
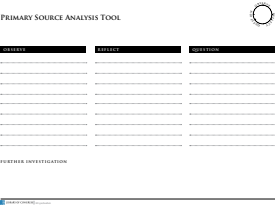
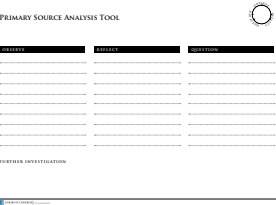
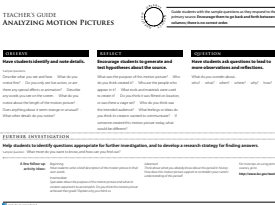
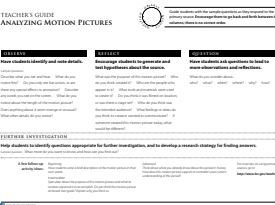
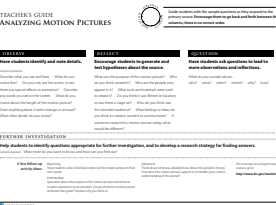


<b>Week of 11/14/11 7th Grade ELA</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday Half Day - Students</b>	<b>Friday</b>
<b>Objective</b>	TSWBAT identify the parts of a mystery in a given story.  TSWBAT use action verbs correctly.	TSWBAT identify the parts of a mystery in a given story.  TSWBAT use action verbs correctly.	TSWBAT identify the parts of a mystery in a given story.  TSWBAT effectively use and identify action verbs	TSWBAT identify the parts of a mystery in a given story.  TSWBAT effectively use and identify action verbs	TSWBAT identify the parts of a mystery in a given story.  TSWBAT effectively use and identify action verbs
<b>Assessment</b>	Catastrophic Verbs sheet (DI: V/L, Vis.)	Oral assessment, worksheet (DI: A, Vis., V/L)	Oral assessment, worksheet (DI: A, Vis., V/L)	Oral assessment, worksheet (DI: A, Vis., V/L)	Oral assessment, worksheet (DI: A, Vis., V/L)
<b>Closing Activity</b>	grammar, reading of Dead Man in Indian Creek, mystery analysis tool.  Housekeeping details from previous week.	grammar, reading of Dead Man in Indian Creek, mystery analysis tool.	grammar, reading of Dead Man in Indian Creek, mystery analysis tool.	grammar, reading of Dead Man in Indian Creek, mystery analysis tool.	grammar, reading of Dead Man in Indian Creek, mystery analysis tool.
<b>Vocabulary</b>	Mystery vocabulary & grammar	grammar, mystery vocabulary	grammar, mystery vocabulary	grammar, mystery vocabulary	Mystery vocabulary & grammar
<b>Strategy</b>	Model, example, practice NCA/AdvancED: 15 mins. D.E.A.R.	Model, example, practice NCA/AdvancED: 15 mins. D.E.A.R.	Model, example, practice NCA/AdvancED: 15 mins. D.E.A.R.	Model, example, practice NCA/AdvancED: 15 mins. D.E.A.R.	Model, example, practice NCA/AdvancED: 15 mins. D.E.A.R.
<b>GLCE/CCS</b>	Mystery: W.6.1, W.6.4, L.6.1, L.6.2a,b, L.6.3a,b Mechanics: L.6.1, L.6.2, L.6.3 Reading: RI.6.4, RI.6.5 Vocabulary: L.6.4a,b,c	Mystery: W.6.1, W.6.4, L.6.1, L.6.2a,b, L.6.3a,b Mechanics: L.6.1, L.6.2, L.6.3 Reading: RI.6.4, RI.6.5 Vocabulary: L.6.4a,b,c	Mystery: W.6.1, W.6.4, L.6.1, L.6.2a,b, L.6.3a,b Mechanics: L.6.1, L.6.2, L.6.3 Reading: RI.6.4, RI.6.5 Vocabulary: L.6.4a,b,c	Mystery: W.6.1, W.6.4, L.6.1, L.6.2a,b, L.6.3a,b Mechanics: L.6.1, L.6.2, L.6.3 Reading: RI.6.4, RI.6.5 Vocabulary: L.6.4a,b,c	Mystery: W.6.1, W.6.4, L.6.1, L.6.2a,b, L.6.3a,b Mechanics: L.6.1, L.6.2, L.6.3 Reading: RI.6.4, RI.6.5 Vocabulary: L.6.4a,b,c
<b>31a Plans (1st &amp; 6th Hours)</b> <small>Note: 31a Staff may be reassigned by the office without notice. In such cases, these plans do not apply.</small>	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. Note:	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.

