

Geography	Monday	Tuesday	Wednesday	Thursday	Friday
Objective	<p>Content Objective: TSWBAT analyze informational text to answer content questions. (Chapters 12 & 13 of <i>The Story of the World</i>)</p> <p>Portfolio Goal: Review of previous chapter test with students using item analysis from GradeCam.</p>	<p>Content Objective: TSWBAT analyze informational text to answer content questions. (Chapters 12 & 13 of <i>The Story of the World</i>)</p>	<p>Content Objective: TSWBAT discuss informational text to answer content questions. (Chapters 7 & 8 of <i>The Story of the World</i>)</p>	<p>Content Objective: TSWBAT analyze informational text to answer content questions. (Chapters 7 & 8 of <i>The Story of the World</i>)</p> <p>Item Analysis as time allows.</p>	<p>Content Objective: TSWBAT analyze informational text to answer content questions. (Chapters 7 & 8 of <i>The Story of the World</i>)</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>Language Objective (SIOP): <i>Gourmet Curriculum Press</i> language work. See attached worksheets for specifics.</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>Language Objective (SIOP): <i>Gourmet Curriculum Press</i> language work. See attached worksheets for specifics.</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>Language Objective (SIOP): <i>Gourmet Curriculum Press</i> language work. See attached worksheets for specifics.</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>Language Objective (SIOP): <i>Gourmet Curriculum Press</i> language work. See attached worksheets for specifics.</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>Language Objective (SIOP): <i>Gourmet Curriculum Press</i> language work. See attached worksheets for specifics.</p> <p>Please note the visuals included with the text.</p>
Assessment	Cornell Notes page (SIOP : guiding questions)	Cornell Notes page (SIOP : guiding questions)	<p>Lecture and SCAN activity if time allows.</p> <p>SCAN Activity Link: http://www.livebinders.com/play/play?id=205996 and http://www.livebinders.com/shelf/search_display_author?terms=Sandra+Wozniak</p>	<p>Students will work on the study of an informational text using Cornell notes as a study device.</p> <p>SCAN activity if not done on Wednesday.</p>	<p>Students will work on the study of an informational text using Cornell notes as a study device.</p> <p>Channel One Type 2 writing: summarize 3 events from the netcast.</p>
Closing Activity	Item analysis of previous test.	Go over Cornell Notes.	Application of Chapter 3 and writing. www.electoral-vote.com	Post-Test www.electoral-vote.com	End of Marking Period
Vocabulary	pharaoh Nile flood agrarian cuneiform heiroglyphics Upper Egypt Lower Egypt Aswan Dam Nubia King Tut's Curse/The Mummy's Curse	pharaoh Nile flood agrarian cuneiform heiroglyphics Upper Egypt Lower Egypt Aswan Dam Nubia King Tut's Curse/The Mummy's Curse	pharaoh Nile flood agrarian cuneiform heiroglyphics Upper Egypt Lower Egypt Aswan Dam Nubia King Tut's Curse/The Mummy's Curse	pharaoh Nile flood agrarian cuneiform heiroglyphics Upper Egypt Lower Egypt Aswan Dam Nubia King Tut's Curse/The Mummy's Curse	End of Marking Period
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.	End of Marking Period
Published to:	http://www.mrmcgirr.com/downloads-9/index.html				

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CCS	<p>RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>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.</p> <p>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).</p> <p>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.</p> <p>RH.6-8.5. Describe how a text presents information (e.g., sequentially, comparatively, causally).</p> <p>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).</p> <p>RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p>RH.6-8.8. Distinguish among fact, opinion, and reasoned judgment in a text.</p> <p>RH.6-8.9. Analyze the relationship between a primary and secondary source on the same topic.</p> <p>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.</p> <p>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.</p> <p>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).</p> <p>RH.6-8.4. 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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.	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.

