

Week of 12/12/11 7th Grade ELA	Monday	Tuesday	Wednesday	Thursday	Friday
Objective	TSWBAT effectively use and identify action verbs (tentative).	TSWBAT effectively use and identify action verbs (tentative).	TSWBAT effectively use and identify action verbs (tentative).	TSWBAT effectively use and identify action verbs (tentative).	TSWBAT effectively use and identify action verbs (tentative).
Assessment	Worksheet for grammar practice (DI: V/L, Vis.)	Worksheet for grammar practice (DI: V/L, Vis.)	Worksheet for grammar practice (DI: V/L, Vis.)	Worksheet for grammar practice (DI: V/L, Vis.)	Worksheet for grammar practice (DI: V/L, Vis.)
Closing Activity	grammar: "Verbs Doing Two Jobs" "My Weekend In 3 Words"	grammar: "Piñata Party Time"	grammar: "Hire Me!" (word bank SIOP strategy)	grammar: "Peanut Butter Spreader" (Mind Mapping SIOP strategy used here.)	grammar: "Turkey Melt" (Finding verbs in informational text SIOP strategy.)
Vocabulary	grammar, Verbs	grammar, Verbs	grammar, Verbs Word Bank: <i>create, build, design, organize, compute, listen, assist, adapt, speak, guide, encourage, develop, teach, lead, contribute, motivate, cooperate, collaborate, direct, supervise, oversee, initiate, produce, market, sell, invent.</i>	grammar, Verbs	grammar, Verbs
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.	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.	Model, example, practice, Technology: "Parts of Speech for Smart Board" by Incentive Publications 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 <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.	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 12/12/11 7th Grade Geo.	Monday	Tuesday	Wednesday	Thursday	Friday
Objective	<p>TSWBAT conduct an informational text investigation in preparation for a persuasive presentation.</p> <p>TSWBAT construct a persuasive Type 3 (T, P, 3R, No I) based on their analysis of source material.</p> <p>TSWBAT analyze current events with critical thinking (Channel 1).</p>	<p>TSWBAT conduct an informational text investigation in preparation for a persuasive presentation.</p> <p>TSWBAT construct a persuasive Type 3 (T, P, 3R, No I) based on their analysis of source material.</p> <p>TSWBAT analyze current events with critical thinking (Channel 1).</p>	<p>TSWBAT conduct an informational text investigation in preparation for a persuasive presentation.</p> <p>TSWBAT construct a persuasive Type 3 (T, P, 3R, No I) based on their analysis of source material.</p> <p>TSWBAT analyze current events with critical thinking (Channel 1).</p>	<p>TSWBAT conduct an informational text investigation in preparation for a persuasive presentation.</p> <p>TSWBAT construct a persuasive Type 3 (T, P, 3R, No I) based on their analysis of source material.</p> <p>TSWBAT analyze current events with critical thinking (Channel 1).</p>	<p>TSWBAT conduct an informational text investigation in preparation for a persuasive presentation.</p> <p>TSWBAT construct a persuasive Type 3 (T, P, 3R, No I) based on their analysis of source material.</p> <p>TSWBAT analyze current events with critical thinking (Channel 1).</p>
Assessment	<p>Primary source & secondary source investigation (informational text).</p> <p>Project will culminate in a persuasive argument project. Cecil Rhodes will be put on trial for his activities in Africa. (DI: V/L, Vis., B/K) (Note: will build off of the "Fold the Line" activity from last week.</p>	<p>Primary source & secondary source investigation (informational text).</p> <p>Project will culminate in a persuasive argument project. Cecil Rhodes will be put on trial for his activities in Africa.</p>	<p>Primary source & secondary source investigation (informational text).</p> <p>Project will culminate in a persuasive argument project.</p>	<p>Primary source & secondary source investigation (informational text).</p> <p>Project will culminate in a persuasive argument project.</p>	<p>Primary source & secondary source investigation (informational text).</p> <p>Project will culminate in a Type 3 persuasive argument project today. Type 2 based on the Channel 1 Week in Review Current Events summary.</p>
Closing Activity	<p>Primary source investigation of informational text, construction of a T chart (graphic organizer) in preparation of a persuasive project.</p> <p>Discussion and additional scaffolding as necessary. This is a new type of project for these students. Students will also peer edit the work before turning it in.</p> <p>Cecil Rhodes goes on trial at an appropriate point during the week after students have had time to analyze sources.</p>	<p>Primary source investigation of informational text, construction of a T chart (graphic organizer) in preparation of a persuasive project.</p> <p>Discussion and additional scaffolding as necessary. This is a new type of project for these students.</p>	<p>Primary source investigation of informational text, construction of a T chart (graphic organizer) in preparation of a persuasive project.</p> <p>Discussion and additional scaffolding as necessary. This is a new type of project for these students.</p>	<p>Primary source investigation of informational text, construction of a T chart (graphic organizer) in preparation of a persuasive project.</p> <p>Discussion and additional scaffolding as necessary. This is a new type of project for these students.</p>	<p>Primary source investigation of informational text, construction of a T chart (graphic organizer) in preparation of a persuasive project.</p> <p>Cecil Rhodes goes on trial at an appropriate point during the week after students have had time to analyze sources.</p>
Vocabulary	<p>colonialism Cape Town to Cairo Cecil Rhodes Rhodesia mining DeBeers "Dollar Diplomacy" griot plantation migrant worker Republic of South Africa Nelson Mandela</p>	<p>colonialism Cape Town to Cairo Cecil Rhodes Rhodesia mining DeBeers "Dollar Diplomacy" griot plantation migrant worker Republic of South Africa Nelson Mandela</p>	<p>colonialism Cape Town to Cairo Cecil Rhodes Rhodesia mining DeBeers "Dollar Diplomacy" griot plantation migrant worker Republic of South Africa Nelson Mandela</p>	<p>colonialism Cape Town to Cairo Cecil Rhodes Rhodesia mining DeBeers "Dollar Diplomacy" griot plantation migrant worker Republic of South Africa Nelson Mandela</p>	<p>colonialism Cape Town to Cairo Cecil Rhodes Rhodesia mining DeBeers "Dollar Diplomacy" griot plantation migrant worker Republic of South Africa Nelson Mandela</p>