All lesson plans are tentative and subject to change without notice. Plans this week are predicated on the previous week's work.

Week of 11/14/11 7th Grade Geo.	Monday	Tuesday	Wednesday	Thursday Half Day - Students	Friday
Objective	TSWBAT identify and note details of The Great Rift Valley in Africa.	TSWBAT identify and note details of The Great Rift Valley in Africa.	TSWBAT identify and note details of The Great Rift Valley in Africa.	TSWBAT decode the chapter for critical information.	Test Chapter 21.
Assessment				Discuss Chapter 21 based on previous week's work (note takers and essential readings.)	Test Chapter 21
Closing Activity	 <p>Housekeeping details from previous week.</p>			Reading Guide: 21-3 The Cultures of East Africa Informational Text: Essential Reading 21-3	Test Chapter 21
Vocabulary	<ul style="list-style-type: none"> <li>culture</li> <li>cultural diffusion</li> <li>cultural diversity</li> <li>kinship</li> <li>nuclear family</li> <li>extended family</li> <li>lineage</li> <li>clan</li> <li>griot</li> <li>plantation</li> <li>migrant worker</li> <li>Republic of South Africa</li> <li>Nelson Mandela</li> </ul>	<ul style="list-style-type: none"> <li>culture</li> <li>cultural diffusion</li> <li>cultural diversity</li> <li>kinship</li> <li>nuclear family</li> <li>extended family</li> <li>lineage</li> <li>clan</li> <li>griot</li> <li>plantation</li> <li>migrant worker</li> <li>Republic of South Africa</li> <li>Nelson Mandela</li> </ul>	<ul style="list-style-type: none"> <li>culture</li> <li>cultural diffusion</li> <li>cultural diversity</li> <li>kinship</li> <li>nuclear family</li> <li>extended family</li> <li>lineage</li> <li>clan</li> <li>griot</li> <li>plantation</li> <li>migrant worker</li> <li>Republic of South Africa</li> <li>Nelson Mandela</li> </ul>	<ul style="list-style-type: none"> <li>culture</li> <li>cultural diffusion</li> <li>cultural diversity</li> <li>kinship</li> <li>nuclear family</li> <li>extended family</li> <li>lineage</li> <li>clan</li> <li>griot</li> <li>plantation</li> <li>migrant worker</li> <li>Republic of South Africa</li> <li>Nelson Mandela</li> </ul>	<ul style="list-style-type: none"> <li>culture</li> <li>cultural diffusion</li> <li>cultural diversity</li> <li>kinship</li> <li>nuclear family</li> <li>extended family</li> <li>lineage</li> <li>clan</li> <li>griot</li> <li>plantation</li> <li>migrant worker</li> <li>Republic of South Africa</li> <li>Nelson Mandela</li> </ul>

<b>Week of 11/14/11 7th Grade Geo.</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday Half Day - Students</b>	<b>Friday</b>
<b>Strategy</b>	video, investigation, observe, reflect, question NCA/AdvancED: 15 mins. D.E.A.R.	video, investigation, observe, reflect, question NCA/AdvancED: 15 mins. D.E.A.R.	video, investigation, observe, reflect, question NCA/AdvancED: 15 mins. D.E.A.R.	lecture, discussion, examination of graphic organizer NCA/AdvancED: 15 mins. D.E.A.R.	graphic organizer, guided reading informational text NCA/AdvancED: 15 mins. D.E.A.R.
<b>GLCE/CCS</b>	RH.6-8.4. RH.6-8.5. RH.6-8.6. RH.6-8.7 Speaking: SL.7.4 SL.7.5.	No Students: Election Day	RH.6-8.4. RH.6-8.5. RH.6-8.6. RH.6-8.7	RH.6-8.4. RH.6-8.5. RH.6-8.6. RH.6-8.7	RH.6-8.4. RH.6-8.5. RH.6-8.6. RH.6-8.7

<b>Week of 11/7/11 Enrichment</b>	<b>Monday</b> Ms. Taylor Modeling	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b> Half Day - Students	<b>Friday</b>
<b>Objective</b>	Michal Taylor did not provide objectives for her lesson.	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.
<b>Assessment</b>	Ms. Taylor did not provide information on how she is going to assess the students.	worksheet assessment on vocabulary, performance assessment on fluency to be assessed at a future date.	worksheet assessment on vocabulary, performance assessment on fluency to be assessed at a future date.	worksheet assessment on vocabulary, performance assessment on fluency to be assessed at a future date.	worksheet assessment on vocabulary, performance assessment on fluency to be assessed at a future date.
<b>Closing Activity</b>	Ms. Taylor did not provide information on the lesson.	Fluency and performing literature. An introduction to Reader's Theater.  Housekeeping details from previous week if unable to address on Monday.	Fluency and performing literature. An introduction to Reader's Theater.	Fluency and performing literature. An introduction to Reader's Theater.	Fluency and performing literature. An introduction to Reader's Theater.
<b>Vocabulary</b>	Ms. Taylor did not provide information on the vocabulary being used.	varies, see individual dictionary work page.	varies, see individual dictionary work page.	varies, see individual dictionary work page	varies, see individual dictionary work page
<b>Strategy</b>	Ms. Taylor did not provide information on the strategy she is going to use today.  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.
<b>GLCE/CCS</b>	Ms. Taylor has not identified the GLCE/CCS standard she is going to address today.	SL.7.6.	SL.7.6.	SL.7.6.	SL.7.6.

All lesson plans are tentative and subject to change without notice. Plans this week are predicated on the previous week's work.

# PRIMARY SOURCE ANALYSIS TOOL



## OBSERVE

## REFLECT

## QUESTION

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## FURTHER INVESTIGATION

# TEACHER'S GUIDE ANALYZING MOTION PICTURES



Guide students with the sample questions as they respond to the primary source. **Encourage them to go back and forth between the columns; there is no correct order.**

## OBSERVE

**Have students identify and note details.**

Sample Questions:

Describe what you see and hear. · What do you notice first? · Do you only see live action, or are there any special effects or animation? · Describe any words you see on the screen. · What do you notice about the length of the motion picture? · Does anything about it seem strange or unusual? · What other details do you notice?

## REFLECT

**Encourage students to generate and test hypotheses about the source.**

What was the purpose of this motion picture? · Who do you think created it? · Who are the people who appear in it? · What tools and materials were used to create it? · Do you think it was filmed on location, or was there a stage set? · Who do you think was the intended audience? · What feelings or ideas do you think its creators wanted to communicate? · If someone created this motion picture today, what would be different?

## QUESTION

**Have students ask questions to lead to more observations and reflections.**

What do you wonder about...  
who? · what? · when? · where? · why? · how?

## FURTHER INVESTIGATION

**Help students to identify questions appropriate for further investigation, and to develop a research strategy for finding answers.**

Sample Question: What more do you want to know, and how can you find out?

**A few follow-up activity ideas:**

*Beginning*

*Have students write a brief description of the motion picture in their own words.*

*Intermediate*

*Speculate about the purpose of the motion picture and what its creators expected it to accomplish. Do you think the motion picture achieved their goals? Explain why you think so.*

*Advanced*

*Think about what you already know about this period in history. How does this motion picture support or contradict your current understanding of this period?*

*For more tips on using primary sources, go to*

**<http://www.loc.gov/teachers>**

