Lesson Plans

R. Stafford

7/8 grade

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| Week of:  February 2-6 | **7th World History** | **8th US History** | **7th Lang. Arts** | **Intervention** |
| Monday | MIST Writing Exam in the Computer Lab | MIST Writing Exam in the Computer Lab | Objective: Identify the central ideas of an article and use textual evidence to support those ideas.  SPI/CCS:  RI.7.5: Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of ideas.  RL7.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  Story Information  Scope Magazine 2015  “Shattered Lives”  Essential Questions   1. How does war affect children? 2. What hardships come with being displaced from your home? 3. How can humanitarian efforts help refugees?   Agenda:   * Prepare to Read (watch behind the scenes video) * Preview Vocabulary * Read the Article * Close reading self reflection * Close reading whole class discussion * Building skills: Central Ideas and details (pare/share- dig deeper in the article) * Text features activity * Critical thinking questions (paragraph writing) | MIST Writing Exam in the Computer Lab |
| Tuesday | Objective: Create a Coat of Arms  SPI/CCS:  7.38: Analyze the causes, course, and consequences of the European Crusades and their effects on the Christian, Muslim, and Jewish populations in Europe, with emphasis on the increasing contact by Europeans with cultures of the Eastern Mediterranean world  Agenda:   * Brief history on the importance of a “coat of arms” in medieval warfare. * Discuss and begin coat of arms project   HW:  Coat of Arms project is due Monday, February 9  Later Middle Ages Mid-chapter quiz is  Projected final assessment for The Later Middle Ages is Tuesday, February 17 | Objective: Analyze how the country’s expansion helped it develop sections with distinct economic characteristics.  SPI/CCS:  8.59: Describe American settlements in TX after 1821 and the causes for the TX War for Independence, including roles of David Crockett and Sam Houston in the war and the legacy of the Alamo.  Agenda:   * Review Alamo * Close Read/Writing Activity   HW:  Chapter 11 Mid-chapter Quiz: Wednesday, February 4  Chapter 11 Test: Wednesday, February 11 | Objective: Analyze cause- and –effect in Expository Text.  SPI/CCS:  RI.7.5: Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of ideas.  RL.7.2: 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.  RL.7.3: Analyze how particular elements of a story or drama interact.  Story Information  “How the Snake Got Poison” (African American Folk Tale)  Skills: compare & contrast, cultural context, theme  Agenda:   * DGP 8 * Continue and complete “Icaraus” test * Introduce vocabulary activity   HW: | Activity:  “Children of Willesden Lane”  Skills Covered:  Predictions, previewing, summarizing, vocabulary, nonfiction analysis  Agenda:  In class reading & activity |
| Wednesday | Objective: Analyze how the Christian and Muslim cultures fought over holy sites during a series of medieval wars.  SPI/CCS:  7.38: Analyze the causes, course, and consequences of the European Crusades and their effects on the Christian, Muslim, and Jewish populations in Europe, with emphasis on the increasing contact by Europeans with cultures of the Eastern Mediterranean world  Agenda:   * Background information on the Crusades * Begin part 1 of 2 day activity over the crusades   HW:  Coat of Arms project is due Monday, February 9  Later Middle Ages Mid-chapter quiz is  Projected final assessment for The Later Middle Ages is Tuesday, February 17 | Objective: Analyze how the country’s expansion helped it develop sections with distinct economic characteristics.  SPI/CCS:  8.58: Describe the concept of Manifest Destiny and its impact on the developing character of the American nation, including the purpose, challenges and economic incentives for westward expansion.  8.62: Describe the causes, course, and consequences of the Mexican-American War, including the controversy of the Rio Grande boundary, the role played by Zachary Taylor and Winfield Scott, the Mexican Cession and the Wilmont Proviso  Agenda:   * Introduce The Mexican American War * Class Notes * Analysis Activity   HW:  Chapter 11 Mid-chapter Quiz: Wednesday, February 4  Chapter 11 Test: Wednesday, February 11 | Objective: Analyze cause- and –effect in Expository Text.  SPI/CCS:  RI.7.5: Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of ideas.  RL.7.2: 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.  RL.7.3: Analyze how particular elements of a story or drama interact.  Story Information  “How the Snake Got Poison” (African American Folk Tale)  Skills: compare & contrast, cultural context, theme  Agenda:   * DGP 8 * Reinforce vocabulary * Story background * Story skills activity   HW: | Activity:  “Children of Willesden Lane”  Skills Covered:  Predictions, previewing, summarizing, vocabulary, nonfiction analysis  Agenda:  In class reading & activity |
