.
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Topic Era I Chapter 1 Questions/Main Ideas:	Name:
	Teacher:
	Class:
	Date
	Notes
agrarian society	
Agricultural Revolution	
archaeology	
cause and effect	
cultural adaptation	
culture	
historical inquiry	
hunter-gatherer societies	
migration	
turning point	
world history	

Summary:

Topic Era I Chapter 1 Questions/Main Ideas:	Name:
	Teacher:
	Class:
	Date
	Notes
What do we call someone	
who reads letters, journals,	
and monuments to find out	
about the past?	
What do archeologists do?	
What kinds of things do	
people leave behind?	
What foods did nomads	
eat?	
Where did nomads sleep?	
Why did they move from	
place to place?	
What does nomad mean?	
How did they water their	
crops?	

Summary: Why was the Fertile Crescent a good place to live?

Michigan Citizenship Curriculum:

Unit Map 2012-2013

MAISA

[Social Studies 7 \(M\)](#) / Grade 7 (Middle School School)

Monday, October 1, 2012, 12:17AM

Unit: Unit 5: Era I: The Beginnings of Human Society (Week 20, 5 Weeks)

Intended Curriculum

Overarching Question

How did early humans adapt to a wide variety of environments?

Focus Questions

1. Why did people migrate and settle throughout the world?
2. How were the first hunter-gatherer societies and the first farming societies similar and how were they different?
3. What were the major causes and consequences of the Agricultural Revolution?

Graphic Organizer

SS070500 Graphic Organizer

Unit Abstract

This unit lays the foundation for the subsequent seventh grade world history units as well as the high school world history course. It begins with an introduction to historical inquiry in which students explore approaches used in the study of history relating to time and space, followed by an examination of the processes and goals of historical inquiry. A brief artifact-based inquiry activity completes this introduction. Next, students look at cultural adaptations including technological advances and the development of language and investigate how these adaptations may have resulted in the migration of people to new regions of the world. Building on this knowledge they study the characteristics of early hunter-gatherer societies and explore how social scientists such as archaeologists gather evidence from the distant past. Students then explore the causes of the Agricultural Revolution and the characteristics of early agrarian societies. To illustrate the importance of comparison in understanding world history they compare hunter-gatherer societies and early farming societies. Finally, students investigate the consequences of the Agricultural Revolution and gather evidence to develop an argument for or against the claim that the Agricultural Revolution was a major turning point in world history.

[Unit 5: Era I - The Beginnings of Human Society - Unit Word Document with Contextualized GLCEs](#)

Key Concepts

agrarian societies

Agricultural Revolution

archaeology

cause and effect

cultural adaptation

culture

historical inquiry

hunter-gatherer societies

migration

turning point

world history

All lesson plans are tentative and subject to change without notice.

“Studium decendae voluntatae quae cogi non potest constat” - Cicero

Intellectual Processes

Content Expectations

GLCE: Social Studies, 6th Grade , History

W1 WHG Era 1 – The Beginings of Human Society: Beginings to 4000 B.C.E./B.C.

Explain the basic features and differences between hunter-gatherer societies and pastoral nomads. Analyze and explain the geographic, environmental, biological, and cultural processes that influenced the rise of the earliest human communities, the migration and spread of people throughout the world, and the causes and consequences of the growth of agriculture.

W1.1 Peopling of the Earth

Describe the spread of people in the Western Hemisphere in Era 1.

- 6 – W1.1.2 Examine the lives of hunting and gathering people during the earliest eras of human society (tools and weapons, language, fire).

W1.2 Agricultural Revolution

Describe the Agricultural Revolution and explain why it is a turning point in history.

- 6 – W1.2.1 Describe the transition from hunter gatherers to sedentary agriculture (domestication of plants and animals).

GLCE: Social Studies, 7th Grade , History

H1 The World in Temporal Terms: Historical Habits of Mind (Ways of Thinking)

Evaluate evidence, compare and contrast information, interpret the historical record, and develop sound historical arguments and perspectives on which informed decisions in contemporary life can be based.

H1.1 Temporal Thinking

Use historical conceptual devices to organize and study the past.

- 7 – H1.1.1 Explain why and how historians use eras and periods as constructs to organize and explain human activities over time.
- 7 – H1.1.2 Compare and contrast several different calendar systems used in the past and present and their cultural significance (e.g., Sun Dial, Gregorian calendar – B.C./A.D.; contemporary secular – B.C.E./C.E.; Chinese, Hebrew, and Islamic/Hijri calendars).

H1.2 Historical Inquiry and Analysis

Use historical inquiry and analysis to study the past.

- 7 – H1.2.1 Explain how historians use a variety of sources to explore the past (e.g., artifacts, primary and secondary sources including narratives, technology, historical maps, visual/mathematical quantitative data, radiocarbon dating, DNA analysis).
- 7 – H1.2.5 Describe how historians use methods of inquiry to identify cause effect relationships in history noting that many have multiple causes.

H1.4 Historical Understanding

Use historical concepts, patterns, and themes to study the past.

- 7 – H1.4.2 Describe and use themes of history to study patterns of change and continuity.

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W1 WHG Era 1 – The Beginings of Human Society: Beginings to 4000 B.C.E./B.C.

Explain the basic features and differences between hunter-gatherer societies and pastoral nomads. Analyze and explain the geographic, environmental, biological, and cultural processes that influenced the rise of the earliest human communities, the migration and spread of people throughout the world, and the causes and consequences of the growth of agriculture.

W1.1 Peopling of the Earth

Describe the spread of people in the Western Hemisphere in Era 1.

- 7 – W1.1.2 Explain what archaeologists have learned about Paleolithic and Neolithic patterns of living in Africa, Western Europe, and Asia.

W1.2 Agricultural Revolution

Describe the Agricultural Revolution and explain why it is a turning point in history.

- 7 – W1.2.1 Explain the importance of the natural environment in the development of agricultural settlements in different locations (e.g., available water for irrigation, adequate precipitation, and suitable growth season).
- 7 – W1.2.2 Explain the impact of the Agricultural Revolution (stable food supply, surplus, population growth, trade, division of labor, development of settlements).

W2 WHG Era 2 – Early Civilizations and Cultures and the Emergence of Pastoral Peoples, 4000 to 1000 B.C.E./B.C.

Describe and differentiate defining characteristics of early civilization and pastoral societies, where they emerged, and how they spread.

W2.1 Early Civilizations and Early Pastoral Societies

Describe the characteristics of early Western Hemisphere civilizations and pastoral societies.

- 7 – W2.1.1 Describe the importance of the development of human language, oral and written, and its relationship to the development of culture
 - verbal vocalizations
 - standardization of physical (rock, bird) and abstract (love, fear) words
 - pictographs to abstract writing (governmental administration, laws, codes, history and artistic expressions)

Assessment Tasks

1. Develop an argument for or against the claim that the Agricultural Revolution was a major turning point in the history of the world.

Lesson Sequence

Resources

Student Resource

Archaeology for Students. 13 March 2008 < <http://www.archaeologystudent.com/>>.

The Field Museum, “Evolving Planet: Tour through Time”. 13 March 2008 < http://www.fieldmuseum.org/evolvingplanet/hominids_10.asp>.

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Image gallery and information on hominid artifacts

Atlas Version 7.2.6P

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Group members:

Criteria Follows directions

Outstanding Accomplished Needs Improvement Unsatisfactory **Score 4321**

(individual grade)

Student followed the directions and also helped other students in the group who didn't know what to do.

Student followed the directions and stayed on task.

Student followed the directions, but had to be reminded to stay on task.

Student did not follow the directions, so did not know what to do and needed help.

Group cooperation and participation (group or individual grade)

Group worked together to complete the project and shared responsibilities and ideas well.

Group worked together to complete the project.

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Group could not agree on what to do and wasted time.

Group did not work on the project most of the time.

Use of resources

Student independently used and referred to the resources provided throughout the project.

Student used and referred to the resources provided throughout the project with some help from others.

Student used and referred to some of the resources provided throughout the project with help from others.

Student rarely used or referred to the resources that were provided throughout the project.

(individual grade)

Readers Theatre script

(group grade)

Group completed the Readers Theatre script in the required format and it contained no errors.

Group completed the Readers Theatre script in the required format, but it contained some errors.

Group completed the Readers Theatre script, but it was not in the required format or it contained errors.

Group did not complete the Readers Theatre script or it did not meet the required format.

Readers Theatre oral presentation (individual grade)

Student read the script with confidence and expression, made gestures with good eye contact, and used props to add to the performance.

Student read the script with some expression, gestures, eye contact, and use of props.

Student read the script but used little expression, gestures, or eye contact.

Student had difficulty reading the script and could not be heard well.

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READERS THEATRE RUBRIC

Overall Score:



