

<b>June 4, 2012 7th Grade ELA</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>Objective</b>	End of Year: Letter to Self  Adjectives & Adverbs	End of Year: Letter to Self  Adjectives & Adverbs	End of Year: Letter to Self  Adjectives & Adverbs	End of Year: Letter to Self  Adjectives & Adverbs	End of Year: Letter to Self  Adjectives & Adverbs
<b>Assessment</b>	Formative: as presents itself. Oral: as progress is made through Ch. 5 and on the activities listed below.	Formative: as presents itself. Oral: as progress is made through Ch. 5 and on the activities listed below.	Formative: as presents itself. Oral: as progress is made through Ch. 5 and on the activities listed below.	Formative: as presents itself. Oral: as progress is made through Ch. 5 and on the activities listed below.	Formative: as presents itself. Oral: as progress is made through Ch. 5 and on the activities listed below.
<b>Closing Activity</b>	Type 3 writings  Grammar work/practice	Type 3 writings  Grammar work/practice	Type 3 writings  Grammar work/practice	Type 3 writings  Grammar work/practice	Type 3 writings  Grammar work/practice
<b>Vocabulary</b>	commingled, expediency, feigned, ministrations, palpitant, peremptorily, plethoric, tangible.	commingled, expediency, feigned, ministrations, palpitant, peremptorily, plethoric, tangible.	commingled, expediency, feigned, ministrations, palpitant, peremptorily, plethoric, tangible.	commingled, expediency, feigned, ministrations, palpitant, peremptorily, plethoric, tangible.	commingled, expediency, feigned, ministrations, palpitant, peremptorily, plethoric, tangible.
<b>Strategy</b>	Oral reading, guided questioning, study guide, project.  NCA/AdvancED: 15 mins. D.E.A.R.	Oral reading, guided questioning, study guide, project.  NCA/AdvancED: 15 mins. D.E.A.R.	Oral reading, guided questioning, study guide, project.  NCA/AdvancED: 15 mins. D.E.A.R.	Oral reading, guided questioning, study guide, project.  NCA/AdvancED: 15 mins. D.E.A.R.	Oral reading, guided questioning, study guide, project.  NCA/AdvancED: 15 mins. D.E.A.R.
<b>Formative</b>	Thumbs up, down, windshield wiper	Thumbs up, down, windshield wiper	Thumbs up, down, windshield wiper	Thumbs up, down, windshield wiper	Thumbs up, down, windshield wiper

June 4, 2012 7th Grade ELA	Monday	Tuesday	Wednesday	Thursday	Friday
GLCE/CCS	<p><b>RL.7.2:</b> Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p> <p><b>RI.7.5:</b> Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</p> <p><b>W.7.1:</b> Write arguments to support claims with clear reasons and relevant evidence.</p> <p><b>SL.7.4:</b> Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p><b>L.7.5:</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p><b>RL.7.2:</b> Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p> <p><b>RI.7.5:</b> Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</p> <p><b>W.7.1:</b> Write arguments to support claims with clear reasons and relevant evidence.</p> <p><b>SL.7.4:</b> Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p><b>L.7.5:</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p><b>RL.7.2:</b> Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p> <p><b>RI.7.5:</b> Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</p> <p><b>W.7.1:</b> Write arguments to support claims with clear reasons and relevant evidence.</p> <p><b>SL.7.4:</b> Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p><b>L.7.5:</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p><b>RL.7.2:</b> Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p> <p><b>RI.7.5:</b> Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</p> <p><b>W.7.1:</b> Write arguments to support claims with clear reasons and relevant evidence.</p> <p><b>SL.7.4:</b> Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p><b>L.7.5:</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p><b>RL.7.2:</b> Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p> <p><b>RI.7.5:</b> Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</p> <p><b>W.7.1:</b> Write arguments to support claims with clear reasons and relevant evidence.</p> <p><b>SL.7.4:</b> Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p><b>L.7.5:</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>
<b>31a Plans</b> 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 June 4, 2012 7th Grade Geo.	Monday	Tuesday	Wednesday	Thursday	Friday
Objective	History of Ancient Egypt Simulation at the end of the week.	History of Ancient Egypt Simulation at the end of the week.	History of Ancient Egypt Simulation at the end of the week.	History of Ancient Egypt Simulation at the end of the week.	History of Ancient Egypt Simulation at the end of the week.
Assessment	Chapter 26.1 Cornell Notes Information from informal formative assessment will drive successive day's activities. (DI: V/L, Vis/Spatial, B/K)	Completed 26.1 notes due. Information from informal formative assessment will drive successive day's activities. (DI: V/L, Aud.)	Completed 26.2 notes due. Information from informal formative assessment will drive successive day's activities. (DI: V/L, Aud.)	Chapter 26.3 notes due. Information from informal formative assessment will drive successive day's activities. (DI: V/L, Vis., Spatial)	<b>Type 2</b> based on the Channel 1 Week in Review Current Events summary. Bell Ringer: It's Absolutely Relative Map of Asia Where in the World? (handout) Information from informal formative assessment will drive successive day's activities. (DI: V/L, Vis., Aud)
Closing Activity	Chapter 26.1 Cornell Notes Origami if time allows. Regional Maps of Asia: Quiz on Thursday.	Chapter 26.2 Cornell Notes Regional Maps of Asia: Quiz on Thursday.	Chapter 26.3 Cornell Notes Regional Maps of Asia: Quiz on Thursday.	Chapter 26.4 Cornell Notes Regional Maps of Asia: Quiz on Thursday.	Review for test Monday.
Vocabulary	commune, dialect, nomad, homogeneous	The Ramayana Brunei	Siddhartha Gautama	muezzin, minaret Abraham, Jerusalem, Jesus of Nazareth, Bethlehem, Muhammad, Mecca.	See previous weekly vocabulary. Other terms as present themselves in the Channel 1 broadcast.
Strategy	Optional video as relevance applies (BBC: <a href="http://news.bbc.co.uk/2/hi/africa/643737.stm">http://news.bbc.co.uk/2/hi/africa/643737.stm</a> ), investigation, observe, manipulatives, Cornell note taking device. National Geographic video resources as apply. <b>NCA/AdvancED:</b> 15 mins. D.E.A.R.	Optional video as relevance applies (BBC: <a href="http://news.bbc.co.uk/2/hi/africa/643737.stm">http://news.bbc.co.uk/2/hi/africa/643737.stm</a> ), investigation, observe, manipulatives, Cornell note taking device. National Geographic video resources as apply. <b>NCA/AdvancED:</b> 15 mins. D.E.A.R.	Optional video as relevance applies (BBC: <a href="http://news.bbc.co.uk/2/hi/africa/643737.stm">http://news.bbc.co.uk/2/hi/africa/643737.stm</a> ), investigation, observe, manipulatives, Cornell note taking device. National Geographic video resources as apply. <b>NCA/AdvancED:</b> 15 mins. D.E.A.R.	Optional video as relevance applies (BBC: <a href="http://news.bbc.co.uk/2/hi/africa/643737.stm">http://news.bbc.co.uk/2/hi/africa/643737.stm</a> ), investigation, observe, manipulatives, Cornell note taking device. National Geographic video resources as apply. <b>NCA/AdvancED:</b> 15 mins. D.E.A.R.	Optional video as relevance applies (BBC: <a href="http://news.bbc.co.uk/2/hi/africa/643737.stm">http://news.bbc.co.uk/2/hi/africa/643737.stm</a> ), investigation, observe, manipulatives, Cornell note taking device. National Geographic video resources as apply. <b>NCA/AdvancED:</b> 15 mins. D.E.A.R.

Week of June 4, 2012 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>

<b>Week of June 4, 2012 Enrichment</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>Objective</b>	TSWBAT create a Reader's Theater piece from a work they have read this quarter.	TSWBAT create a Reader's Theater piece from a work they have read this quarter.	TSWBAT create a Reader's Theater piece from a work they have read this quarter.	TSWBAT create a Reader's Theater piece from a work they have read this quarter.	TSWBAT create a Reader's Theater piece from a work they have read this quarter.
<b>Assessment</b>	Performance assessment on fluency to be assessed at a future date.	Performance assessment on fluency to be assessed at a future date.	Performance assessment Continues today.	Performance assessment on fluency to be assessed at a future date.	Performance assessment on fluency to be assessed at a future date.
<b>Closing Activity</b>	Vocabulary work. Information from informal formative assessment will drive successive day's activities.	Vocabulary work. Information from informal formative assessment will drive successive day's activities.	Vocabulary work. Information from informal formative assessment will drive successive day's activities.	Vocabulary work. Information from informal formative assessment will drive successive day's activities.	Vocabulary work. Information from informal formative assessment will drive successive day's activities.
<b>Vocabulary</b>	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
<b>Strategy</b>	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.
<b>GLCE/CCS</b>	SL.7.6.	SL.7.6.	SL.7.6.	SL.7.6.	SL.7.6.

## Primary Sources

### **Speech to the All-India Congress, 1942** **Mohandas K. Gandhi**

**While studying in Great Britain and practicing law in South Africa, Mohandas Gandhi came face to face with discrimination of Indians by white society. Inspired by the nonviolent principles of Henry Thoreau, Gandhi began the peaceful revolution that eventually led the Indian nation in its struggle for independence from Great Britain. The excerpt below is from a speech Gandhi made during World War II. In it he calls for non-violent action to obtain independence—a call for which he was imprisoned for two years. In 1947, three years after his release, India was granted independence.**

There are people who have hatred in their hearts for the British. I have heard of people saying that they are disgusted [filled with dislike] with them. The common people's mind does not differentiate [see a difference] between a Britisher and the imperialist form of their government. To them both are the same...

