

Geography	Monday	Tuesday	Wednesday	Thursday	Friday
Objective	<p>Content Objective: TSWBAT analyze informational text to answer content questions. (Chapters 15 & 19 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 and derive a position supported with statements taken from sources.</p>	<p>Content Objective: TSWBAT analyze informational text to answer content questions. (Chapters 15 & 19 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 and derive a position supported with statements taken from sources.</p> <p>SCAN Activity: Egyptian artifacts, who do they belong to?</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>Teacher Assessment: Students will take a pretest on Common Assessment Era 2.</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	<p>Cornell Notes page (SIOP: guiding questions)</p> <p>Pretest Chs. 15 & 19</p>	<p>Test Chapters 15 & 19.</p> <p>Formative item analysis as time allows.</p>	<p>Item analysis of Chapters 15 & 19 test.</p>	<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=SandraWozniak</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	<p>Item analysis of previous test and pretest.</p>	<p>Type 2 summarizing their position in the SCAN activity and their own position post-activity.</p>	<p>Prep for Thursday's activity.</p>	<p>Type 3 writing on Egyptian Artifacts: Who Owns 'Em?</p>	
Vocabulary	<p>Phoenician glass lye bellows murex Carthage Tyre Mycenaeans Thebes Athens Aegean Sea Dorians</p>	<p>Phoenician glass lye bellows murex Carthage Tyre Mycenaeans Thebes Athens Aegean Sea Dorians</p>	<p>Phoenician glass lye bellows murex Carthage Tyre Mycenaeans Thebes Athens Aegean Sea Dorians</p>	<p>Phoenician glass lye bellows murex Carthage Tyre Mycenaeans Thebes Athens Aegean Sea Dorians</p>	<p>Phoenician glass lye bellows murex Carthage Tyre Mycenaeans Thebes Athens Aegean Sea Dorians</p>
Strategy	<p>DI: Visual, Auditory, Action: Defining and decoding.</p>	<p>DI: Visual, Auditory, Bodily Kinesthetic 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>

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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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<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	Learning to debate steps 6-8	Learning to debate steps 6-9	Learning to debate steps 6-10	Learning to debate steps 6-11	Learning to debate steps 6-12
Activity	Selected clips of "The Debaters"	Selected clips of "The Debaters"	Researching a topic	Researching a topic	Researching a topic. Constructing a counter-argument.
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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Step 6: Reading the Research - Affirmative

Directions: You are going to debate the death penalty before your fellow students. To prepare for this debate, you need to read some research. Read the essay below.

“Death Is What They Deserve” (In Support of the Death Penalty)

The death penalty has been used since the dawn of time as a means of punishing criminals. The recent hanging of the Iraq dictator, Saddam Hussein, shows how fast some cultures try, convict and punish those who perform severe outrageous acts of violence against other people. Some crimes, especially murder, are so horrible that the death penalty seems the only fair punishment. Many people may argue that capital punishment is not moral, but it was not moral of the criminal to commit the crime in the first place, therefore, swift punishment is appropriate. The death penalty shows that murder is not to be tolerated and will be punished in an appropriate manner.

The death penalty is also a way to deter potential murderers and criminals, or make them think twice before killing for fear of losing their own life. This is known as the “deterrence” factor. In 1973, Isaac Ehrlich was able to prove that for every inmate who was executed, seven lives were spared because others were stopped from committing murder. Other studies have been done which show the same results. Those who oppose this view try to find statistics to support the idea that capital punishment does not deter crime. They also suggest that states in the U.S. that do not use the death penalty have lower murder

rates. Vicious murderers must be killed to prevent them from murdering again, either in their prison or out in society, if they were paroled. Opponents to this idea will argue that most murderers do not expect to get caught when committing a crime and that most crimes are committed in moments of anger. But most studies show that deterrence has a strong effect on criminals. The death penalty helps society to prevent any future crimes.

Many argue that the death penalty is based on discrimination against African Americans, but in fact, more white people than black people are executed. The Supreme Court rejected the use of statistical studies which claim racism as the sole reason for abolishing the death penalty. Opponents try to prove that blacks are executed more than white criminals. There have been a few studies that attempt to prove that, but mostly they do not take into account other influential factors.

Another thing to be considered is the high cost factor of keeping criminals alive, as opposed to using the death penalty. Many criminals cannot afford the cost of attorneys and the State must bear the burden of the cost for the criminal. It is not easy to calculate the final costs of a trial, judge, prosecutor (most often appointed by the State) and other court officials. A recent trial of Tavera Wright cost the state of Texas approximately \$200,000 for two separate trials, with a third trial waiting. It is even more costly to keep criminals alive in prisons and on Death Row. It costs over \$19,000 a year to keep a criminal in prison. Opponents attempt to prove just the opposite, that it costs more to execute a criminal than to have him or her in prison for life. It is easy to use facts and figures to an advantage. Money taken out of the pocket of taxpayers either way is money that could be used in better ways for the good of society.

