

Geography	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Objective</b>	Content Objective: TSWBAT describe the relative and absolute location of places in Asia.  Content Objectives: TSWBAT identify countries and key physical features of Asia. Language Objective (SIOP): Students will exercise language skills in guided note taking (i.e. graphic organizer) & in creating projects throughout the <b>unit</b> .  Language Objective (SIOP): <i>Gourmet Curriculum Press</i> language work. See attached worksheets for specifics.	Content Objectives: TSWBAT identify some physical processes that have shaped the landscape of Asia.  Content Objectives: TSWBAT explain why rivers are important natural resources in Asia. Language Objective (SIOP): Students will exercise language skills in guided note taking (i.e. graphic organizer) & in creating projects throughout the <b>unit</b> .  Language Objective (SIOP): <i>Gourmet Curriculum Press</i> language work. See attached worksheets for specifics.	Content Objective: TSWBAT explain how the physical environment affects people's lives in South and East Asia.  Language Objective (SIOP): Students will exercise language skills in guided note taking (i.e. graphic organizer) & in creating projects throughout the <b>unit</b> .  Language Objective (SIOP): <i>Gourmet Curriculum Press</i> language work. See attached worksheets for specifics.	Content Objective: TSWBAT identify how people in South & Southeast Asia use land and water resources to make a living, and as a resources for food.  Content Objective: TSWBAT explain how oil wealth affects people and economic development in Southwest Asia. Language Objective (SIOP): Students will exercise language skills in guided note taking (i.e. graphic organizer) & in creating projects throughout the <b>unit</b> .	Content Objective: TSWBAT identify effects nature has on living in Asia. Language Objective (SIOP): Students will exercise language skills in guided note taking (i.e. graphic organizer) & in creating projects throughout the <b>unit</b> .  Language Objective (SIOP): <i>Gourmet Curriculum Press</i> language work. See attached worksheets for specifics.
<b>Activity</b>	Please note the visuals included with the text.  Students will complete the table map Scavenger Hunt	Please note the visuals included with the text.  Students will read Chapter 24 Section1 and complete Box Notes	Please note the visuals included with the text.  Students will read chapter 24 Section 2, as a class we will create a venn diagram associated with climate	Please note the visuals included with the text.  Students will read Chapter 24 Section 3 Students will complete graphic organizer	Please note the visuals included with the text.  Students will watch news broadcast from Asia and complete a type 2 with 3 examples
<b>Assessment</b>	Scavenger Hunt worksheet & formative assessment as activity progresses.	Box Notes & <b>Type 2</b> the physical features of Asia	Graphic organizer of the benefits and difficulties associated with climate	Students will complete a graphic organizer of the Key Resources, and the problems involved with these resources	Students will work on the study of an informational text using graphic organizers a study device.  New Report about Asia Type 2 writing: summarize 3 events from the newscast .
<b>Closing Activity</b>	Discuss why it is important to study other areas of the world	Discussion on where Most people live in Southwest and Central Asia and Why.	Oral Assessment	Item analysis of test questions.	Type 2 summary.
<b>Vocabulary</b>	Subcontinent Arable land Monsoon Scarce Cash crop Aquaculture Standard of living Key Places Himalaya Mountains Tigris River Euphrates River	Subcontinent Arable land Monsoon Scarce Cash crop Aquaculture Standard of living Key Places Himalaya Mountains Tigris River Euphrates River	Subcontinent Arable land Monsoon Scarce Cash crop Aquaculture Standard of living Key Places Himalaya Mountains Tigris River Euphrates River	Subcontinent Arable land Monsoon Scarce Cash crop Aquaculture Standard of living Key Places Himalaya Mountains Tigris River Euphrates River	Subcontinent Arable land Monsoon Scarce Cash crop Aquaculture Standard of living Key Places Himalaya Mountains Tigris River Euphrates River
<b>Strategy</b>	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.