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Objective	Content Objective: TSWBAT define the essential unit terms using a dictionary. Language Objective (SIOP): students will add pictures to enhance vocabulary retention. Language Objective (SIOP): students will independently read self selected texts.	Content Objective: TSWBAT define the essential unit terms using a dictionary. Language Objective (SIOP): oral practice of terms & vocabulary. Language Objective (SIOP): students will independently read self selected texts.	Content Objective: TSWBAT infer meaning and orally express meaning from a text. Language Objective (SIOP): oral practice of speech. Language Objective (SIOP): students will independently read self selected texts.	Content Objective: TSWBAT evaluate a text for meaning and orally express meaning from a text. Language Objective (SIOP): oral practice of speech. Language Objective (SIOP): students will independently read self selected texts.	Content Objective: TSWBAT match terms and definitions from memory on an assessment. Language Objective (SIOP): oral practice of speech. Language Objective (SIOP): students will independently read self selected texts.
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	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	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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SCAN Activity (Sandra Wozniak resource)

Note: Informational Text articles not included here.

The Metropolitan Museum of Art in NYC is sending nineteen items that were dug up from King Tut's tomb back to Egypt. These artifacts have been in the museum in New York for decades. Egypt's antiquities chief, Zahi Hawass, has been trying to get all museums to return Egypt's most important archaeological artifacts to Egypt. These include the Rosetta Stone which has been displayed for more than 200 years in the British Museum. There is some controversy surrounding museums containing treasures from other countries. Many countries including the US have invested tens of millions of dollars to find and preserve these artifacts.

Egyptian Citizen: You want your artifacts back. They have been stolen from your country. Your country has been looted and taken advantage of by other countries. Two hundred years of mismanagement in your country has led you to lose most of your important artifacts. You don't want anyone in your country digging up your artifacts but Egyptians.

Egyptian Director of Antiquities: You have invested millions in improving your museums and heritage sites. The Grand Egyptian Museum in Giza is scheduled to open in 2010. You need to have all the Egyptian artifacts returned that were illegally exported so they will be on display at the opening to showcase our amazing history. It is important to reunite all the treasures of the boy king in his homeland. Having these treasures available will bring tourist money into Egypt and increase your preservation of historic artifacts.

Metropolitan Museum Curator: The Metropolitan Museum of Art is a world famous organization, recognized for its vast resources and commitment to education. By displaying thousands of pieces of artwork from all countries and all areas of the world, your museum serves as a hub for historians and artists in one of the most often visited cities in the world, New York. Thanks to the endowment of the Met, archeologists and historians have the resources to locate and study artifacts that may otherwise be lost to future generations. The artifacts from King Tut's tombs may ethically belong to the Met, but the Met has generously provided the space, funding and curators to keep these artifacts safe for many years. You do not think you should just hand them over. The artifacts may in fact belong to Egypt, but more people will be able to see these artifacts if they remain in the greatest city in the world, New York. Keeping them here will also continue to build the endowment of the Met by bringing in tourist dollars, which will enable more artifacts to be preserved in the future.

US Archeologist: You know that the United States and Great Britain have invested tens of millions of dollars in discovering and preserving Egyptian antiquities, both objects and entire sites. Interest in Egypt is spread by the existence of many fine collections in the US and elsewhere. When Howard Carter discovered the tomb of King Tut, the Egyptian government was allowing excavators to keep portions of their findings. Carter may not have put the time and money into the excavation if he knew he couldn't keep the findings. Some of the best of the 19 artifacts came from Carter's personal collection. In his will, he left all of his personal findings to the Metropolitan Museum of Art. As the archeologist responsible for finding these artifacts, his desire to keep them on display at the Met should be recognized and followed. You believe his wishes should be respected and followed.

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Enrichment Materials:

Step 1: Learning the Language of Debate
Teacher Directions: Using a Word Wall to Learn Academic Terms

Step 1: Begin teaching the academic terms for debate on a Monday. Write each of these terms on a large sheet of construction paper and tape them up on the wall.

Step 2: At the beginning of Monday's class, pass out form **Step 1: Learning the Language of Debate**. Don't define the words in the order on the page. Instead, choose the simplest word on the wall that you think most of your students will know. Ask if anyone can define that word. Get as many definitions as you can from your students. Then decide on one simple definition that everyone understands. As you write this definition on the board, have them fill it in on their form. Continue until all the words are defined. If no student knows the definition of a word, speak aloud sentences with clear context clues until the students can guess the definition. For example, *My sister always has to give me her opinion about my clothes. She tells me exactly how she feels about what I wear. What is an opinion?*

Step 3: At the beginning of Tuesday's class, tell students to get out a blank sheet of paper and number from 1 to 15. Beginning with the simplest word, call out the definitions created on Monday. Ask students to "Write down the word that means . . ." Students are NOT allowed to look at their definitions. Ask them how they did at the end and then move on with your lesson.

Step 4: On Wednesday do the same procedure as Tuesday of calling out the definitions and having students find the correct word on the wall and write it down. Call out the words in a different order however. Pass out **Practice 1** worksheet.

Step 5: On Thursday do the same procedure as Wednesday of calling out the definitions and having students find the correct word on the wall and write it down. Call out the words in a different order however. Pass out **Practice 2** worksheet.

Step 6: On Friday do the same procedure as Thursday of calling out the definitions and having students find the correct word on the wall and write it down. Call out the words in a different order however. This time tell students that this is their test and the grades count. Most likely EVERY ONE of your students will get a 100% and know how to spell them also.

Simplified Definitions of Terms:

- | | |
|---|---|
| 1. debate – to argue both sides of a topic | 10. affirmative side – side that supports the proposition |
| 2. fact – something proven to be true | 11. negative side – side that opposes the proposition |
| 3. opinion – a feeling or belief | 12. oppose – to be against something |
| 4. quote – to write exactly what one says | 13. rebuttal – a response to a counterargument |
| 5. resolve – make a firm decision to do something | 14. concede – to admit that someone else is right |
| 6. proposition – a subject to be debated | 15. counterargument – an opposing argument or response |
| 7. evidence – facts and examples that prove something | |
| 8. persuade – to try to convince someone | |
| 9. contention – a strong statement to support one side of an argument | |

Step 1: Learning the Language of Debate

Term	Definition
1. debate	_____
2. fact	_____
3. opinion	_____
4. quote	_____
5. resolve	_____

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6. proposition _____
7. evidence _____
8. persuade _____
9. contention _____
10. affirmative side _____
11. negative side _____
12. oppose _____
13. rebuttal _____
14. concede _____
15. counterargument _____

Practice 1: Learning the Language of Debate

Directions: Read each sentence below. The underlined words give a definition or example for one of the vocabulary words. Write that word in the blank provided.

1. _____ Mary had a feeling or belief that her Math teacher was excellent.
2. _____ Our class decided to argue the two sides of the issue of the death _____ penalty.
3. _____ Maria tried to convince her mother to buy the dress.
4. _____ My father made a firm decision about what he was going to do.
5. _____ Tom, my brother, always takes a side against me when playing chess.
6. _____ The lawyer in the murder case had to present facts and examples to prove his point.
7. _____ Sheila wrote down exactly what the teacher said to study for the test.
8. _____ For every reason I gave my mom, she gave an opposing answer.
9. _____ Our class chose teenage drinking as a subject to be discussed and analyzed.
10. _____ In our classroom debate, Jeremy and Leticia were on the side that agreed with the proposition.
11. _____ In contrast, Stacey and Mark were against the proposition.
12. _____ It can be proven to be true that candy is sweeter than lettuce.