I know full well that the British will have to give us our freedom when we have made sufficient [enough] sacrifices and proven our strength. We must remove the hatred for the British from our hearts. At least, in my heart there is no such hatred. As a matter of fact, I am a greater friend of the British now than I ever was....

At the time when I am about to launch the biggest front in my life, there can be no hatred for the British in my heart. The thought that, because they are in difficulties, I should give them a push is totally absent from my mind. It has never been there. It may be that, in a moment of anger, they might do things that might provoke [cause anger in] you. Nevertheless, you should not resort to violence; that would put non-violence to shame. ...

Non-violence is a matchless weapon, which can help every one. I know we have not done much by way of non-violence and therefore, if such changes come about, I will take it that it is the result of our labors during the last twenty-two years and that God has helped us to achieve it.

When I raised the slogan "Quit India" the people in India, who were then feeling despondent [low in spirits], felt that I had placed before them a new thing. If you want real freedom, you will have to come together, and such a coming together will create true democracy—the like of which has not so far been witnessed or attempted [tried].

...

...My democracy means that every one is his own master. I have read sufficient history, and I have not seen such an experiment on such a large scale for the establishment [setting up] of democracy by non-violence. Once you understand these things you will forget the differences between the Hindus and Moslems.

...I want you to adopt non-violence as a matter of policy. With me it is a creed [belief], but so far as you are concerned I want you to accept it as policy. As disciplined soldiers you must accept it *in toto* [completely], and stick to it when you join the struggle.

### **Rama & Sita: The ideal Royal Couple**

Rama, the prince of Ayodhya and his wife Sita are the ideal royal couple. Rama is brave, wise and dutiful, and Sita is beautiful, generous and saintly. Sita gets introduced to Rama at a ceremony called 'Swayamvara', organized by her father Janaka, the king of Mithila to identify a suitable bridegroom for her lovely daughter. Princes from various kingdoms are invited and challenge to string a giant bow. Only the mighty Rama could lift the bow, string it and even break it into two halves. This leads Sita to garland Rama as her husband.

### **Intrigues in the Royal Family**

Dasharatha, the king of Ayodhya, had three wives and four sons. Rama was the eldest and his mother was Kaushalya. Bharata was the son of his second and favorite wife, Kaikeyi. The other two were twins, Lakshmana and Shatrughna from his third wife Sumitra. While Rama is all set for coronation, his step-mother, Dasharatha's second wife, Kaikeyi, wants her son, Bharata, to become king. Before the aged king could hand over his crown to his eldest son Rama, Dasaratha is destined to die. And instead of being crowned king of Ayodhya, Rama is sent into exile in the forest for fourteen year by an intrigue in the palace and a quirk of fate.

## [Read About the Many Characters of the Ramayana](#)

### **Rama is Banished for Fourteen Years**

Rama goes to the forest, accompanied by wife Sita and brother Lakshmana, and they live as recluses among the hermits that lead a life of meditative retreat in the deep woods. Bharata, whose mother's evil plot won him the throne, goes to meet Rama in the forest and pleads him to return to the capital. As Rama declines to break his vow given to his deceased father, Bharata is compelled to go back to Ayodhya with his sandals, which he places on the throne as the symbol of Rama's continuing monarchy.

## [Read About Hanuman, the Simian Deity](#)

### **Rama Fights Ravana, Rescues Sita**

While Rama, his wife and brother are living a simple yet happy life in the forest, tragedy strikes! Henceforth, the plot revolves around the abduction of Sita by the demon king Ravana, the ten-headed ruler of Lanka, and Rama's pursuit to rescue her, aided by Lakshmana and the mighty monkey-general Hanuman. Sita is held captive in the island as Ravana tries to persuade her to marry him. Rama assembles an army of allies comprising mainly of monkeys under the brave Hanuman. They attack Ravana's army, and after a fierce battle, succeed in killing the demon king and freeing Sita, reuniting her with Rama.

## [Guide Picks: Top 6 Books on the Ramayana](#)

### **Rama Regains His Kingdom, Sita Returns to Mother Earth**

After fourteen years, Rama and Sita return to Ayodhya and are warmly welcomed back by the citizens of the kingdom, where they rule for many years, and have two sons – Luv and Kush. Unfortunately, Sita's chastity during her period of capture by Ravana comes under scrutiny, and she has to go through trial by fire to prove her purity. But queen, who emerged from the earth at her birth, invokes Mother Earth to take her back into the earth, and the saintly Sita returns to her Mother, never to reappear again.