

Geography	Monday	Tuesday	Wednesday	Thursday	Friday
Objective	<p>Content Objective: TSWBAT analyze informational text to answer content questions. (Chapters 7 & 8 of <i>The Story of the World</i>)</p> <p>Pre-Assessment: Chapter 7&8 Test Item Analysis of Assessment on Chapters 4&5. (Formative)</p> <p>Content Objective: TSWBAT assess the current election cycle.</p>	Election Day: No Students Report	<p>Content Objective: TSWBAT analyze informational text to answer content questions. (Chapters 7 & 8 of <i>The Story of the World</i>)</p> <p>Application: Students will construct their own cartouche in hieroglyphics using a hand-out and paper.</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	Assign an electoral map for Tuesday's election.	Application of Chapter 3.	Egyptian hieroglyphics activity. Turn in electoral map.	Students will work on the study of an informational text using Cornell notes as a study device.	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	Oral assessment of lecture. www.electoral-vote.com	oral assessment in preparation for the test. www.electoral-vote.com	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 hieroglyphics Upper Egypt Lower Egypt Aswan Dam Nubia	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
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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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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>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.	Election Day: No Students Report	Content Objective: TSWBAT infer meaning and orally express meaning from a text. Language Objective (SIOP): oral practice of speech.	Content Objective: TSWBAT infer meaning and orally express meaning from a text. Language Objective (SIOP): oral practice of speech.	Content Objective: TSWBAT infer meaning and orally express meaning from a text. Language Objective (SIOP): oral practice of speech.
Assessment	Student will be assessed on a reader's theater rubric from ReadThinkWrite.	Election Day: No Students Report	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	Student will create a Reader's Theater piece from a work they have read this semester.	Election Day: No Students Report	Student will create a Reader's Theater piece from a work they have read this semester.	Student will create a Reader's Theater piece from a work they have read this semester.	Student will create a Reader's Theater piece from a work they have read this semester.
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 Chapters 4 & 5 Questions/Main Ideas:	Name:
	Teacher:
	Class:
	Date
	Notes
pyramids	
pharaoh	
Cheops	
B.C.	
A.D.	
What did Egyptians bury with their mummies?	
Why did they feel it was important to preserve the dead bodies?	
What did priests do to a body to make it a mummy?	

Summary:

<p>Topic Chapters 4 & 5</p>	Name:
	Teacher:
	Class:
	Date
<p>Questions/Main Ideas:</p>	Notes
Mesopotamia	
<p>What two rivers is Mesopotamia between?</p>	
<p>Were cities in Sumer friends with each other?</p>	
<p>What did Sargon do?</p>	
<p>What was his country/ empire called?</p>	
<p>How did he keep control of his empire?</p>	
<p>What type of government has an unelected leader, uses the military to enforce laws, and makes the people obey without question?</p>	

Summary: