

Week of 2/6/12 7th Grade ELA	Monday	Tuesday	Wednesday	Thursday	Friday
Objective	TSWBAT read with comprehension Call of the Wild.	TSWBAT read with comprehension Call of the Wild.	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	Study Guide Questions (DI: V/L, Vis., B/K)	Study Guide Questions (DI: V/L, Vis., B/K)	Study Guide Questions (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	<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.	<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	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	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	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.	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 <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 2/6/12 7th Grade Geo.	Monday	Tuesday	Wednesday	Thursday	Friday
Objective	<p>TSWBAT identify the ethnic groups that populate Rwanda and Burundi and their origins.</p> <p>TSWBAT understand the history of the conflict between the Hutu and the Tutsi and the current crisis that exists in Rwanda and Burundi.</p>	<p>TSWBAT identify the key points from Chapter 22 and participate in a chapter review game.</p> <p>Quiz on East Africa Map (Ch. 23 Pretest)</p>	<p>Test Chapter 22.</p> <p>TSWBAT label the key countries of East Africa on a map.</p> <p>TSWBAT complete the Cornell Notes for Chapter 23.1</p>	<p>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.)</p> <p>TSWBAT define terms from Chapter 23.2 and essential questions from the informational text reading.</p>	<p>TSWBAT analyze current events with critical thinking (Channel 1).</p> <p>TSWBAT define terms from Chapter 23.3 and essential questions from the informational text reading.</p>
Assessment	<p>Cornell Note taking device (informational text support SIOP strategy & Melvindale High School NCA/AdvancED transitional support strategy). 23.1</p> <p>Information from informal formative assessment will drive successive day's activities.</p> <p>(DI: V/L, Vis., Spatial)</p>	<p>Cornell Note taking device (informational text support SIOP strategy & Melvindale High School NCA/AdvancED transitional support strategy). 23.2</p> <p>Information from informal formative assessment will drive successive day's activities.</p> <p>(DI: V/L, Vis., Spatial)</p>	<p>Cornell Note taking device (informational text support SIOP strategy & Melvindale High School NCA/AdvancED transitional support strategy). 23.3</p> <p>Information from informal formative assessment will drive successive day's activities.</p> <p>(DI: V/L, Vis., Spatial)</p>	<p>Cornell Note taking device (informational text support SIOP strategy & Melvindale High School NCA/AdvancED transitional support strategy). 23.4</p> <p>Information from informal formative assessment will drive successive day's activities.</p> <p>Quiz on Map of South Africa (DI: V/L, Vis., Spatial)</p>	<p>Type 2 based on the Channel 1 Week in Review Current Events summary.</p> <p>Cornell Note taking device (informational text support SIOP strategy & Melvindale High School NCA/AdvancED transitional support strategy).</p> <p>Information from informal formative assessment will drive successive day's activities.</p> <p>(DI: V/L, Vis., Aud)</p>
Closing Activity	<p>23.1 Cornell Notes. Guided reading through informational text. 23.1 will be observed during SSR on Tuesday.</p> <p>Observation of East Africa Map. If time allows, students will review the map for quiz tomorrow. Some guidance from teacher on this will be forthcoming despite time variance.</p> <p>Information from informal formative assessment will drive successive day's activities.</p>	<p>Quiz on East Africa Map (Technology used: clickers)</p> <p>23.2 Cornell Notes, Map of South Africa</p> <p>Information from informal formative assessment will drive successive day's activities.</p>	<p>Longest River informational text reading</p> <p>Chapter 23.3 informational text reading.</p> <p>Information from informal formative assessment will drive successive day's activities.</p>	<p>Quiz on Map of South Africa.</p> <p>Chapter 23.4 informational text reading and Cornell notes.</p> <p>Information from informal formative assessment will drive successive day's activities.</p>	<p>Channel 1 video news</p> <p>Discussion</p> <p>Type 2 writing based on the program.</p> <p>Information from informal formative assessment will drive successive day's activities.</p>
Vocabulary	See attached Cornell Notes 23.1	See attached Cornell Notes 23.2	See attached Cornell Notes 23.3	See attached Cornell Notes 23.4	Varies based on the report for the week. See Cornell Notes 23 (whole chapter)