According to a 1994 Gallup poll, 74% of Americans support the death penalty. It is a just and fair way to deal with criminals. It helps to prevent future crimes and it is rooted in religious beliefs. It is the best way to deal with those who choose to murder and take innocent lives.

WORKS CITED

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“The Death Penalty.” Michigan State University Comm Tech Lab and Death Penalty Center. 23 Jan 2007 <<http://www.deathpenaltyinfo.msu.edu>>.

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<<http://www.deathpenaltyinfo.org/article.php?did=248&scid=38>>.

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“Recent Background News on Death Penalty”. News Batch. 25 Jan. 2007. <<http://www.newsbatch.com/deathnews.html>>.

Forsberg, Mary E. “Money for Nothing: The Financial Cost of New Jersey’s Death Row.” November 2005. 25 Jan. 2007. <http://www.njpp.org/rpt_moneyfornothing.html>.

Step 6: Reading the Research - Negative

Directions: You are going to debate the death penalty before your fellow students. To prepare for this debate, you need to read some research. Read the essay below.

“The Death Penalty IS Cruel and Unusual” (In Opposition to the Death Penalty)

Capital punishment, or the death penalty, is a barbaric and ancient practice. Very few civilized countries still practice putting someone to death for a crime. America is the only country in the western democratic world that has not yet abolished the death penalty. Opponents feel that capital punishment is just another word for revenge, and fails to support the highest ideals of our culture. Letting executions continue is just another form of “pay-back.” We need to behave in a civilized manner to continue to be a civilized society.

There is little, if any, proof that executions of criminals deters, or makes them think twice about committing a crime. In fact the best conclusion is that the death penalty is no more effective than a sentence to life in prison. Studies that attempt to prove the opposite are not well documented and have not been given much credit. One fact that is clear is that states in the United States that don't use the death penalty have a lower murder rate than states that do use capital punishment. One survey shows that the South accounts for 80% of executions and yet has the highest murder rate in the United States. This proves the fact that criminals are not deterred by threat of the death penalty. And the U.S. has a higher murder rate than European countries, which don't use the death penalty. Opponents to the "deterrence" idea often use Isaac Ehrlich's outdated study of 1973, which showed that for "every inmate who was executed, seven lives were spared because others were "deterred" from committing murder." This study is too old to be used as evidence in our modern days. Criminals do not expect to get caught, tried and punished and so they don't consider the differences between a possible execution and life in prison. Former Texas Attorney General Jim Mattox said, "It is my own experience that those executed in Texas were not deterred by the existence of the death penalty law." The death penalty is a step backward.

The death penalty also discriminates against those who cannot afford the best defense lawyers and do not have access to the best courts and trial procedures. Many lawyers are so inexperienced they are completely unprepared to defend the criminal and that criminal is therefore more likely to be tried, convicted and given a death sentence. This is especially true when it comes to the racial issue. Blacks are sentenced more frequently than whites. Proof of this is that since 1976, when the death penalty was reinstated in the U.S., 202 black criminals have been executed for the murder of a white victim, but only 12 white defendants have been executed for the death of a black person. Opponents state the decision of the Supreme Court not to use race as the single reason for overturning a death sentence, but race is part of other factors, such as poverty.

Finally, the recent use of DNA testing has helped prove that many criminals who were convicted and put on Death Row were, in fact, innocent. It is interesting to note according to a 1987 study that between 1900 and 1985 over 350 people were eventually found innocent of their crimes. If DNA testing had been used in cases tried in the 1970's and 1980's, some of the convicts probably would have been found innocent. Even more alarming is the fact that recently 23 criminals were found innocent of their crimes after they had been put to death, using scientific equipment and DNA test procedures. Opponents argue that while DNA may be used, it is not perfected yet and other factors must be considered first in deciding the death penalty. They feel that the need to reform our court system is not a reason to abolish the death penalty. But it is very important that all criminals be given all available resources, including experienced defense attorneys, non-racist juries, and the very latest scientific evidence, including DNA testing.

There is no doubt that the death penalty, as it is currently being used in the United States, is a cruel and unusual punishment, often to innocent people. It is an ancient ritual that needs to be abolished.

WORKS CITED

“The Death Penalty.” Michigan State University Comm Tech Lab and Death Penalty Center. 21 Jan 2007 <<http://www.deathpenaltyinfo.msu.edu>>.

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“Recent Background News on Death Penalty”. News Batch. 25 Jan. 2007. <<http://www.newsbatch.com/deathnews.html>>.

“Death Penalty Focus.” FACTS. 25 Jan. 2007. <<http://www.deathpenalty.org/index/php?pid=facts&menu=1>>.

Step 7: Choosing Your Contentions – Page 2

Directions: Use the page below to note your third and fourth contentions, possible rebuttals to your opinions, and how you will answer them. Save your strongest contentions for this page.

3rd Contention or Supporting Reason:
Evidence (facts, research, statistics, surveys, real world examples) to support this point:
4th Contention or Supporting Reason:
Evidence (facts, research, statistics, surveys, real world examples) to support this point:
