

Week of 12/19/11 7th Grade ELA	Monday	Tuesday	Wednesday	Thursday	Friday
Objective	TSWBAT effectively use and identify prepositions.	TSWBAT effectively use and identify nouns.	TSWBAT read with comprehension Call of the Wild.	TSWBAT read with comprehension Call of the Wild.	TSWBAT read with comprehension Call of the Wild.
Assessment	Worksheet for grammar practice (DI: V/L, Vis., B/K)	Worksheet for grammar practice (DI: V/L, Vis., B/K)	Study Guide Questions Pretest on Part I (DI: V/L, Vis., B/K)	Study Guide Questions (DI: V/L, Vis., B/K)	Study Guide Questions (DI: V/L, Vis., B/K)
Closing Activity	grammar: Hot Fudge Monday selection "My Weekend In 3 Words"	grammar: Hot Fudge Monday selection	<i>Call of the Wild</i> part 1 reading and vocabulary, study guide and quiz.	<i>Call of the Wild</i> part 1 reading and vocabulary, study guide and quiz.	<i>Call of the Wild</i> part 1 reading and vocabulary, study guide and quiz.
Vocabulary	Preposition	Preposition	1. realm 2. imperiously 3. deft 4. futilely 5. assailed 6. retaliated 7. revelation 8. swarthy	1. realm 2. imperiously 3. deft 4. futilely 5. assailed 6. retaliated 7. revelation 8. swarthy	1. realm 2. imperiously 3. deft 4. futilely 5. assailed 6. retaliated 7. revelation 8. swarthy
Strategy	Model, example, practice, Technology: "Parts of Speech for Smart Board" by Incentive Publications NCA/AdvancED: 15 mins. D.E.A.R.	Model, example, practice, Technology: "Parts of Speech for Smart Board" by Incentive Publications NCA/AdvancED: 15 mins. D.E.A.R.	Oral reading, guided questioning, study guide. NCA/AdvancED: 15 mins. D.E.A.R.	Oral reading, guided questioning, study guide. NCA/AdvancED: 15 mins. D.E.A.R.	Oral reading, guided questioning, study guide. NCA/AdvancED: 15 mins. D.E.A.R.
GLCE/CCS	Mechanics: L.6.1, L.6.2, L.6.3 Reading: RI.6.4, RI.6.5 Vocabulary: L.6.4a,b,c	Mechanics: L.6.1, L.6.2, L.6.3 Reading: RI.6.4, RI.6.5 Vocabulary: L.6.4a,b,c	Mechanics: L.6.1, L.6.2, L.6.3 Reading: RI.6.4, RI.6.5 Vocabulary: L.6.4a,b,c	Mechanics: L.6.1, L.6.2, L.6.3 Reading: RI.6.4, RI.6.5 Vocabulary: L.6.4a,b,c	Mechanics: L.6.1, L.6.2, L.6.3 Reading: RI.6.4, RI.6.5 Vocabulary: L.6.4a,b,c
31a Plans Note: 31a Staff may be reassigned by the office 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.	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.	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.	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.	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.

Week of 12/19/11 7th Grade Geo.	Monday	Tuesday	Wednesday	Thursday	Friday
Objective	TSWBAT complete 22.1-4 review sheets in preparation for a test on either Wednesday or Thursday of this week.	TSWBAT identify the key points from Chapter 22 and participate in a chapter review game.	Test Chapter 22. TSWBAT label the key countries of East Africa on a map. TSWBAT complete the Cornell Notes for Chapter 23.1	TSWBAT use absolute location to find positions on a global map as part of the 5 Themes review. (I may move this to Monday and shift the rest of the week down one day.) TSWBAT define terms from Chapter 23.2 and essential questions from the informational text reading.	TSWBAT analyze current events with critical thinking (Channel 1). TSWBAT define terms from Chapter 23.3 and essential questions from the informational text reading.
Assessment	Cornell Note taking device (informational text support SIOP strategy & Melvindale High School NCA/AdvancED transitional support strategy). 22.1 (DI: V/L, Vis., Spatial)	The Tomb of Old King Geezer (Map symbols and Key; Directions) (DI: V/L, Vis., Spatial)	"Tracking Down The Mysterious Missing Mummy" Map symbols and key; directions Cornell Note taking device (informational text support SIOP strategy & Melvindale High School NCA/AdvancED transitional support strategy). 23.1 (DI: V/L, Vis., Spatial)	Cornell Note taking device (informational text support SIOP strategy & Melvindale High School NCA/AdvancED transitional support strategy). (DI: V/L, Vis., Spatial)	Type 2 based on the Channel 1 Week in Review Current Events summary. Cornell Note taking device (informational text support SIOP strategy & Melvindale High School NCA/AdvancED transitional support strategy). (DI: V/L, Vis.)
Closing Activity	22.1-4 review sheets. Sheets will be observed during SSR on Tuesday.	Test Review game of Chapter 22 and review of their completed work on the Ch. 22.1-4 review from Monday.	Longest River informational text reading Chapter 22 informational text reading. Point/Counterpoint activity Thinking it Through analysis handout.	International Spy Network activity.	Channel 1 video news Discussion Type 2 writing based on the program.
Vocabulary	See attached Cornell Notes 22.1	Cardinal directions Map Key Giza Plateau Pharoah Kufu pyramid	Cardinal directions Map Key Giza Plateau Pharoah Kufu pyramid	See attached Cornell Notes 22.2	Varies based on the report for the week. See Cornell Notes 22.3
Strategy	Optional video as relevance applies (BBC: http://news.bbc.co.uk/2/hi/africa/643737.stm), investigation, observe, manipulatives, Cornell note taking device. NCA/AdvancED: 15 mins. D.E.A.R.	video, investigation, observe, reflect, question, diagram NCA/AdvancED: 15 mins. D.E.A.R.	video, investigation, observe, reflect, question, diagram NCA/AdvancED: 15 mins. D.E.A.R.	investigation, observe, reflect, question, evaluation, Cornell notetaking device. NCA/AdvancED: 15 mins. D.E.A.R.	investigation, observe, reflect, question, evaluation, Cornell notetaking device. NCA/AdvancED: 15 mins. D.E.A.R.

Week of 12/19/11 7th Grade Geo.	Monday	Tuesday	Wednesday	Thursday	Friday
GLCE/CCS	<p>RH.6-8.4. RH.6-8.5. RH.6-8.6. RH.6-8.7</p> <p>7 – H1.2.4: Compare and evaluate competing historical perspectives about the past based on proof.</p> <p>7 – H1.2.6: Identify the role of the individual in history and the significance of one person's ideas.</p> <p>7 - HI.4 Historians apply temporal perspective, historical inquiry, and analysis to spheres of human society to construct knowledge as historical understandings. These understandings are drawn from the record of human history and include human aspirations, strivings, accomplishments, and failures in spheres of human activity.</p> <p>7 – H1.4.2 7 – H1.4.3 Describe and use cultural institutions to study an era and a region (political, economic, religion/ belief, science/technology, written language, education, family). Describe and use themes of history to study patterns of change and continuity. Use historical perspectives to analyze global issues faced by humans long ago and today.</p>	<p>RH.6-8.4. RH.6-8.5. RH.6-8.6. RH.6-8.7</p> <p>7 – H1.2.4: Compare and evaluate competing historical perspectives about the past based on proof.</p> <p>7 – H1.2.6: Identify the role of the individual in history and the significance of one person's ideas.</p> <p>7 - HI.4 Historians apply temporal perspective, historical inquiry, and analysis to spheres of human society to construct knowledge as historical understandings. These understandings are drawn from the record of human history and include human aspirations, strivings, accomplishments, and failures in spheres of human activity.</p> <p>7 – H1.4.2 7 – H1.4.3 Describe and use cultural institutions to study an era and a region (political, economic, religion/ belief, science/technology, written language, education, family). Describe and use themes of history to study patterns of change and continuity. Use historical perspectives to analyze global issues faced by humans long ago and today.</p>	<p>RH.6-8.4. RH.6-8.5. RH.6-8.6. RH.6-8.7</p> <p>7 – H1.2.4: Compare and evaluate competing historical perspectives about the past based on proof.</p> <p>7 – H1.2.6: Identify the role of the individual in history and the significance of one person's ideas.</p> <p>7 - HI.4 Historians apply temporal perspective, historical inquiry, and analysis to spheres of human society to construct knowledge as historical understandings. These understandings are drawn from the record of human history and include human aspirations, strivings, accomplishments, and failures in spheres of human activity.</p> <p>7 – H1.4.2 7 – H1.4.3 Describe and use cultural institutions to study an era and a region (political, economic, religion/ belief, science/technology, written language, education, family). Describe and use themes of history to study patterns of change and continuity. Use historical perspectives to analyze global issues faced by humans long ago and today.</p>	<p>RH.6-8.4. RH.6-8.5. RH.6-8.6. RH.6-8.7</p> <p>7 – H1.2.4: Compare and evaluate competing historical perspectives about the past based on proof.</p> <p>7 – H1.2.6: Identify the role of the individual in history and the significance of one person's ideas.</p> <p>7 - HI.4 Historians apply temporal perspective, historical inquiry, and analysis to spheres of human society to construct knowledge as historical understandings. These understandings are drawn from the record of human history and include human aspirations, strivings, accomplishments, and failures in spheres of human activity.</p> <p>7 – H1.4.2 7 – H1.4.3 Describe and use cultural institutions to study an era and a region (political, economic, religion/ belief, science/technology, written language, education, family). Describe and use themes of history to study patterns of change and continuity. Use historical perspectives to analyze global issues faced by humans long ago and today.</p>	<p>RH.6-8.4. RH.6-8.5. RH.6-8.6. RH.6-8.7</p> <p>7 – H1.2.4: Compare and evaluate competing historical perspectives about the past based on proof.</p> <p>7 – H1.2.6: Identify the role of the individual in history and the significance of one person's ideas.</p> <p>7 - HI.4 Historians apply temporal perspective, historical inquiry, and analysis to spheres of human society to construct knowledge as historical understandings. These understandings are drawn from the record of human history and include human aspirations, strivings, accomplishments, and failures in spheres of human activity.</p> <p>7 – H1.4.2 7 – H1.4.3 Describe and use cultural institutions to study an era and a region (political, economic, religion/ belief, science/technology, written language, education, family). Describe and use themes of history to study patterns of change and continuity. Use historical perspectives to analyze global issues faced by humans long ago and today.</p>

Week of 12/19/11 Enrichment	Monday	Tuesday	Wednesday	Thursday	Friday
Objective	TSWBAT define new vocabulary. TSWBAT express language with fluency.	TSWBAT define new vocabulary. TSWBAT express language with fluency.	TSWBAT define new vocabulary. TSWBAT express language with fluency.	TSWBAT define new vocabulary. TSWBAT express language with fluency.	TSWBAT define new vocabulary. TSWBAT express language with fluency.
Assessment	Performance assessment on fluency to be assessed at a future date.	Performance assessment on fluency to be assessed at a future date.	Performance assessment on fluency to be assessed at a future date.	Performance assessment on fluency to be assessed at a future date.	Performance assessment on fluency to be assessed at a future date. Performance Date
Closing Activity	Fluency and performing literature. Levels of fluency addressed in performance piece of literature chosen. (Three possible selections) Vocabulary work.	Fluency and performing literature. Levels of fluency addressed in performance piece of literature chosen. (Three possible selections) Vocabulary work.	Fluency and performing literature. Levels of fluency addressed in performance piece of literature chosen. (Three possible selections) Vocabulary work.	Fluency and performing literature. Levels of fluency addressed in performance piece of literature chosen. (Three possible selections) Vocabulary work.	Fluency and performing literature. Levels of fluency addressed in performance piece of literature chosen. (Three possible selections) Vocabulary work.
Vocabulary	varies, see individual dictionary work page.	varies, see individual dictionary work page.	varies, see individual dictionary work page.	varies, see individual dictionary work page	varies, see individual dictionary work page
Strategy	Dictionary practice, oral practice, fluency NCA/AdvancED: 15 mins. D.E.A.R.	Dictionary practice, oral practice, fluency NCA/AdvancED: 15 mins. D.E.A.R.	Dictionary practice, oral practice, fluency NCA/AdvancED: 15 mins. D.E.A.R.	Dictionary practice, oral practice, fluency NCA/AdvancED: 15 mins. D.E.A.R.	Dictionary practice, oral practice, fluency NCA/AdvancED: 15 mins. D.E.A.R.
GLCE/CCS	SL.7.6.	SL.7.6.	SL.7.6.	SL.7.6.	SL.7.6.