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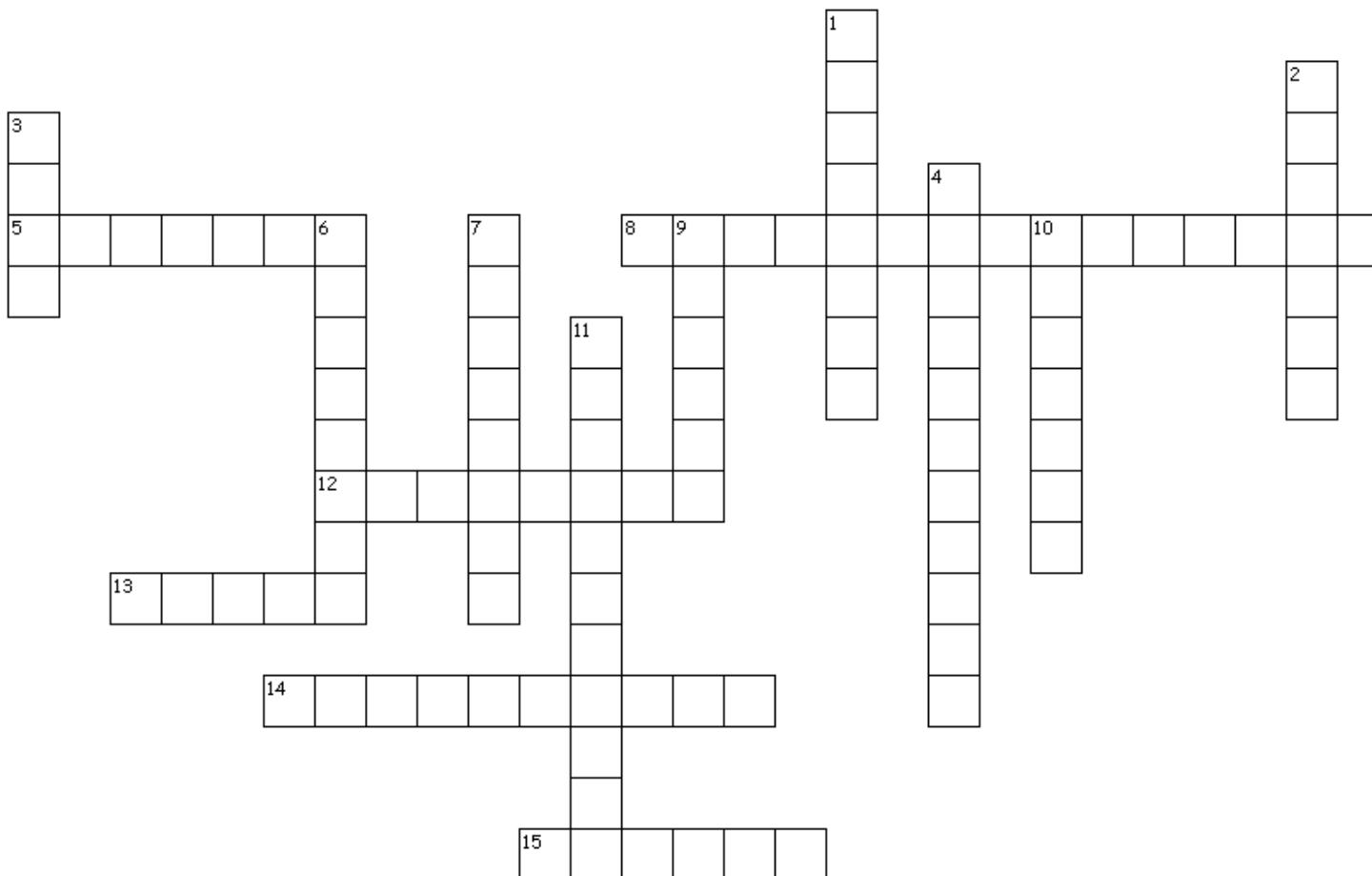
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13. _____ Every time I offered a counterargument to my dad's reasons to clean my room, he would give a response that destroyed my argument.

14. _____ David gave a strong statement or assertion to support his side of the argument.

15. _____ I have to admit that part of your argument is correct.