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CCS	<p><b>RH.6-8.1.</b> Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p><b>RH.6-8.2.</b> 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><b>RH.6-8.3.</b> 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><b>RH.6-8.4.</b> 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><b>RH.6-8.5.</b> Describe how a text presents information (e.g., sequentially, comparatively, causally).</p> <p><b>RH.6-8.6.</b> 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><b>RH.6-8.7.</b> Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p><b>RH.6-8.8.</b> Distinguish among fact, opinion, and reasoned judgment in a text.</p> <p><b>RH.6-8.9.</b> Analyze the relationship between a primary and secondary source on the same topic.</p> <p><b>RH.6-8.10.</b> 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><b>RH.6-8.1.</b> Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p><b>RH.6-8.2.</b> Determine the central ideas or information of a primary or secondary source; 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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 their arguments, counterarguments, and rebuttals. Language Objective (SIOP): students will independently read self selected texts. Language Objective (SIOP): oral practice of speech.	Content Objective: TSWBAT examine, interrupt, and compare student debates. Language Objective (SIOP): students will independently read self selected texts. Language Objective (SIOP): oral practice of speech.	Content Objective: TSWBAT create a dialogue using inductive and deductive reasoning. Language Objective (SIOP): students will independently read self selected texts. Language Objective (SIOP): oral practice of speech.	Content Objective: TSWBAT identify, and describe logical fallacies. Language Objective (SIOP): students will independently read self selected texts. Language Objective (SIOP): oral practice of speech.	Content Objective: TSWBAT identify, compare, and interrupt different types of persuasive language. Language Objective (SIOP): students will independently read self selected texts. Language Objective (SIOP): oral practice of speech.
Assessment	students will write their arguments, counterarguments, and rebuttals on a large sticky note.	Assessment of their debate	Type 2 assessment	Students will be assessed on worksheet Identifying logical fallacies	Students will be assessed on identifying persuasive techniques worksheet.
Activity	Students will work with their groups to determine their arguments, counterarguments, and rebuttals.	Students will present their debates.	Students will write 2 essay trying to convince their parents to let them do something they wouldn't normally allow them to do. One essay will use deductive reasoning, the other inductive reasoning.	Discussion on recognizing logical fallacies, then students will work to identify logical fallacies.	Students will discuss the different types of persuasive techniques. Students will then complete identifying persuasive techniques.
Vocabulary	<b>Unit Vocabulary:</b> debate fact opinion quote resolve proposition evidence persuade contention affirmative side negative side oppose rebuttal concede counterargument	<b>Unit Vocabulary:</b> debate fact opinion quote resolve proposition evidence persuade contention affirmative side negative side oppose rebuttal concede counterargument	<b>Unit Vocabulary:</b> debate fact opinion quote resolve proposition evidence persuade contention affirmative side negative side oppose rebuttal concede counterargument	<b>Unit Vocabulary:</b> debate fact opinion quote resolve proposition evidence persuade contention affirmative side negative side oppose rebuttal concede counterargument	<b>Unit Vocabulary:</b> debate fact opinion quote resolve proposition evidence persuade contention affirmative side negative side oppose rebuttal concede counterargument
Strategy	Group work, oral interpretation, <b>relationship</b> building with fellow students, <b>relevant</b> material to the Social Studies Curriculum	Group work, oral interpretation, <b>relationship</b> building with fellow students, <b>relevant</b> material to the Social Studies Curriculum	Group work, oral interpretation, <b>relationship</b> building with fellow students, <b>relevant</b> material to the Social Studies Curriculum	Group work, oral interpretation, <b>relationship</b> building with fellow students, <b>relevant</b> material to the Social Studies Curriculum	Group work, oral interpretation, <b>relationship</b> building with fellow students, <b>relevant</b> material to the Social Studies Curriculum

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CCS	<p><u>CCSS.ELA-Literacy.RH.6-8.8</u> Distinguish among fact, opinion, and reasoned judgment in a text.</p> <p><u>CCSS.ELA-Literacy.RH.6-8.1</u> Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p><u>CCSS.ELA-Literacy.RH.6-8.2</u> 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><u>CCSS.ELA-Literacy.RH.6-8.8</u> Distinguish among fact, opinion, and reasoned judgment in a text.</p> <p><u>CCSS.ELA-Literacy.RH.6-8.1</u> Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p><u>CCSS.ELA-Literacy.RH.6-8.2</u> 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>SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p><u>CCSS.ELA-Literacy.RH.6-8.4</u> 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><u>CCSS.ELA-Literacy.RH.6-8.8</u> Distinguish among fact, opinion, and reasoned judgment in a text.</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><u>CCSS.ELA-Literacy.RH.6-8.4</u> 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><u>CCSS.ELA-Literacy.RH.6-8.8</u> Distinguish among fact, opinion, and reasoned judgment in a text.</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><u>CCSS.ELA-Literacy.RH.6-8.8</u> Distinguish among fact, opinion, and reasoned judgment in a text.</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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