Week of 2/6/12 7th Grade Geo.	Monday	Tuesday	Wednesday	Thursday	Friday
<p>Strategy</p>	<p>Optional video as relevance applies (BBC: http://news.bbc.co.uk/2/hi/africa/643737.stm), investigation, observe, manipulatives, Cornell note taking device. National Geographic video resources as apply.</p> <p>NCA/AdvancED: 15 mins. D.E.A.R.</p>	<p>Optional video as relevance applies (BBC: http://news.bbc.co.uk/2/hi/africa/643737.stm), investigation, observe, manipulatives, Cornell note taking device. National Geographic video resources as apply.</p> <p>NCA/AdvancED: 15 mins. D.E.A.R.</p>	<p>Optional video as relevance applies (BBC: http://news.bbc.co.uk/2/hi/africa/643737.stm), investigation, observe, manipulatives, Cornell note taking device. National Geographic video resources as apply.</p> <p>NCA/AdvancED: 15 mins. D.E.A.R.</p>	<p>Optional video as relevance applies (BBC: http://news.bbc.co.uk/2/hi/africa/643737.stm), investigation, observe, manipulatives, Cornell note taking device. National Geographic video resources as apply.</p> <p>NCA/AdvancED: 15 mins. D.E.A.R.</p>	<p>Optional video as relevance applies (BBC: http://news.bbc.co.uk/2/hi/africa/643737.stm), investigation, observe, manipulatives, Cornell note taking device. National Geographic video resources as apply.</p> <p>NCA/AdvancED: 15 mins. D.E.A.R.</p>
<p>GLCE/CCS</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>	<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 2/6/12 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. Information from informal formative assessment will drive successive day's activities.	Fluency and performing literature. Levels of fluency addressed in performance piece of literature chosen. (Three possible selections) Vocabulary work. Information from informal formative assessment will drive successive day's activities.	Fluency and performing literature. Levels of fluency addressed in performance piece of literature chosen. (Three possible selections) Vocabulary work. Information from informal formative assessment will drive successive day's activities.	Fluency and performing literature. Levels of fluency addressed in performance piece of literature chosen. (Three possible selections) Vocabulary work. Information from informal formative assessment will drive successive day's activities.	Fluency and performing literature. Levels of fluency addressed in performance piece of literature chosen. (Three possible selections) Vocabulary work. Information from informal formative assessment will drive successive day's activities.
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.

Topic Chapter 23.1 Rwanda & Brundi Questions/Main Ideas:	Name:
	Teacher:
	Class:
	Date
	Notes
aristocratic	
mwami	
ganwa	
vassal	
refugee	
Hutu	
Tutsi	
Twa	
Why do you think the Hutus accepted their roles as vassals of the Tutsi landowners?	

Summary: What has been the history of conflict between the 2 major ethnic groups in these countries?

Topic Chapter 23.2 Kenya Questions/Main Ideas:	Name:
	Teacher:
	Class:
	Date
	Notes
harambee	
Mount Kenya	
Jomo Kenyatta	
Nairobi	
p. 424: What parts of Kenya are best suited for agriculture?	
Why do so many Kenyan	

men move to Nairobi?	
How are women in rural	
villages affected when men	
move to the city?	

Summary: Describe the typical day of a young Kenyan. (p. 425)

Topic Chapter 22.3 Congo	Name:
	Teacher:
	Class:
	Date
Questions/Main Ideas:	Notes
authoritarian	
nationalize	

Shaba	
Mobutu Sese Seko	
Why are minerals so important to the Congo's economy?	
What economic challenges has the Congo faced since independence?	
p. 428: How many hydroelectric power sites are located close to mineral deposits? Why?	
Summary: Sort the following items: Cancellation of elections, Open critique of political leaders, the impeachment of a high government official, Arrest without a warrant.	
Democratic System	Authoritarian System
Topic	Name:

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Chapter 22.4 South Africa	Teacher:
	Class:
	Date
Questions/Main Ideas:	Notes
apartheid	
discriminate	
homeland	
Cape Town	
F.W. de Klerk	
homeland	
Nelson Mandela	
How did apartheid become the law of the land in South Africa & how did it eventually change?	
What changes have taken place since the end of apartheid in S. Africa?	
Summary:	

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

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