| Thursday | Objective: Analyze how the Christian and Muslim cultures fought over holy sites during a series of medieval wars.  SPI/CCS:  7.38: Analyze the causes, course, and consequences of the European Crusades and their effects on the Christian, Muslim, and Jewish populations in Europe, with emphasis on the increasing contact by Europeans with cultures of the Eastern Mediterranean world  Agenda:   * Review information from previous class * Continue with activity * Refection * Writing assignment   HW:  Coat of Arms project is due Monday, February 9  Later Middle Ages Mid-chapter quiz is  Projected final assessment for The Later Middle Ages is Tuesday, February 17 | Objective: Analyze how the country’s expansion helped it develop sections with distinct economic characteristics.  SPI/CCS:  8.58: Describe the concept of Manifest Destiny and its impact on the developing character of the American nation, including the purpose, challenges and economic incentives for westward expansion.  8.62: Describe the causes, course, and consequences of the Mexican-American War, including the controversy of the Rio Grande boundary, the role played by Zachary Taylor and Winfield Scott, the Mexican Cession and the Wilmont Proviso  Agenda:   * Review previous class notes * Continue with Mexican-American War notes   HW:  Chapter 11 Mid-chapter Quiz: Wednesday, February 4  Chapter 11 Test: Wednesday, February 11 | Objective: Analyze cause- and –effect in Expository Text.  SPI/CCS:  RI.7.5: Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of ideas.  RL.7.2: 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.  RL.7.3: Analyze how particular elements of a story or drama interact.  Story Information  “How the Snake Got Poison” (African American Folk Tale)  Skills: compare & contrast, cultural context, theme  Agenda:   * DGP 8 * Read story * Plot summary activity   HW: Make sure plot summary activity is completed for class o Friday | Activity:  “Children of Willesden Lane”  Skills Covered:  Predictions, previewing, summarizing, vocabulary, nonfiction analysis  Agenda:  In class reading & activity |
| Friday | Objective: Assess information about the Catholic Church in the Middle Ages and determine its role in society.  SPI/CCS:  7.39: Explain the importance of the Catholic Church as a political, intellectual, and aesthetic institution, including founding of universities, political and spiritual roles of the clergy, creation of monastic and mendicant religious orders, preservation of the Latin language and religious text, Thomas Aquinas’s synthesis of classical philosophy with Christian theology and the concept of “natural law.”  Agenda:   * Background information * Close-read activity   HW:  Coat of Arms project is due Monday, February 9  Later Middle Ages Mid-chapter quiz is  Projected final assessment for The Later Middle Ages is Tuesday, February 17 | Objective: Analyze how the country’s expansion helped it develop sections with distinct economic characteristics.  SPI/CCS:  8.63: Trace the major figures and events in the discovery of gold in CA and its impact on the economy of the US including John Sutter, & 49ers.  Agenda:   * Review of previous class * Background information * Venn Diagram of key ideas * Summarize notes through a newspaper headline   HW:  Chapter 11 Mid-chapter Quiz: Wednesday, February 4  Chapter 11 Test: Wednesday, February 11 | Objective: Analyze cause- and –effect in Expository Text.  SPI/CCS:  RI.7.5: Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of ideas.  RL.7.2: 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.  RL.7.3: Analyze how particular elements of a story or drama interact.  Story Information  “How the Snake Got Poison” (African American Folk Tale)  Skills: compare & contrast, cultural context, theme  Agenda:   * Discuss plot summary sheet * DGP quiz weeks 7/8 * Vocab. review * Grammar Activity (quiz grade)   HW: | Activity:  “Children of Willesden Lane”  Skills Covered:  Predictions, previewing, summarizing, vocabulary, nonfiction analysis  Agenda:  In class reading & activity |
| Projected  Assessments/  Additional Notes | Coat of Arms project is due Monday, February 9  Later Middle Ages Mid-chapter quiz is  Projected final assessment for The Later Middle Ages is Tuesday, February 17 | Chapter 11 Mid-chapter Quiz: Wednesday, February 4  Chapter 11 Test: Wednesday, February 11 | “How the Snake Got Poison” (African American Folk Tale)  Skills: compare & contrast, cultural context, theme  Projected assessment: Tuesday, February 10 |  |