Debate Cross Word



Across

5. to admit that someone else is right

Down

1. a response to a counterargument

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8. an opposing argument or response
 12. side that opposes the proposition
 13. to write exactly what one says
 14. a strong statement to support one side of an argument
 15. to argue both sides of a topic

2. a feeling or belief
 3. something proven to be true
 4. a subject to be debated
 6. facts and examples that prove something
 7. to try to convince someone
 9. to be against something
 10. make a firm decision to do something
 11. side that supports the proposition

Step 2: Grading a Student's Persuasive Essay

Directions: Read this student persuasive essay once. Give it a quick score by circling one of the numbers below. 1 is "terrible." 3 is "average." 5 is "excellent."

1

2

3

4

5

Let's Get Out and Eat Out! A Persuasive Paper on Off-Campus Lunch

Imagine sitting in the same loud location eating the same kind of foul food for four years of your life. That's what it's like at our high school. We are not allowed to go off campus for lunch. There are a lot of reasons we should have off campus privileges at lunch time. We would get better quality food. We would get a break from our teachers, and we would have more time. Also, if we didn't have to eat crap for food our students would be happier and do better work.

The quality of the food in the cafeteria is bad. No one really likes eating the food there. Most feel it tastes like newspaper. There is just no flavor to anything, unless you consider a lot of salt as flavor. Mr. Jackson, an English teacher, said the food there is not good for us. If we could go to nearby restaurants we could get real food. For example, McDonald's and Taco Bell are right across the street with better tasting food. You can smell the glorious grilling of beef in our halls.

Another reason we should be allowed to go off campus is to get a break from our teachers. When someone is having a bad day, it's good to get away for a while. Even a break of 20 minutes can improve your mood. This break isn't just good for the students. I bet the teachers would like a break from us too especially since they wouldn't have to do lunch duty where they just yell at kids.

The last reason we need an off campus lunch is to have more time to eat. Some principals will say it would take too long for us to eat off campus. They think if students go to restaurants no one will ever eat in the cafeteria again and people will lose their jobs. So, most of our lunch time is spent standing in a huge line. By the time we get our food we have to shove it down in order to get to the next class. If we had off campus lunch, less people would be in line at any one place.

Why can't students eat hot, moist burgers or spicy tacos instead of putrid peas? Students would get a break from their teachers. We'd have time to relax and digest our food. Come on everyone. Tell the administration. I say, "Let's get out and eat out!"

Step 3: Separating Fact and Opinion

When writers want to persuade you to believe something, they normally include both facts and opinions to convince you. It is important to understand the difference.

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A **fact** is something that can be proved to be true. For example, it is a fact that there are 12 inches in a foot. It is a fact that Cuba is an island.

An **opinion** is a personal belief or feeling. For example, it is an opinion that college basketball is the most exciting sport to watch. It is an opinion that pizza is always good.

Directions: Reread the essay about "Off Campus Lunch." As you read, list the **facts** stated by the author in the left-hand column. List the **opinions** in the right-hand column.

Facts	Opinions

Step 4: Analyzing an Opinion or Claim

How do you know whether to believe someone's opinion? To support an opinion well, writers should give evidence to convince you that their opinion is correct. This evidence usually includes proven facts or figures, scientific research, and real world examples as evidence.

Directions: Now reread the essay on “Off Campus Lunch” again. Yes, AGAIN! This time, use the chart below to analyze how well the writer has supported his opinion.

- 1. What opinion is the writer stating?**
- 2. What facts does the writer give to support the opinion?**
- 3. What scientific research, statistics, surveys or quotes from experts are given?**
- 4. What real world examples are given that support this opinion?**

Step 5: Identifying Opposing Arguments and Rebuttals

A well-constructed argument recognizes opposing opinions. The writer then has a choice to either state that the opposing views are incorrect, in a rebuttal, or to agree, or concede, with the opposing views, even in a limited way.

Directions: Reread the essay on “Off Campus Lunch” one last time. Use the chart below to list any opposing views given by someone else. If the writer gave a rebuttal to the opposing view, list it also. **After you’ve done this activity, go back and score the essay again.** Did your score change? If so, how and why?

Writer’s View:

Opposing Views or Counterarguments:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

Writer’s Rebuttals to Counterarguments:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

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

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