Week of 12/12/11 7th Grade Geo.	Monday	Tuesday	Wednesday	Thursday	Friday
Strategy	video (BBC: http://news.bbc.co.uk/2/hi/africa/643737.stm), investigation, observe, reflect, question NCA/AdvancED: 15 mins. D.E.A.R.	video, investigation, observe, reflect, question, timeline (see below) NCA/AdvancED: 15 mins. D.E.A.R.	investigation, observe, reflect, question, evaluation NCA/AdvancED: 15 mins. D.E.A.R.	investigation, observe, reflect, question, evaluation NCA/AdvancED: 15 mins. D.E.A.R.	investigation, observe, reflect, question, evaluation NCA/AdvancED: 15 mins. D.E.A.R.
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 12/12/11 Enrichment	Monday	Tuesday	Wednesday	Thursday	Friday
Objective	TSWBAT create a persuasive essay from the NCA/AdvancED administered program.	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	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.	worksheet assessment on vocabulary, performance assessment on fluency to be assessed at a future date.
Closing Activity	Type 3 persuasive essay.	Fluency and performing literature. Vocabulary work.	Fluency and performing literature. Vocabulary work.	Fluency and performing literature. Vocabulary work.	Fluency and performing literature. Vocabulary work.
Vocabulary	See NCA writing materials supplied by the NCA/AdvancED committee.	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	Type 3 persuasive writing packet.	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.

Week of 12/12/11 Enrichment	Monday	Tuesday	Wednesday	Thursday	Friday
GLCE/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>

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	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 Cataract 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