Resources	Unit	Topic	Lesson(s)	Pace	Standard(s)	Vocabulary	Performance Task
World Explorer: People, Places, and Cultures Leveled Library Book Internet	AFRICA	Physical Geography History Culture Region Today	-Physical Features -Humans and Physical Environment -Geographic Factors and Natural Resources -Africa's 1st people -Kingdoms and Empires -Cultures of North/West/East/South -Burundi -Kenya -Democratic Republic of the Congo -South Africa	1 quarter + 4 weeks "Studium decendae voluntatae quae cogi non postest constat." - Cicero.	G1.2.1 G1.3.3 G1.2.3 G2.1.1 G1.2.4 G2.1.2 G1.2.6 G2.2.1 G1.3.1 G2.2.2 G1.3.2 G2.2.3 G5.1.1 G3.2.2 G5.1.3 G4.1.1 G5.2.1 G4.1.2 G3.6.1 G4.2.1 E1.1 G4.3.1 E2.3 G4.3.2 E3.1 G4.4.1 H1.1.1 H1.2 H1.4 C3.6	Plateau Elevation Escarpment Rift Cataarct Transportation Barrier Silt Fertile Tributary Irrigate Oasis Savanna Nomad Subsistence Farming Cash Crop Hunter-Gatherer Domesticate Fertile Surplus Civilization Migrate Ethnic Group Quran Pilgrimage Swahili City-State Colonize Nationalism Pan-Africanism Boycott Culture Cultural Diffusion Cultural Diversity Kinship Nuclear Family Extended Family Lineage Clan Griot Plantation Migrant Worker Bazaar Fellagheen Terrace Souq Casbah Multiethnic Census Sovereignty Coup Aristocratic Mwami Ganwa Vassal Refugee Harambee Authoritarian Nationalize Apartheid Discriminate Homeland	-Country Reports -Africaopoly -Public Service -Assessment Questions -Create Various Maps- Physical Features, ID Countries, etc. - Chapter/ Unit Assessments

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

Topic	Name:
Chapter 22.1	Teacher:
Egypt: A Nation Shaped by Islam	Class:
Questions/Main Ideas:	Date
bazaar	Notes
fellaheen	
Cairo	
Do you think the Egyptian government was right to provide the “suburban” graveyards with electricity?	
Why?	
How does religion affect Egypt’s culture?	
How does life differ for Egyptians living in rural and urban areas?	
Give two examples of how Islam affects everyday life in Egypt.	1
	2
Summary:	

Topic Chapter 22.2 Algeria	Name:	
	Teacher:	
	Class:	
	Date	
Questions/Main Ideas:	Notes	
terrace		
souq		
casbah		
Berber		
Arab		
What are some similarities and differences between Arabs and Berbers?	Same	Different
Compare city vs. rural life	Same	Different
Summary:		