Lesson Plans

R. Stafford

7/8 grade

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| Week of:March 9-13 | **7th World History** | **8th US History** | **7th Lang. Arts** | **Intervention** |
| Monday | Objective: Students will analyze the origins, accomplishments, & geographic diffusion of the Renaissance & the historical developments of the Reformation.SPI/CCS:7.43 Trace the emergence of the Renaissance, including influence from Moorish (or Muslim) scholars in Spain.Agenda:* Notes 19-1

HW: Marco Polo informational Text/Close Read | Objective: Students analyze how the Industrial Revolution began in the British textile industry in the 1700s and then spread to America. People who had been farmers began working in factories. New inventions changed agriculture, manufacturing, communications, and transportation. In the 1840s, millions of immigrants from Western Europe came to the United States, and many moved west to escape crowded cities. SPI/CCS:**8.46** Describe the influence of industrialization and technological developments of the regions, including human modification of the landscape and how physical geography shaped human actions-growth of cities, deforestation, farming, and mineral extraction Agenda:* Ch. 12 Notes
* Close Read: Child Labor

HW: Complete Ch. 12 vocabulary12/13 vocabulary assessment will be Friday, March 13 | **Learning Goals:** 1. Students will be able to read a text and understand the relationship between characters, setting, and plot to help with the identification of theme.2. Students will be able to analyze elements of a story, to see how they work together in the overall work.3. Students will be able to correctly use new vocabulary words that are important to the comprehension of new literature.4. Students will be able to identify parts of speech, parts of sentences, and clauses with minimal use of an appendix. Students will also be able to identify correct punctuation and capitalization.**CCSS:** 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 (e.g., how setting shapes the characters or plot).L.7.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.L.7.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.Agenda:* DGP 11
* Discuss Story “7th Grade”
* Whole class story organizer

HW: Story Organizer Projects due Wednesday | Activity:Article: “Are Athletes Paid Too Much?”Skills Covered: Informational Text, Supporting claims with textual Evidence, DebateAgenda:* Read Article
* Support evidence to support and disclaim article
* Organize debates teams
* Work in groups
* Debate as a class
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| Tuesday | Objective: Students will analyze the origins, accomplishments, & geographic diffusion of the Renaissance & the historical developments of the Reformation.SPI/CCS:7.43 Trace the emergence of the Renaissance, including influence from Moorish (or Muslim) scholars in Spain.Agenda:* Leonardo Da Vinci/ Michelangelo Compare/Contrast Venn Diagram
* Key Review Questions

HW: Study For Mid-Chapter Quiz | Objective: Students analyze how the Industrial Revolution began in the British textile industry in the 1700s and then spread to America. People who had been farmers began working in factories. New inventions changed agriculture, manufacturing, communications, and transportation. In the 1840s, millions of immigrants from Western Europe came to the United States, and many moved west to escape crowded cities. SPI/CCS:**8.46** Describe the influence of industrialization and technological developments of the regions, including human modification of the landscape and how physical geography shaped human actions-growth of cities, deforestation, farming, and mineral extraction Agenda:* Ch. 12 Notes
* Key Questions
* Review: Child Labor Close Read

HW: Complete Ch. 12 vocabulary12/13 vocabulary assessment will be Friday, March 13 | **Learning Goals:** 1. Students will be able to read a text and understand the relationship between characters, setting, and plot to help with the identification of theme.2. Students will be able to analyze elements of a story, to see how they work together in the overall work.3. Students will be able to correctly use new vocabulary words that are important to the comprehension of new literature.4. Students will be able to identify parts of speech, parts of sentences, and clauses with minimal use of an appendix. Students will also be able to identify correct punctuation and capitalization.**CCSS:** 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 (e.g., how setting shapes the characters or plot).L.7.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.L.7.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.Agenda:* DGP 11
* Read “Third Wish”
* Story Organizer

HW: Story Organizer Projects due Wednesday | Activity:Article: “Are Athletes Paid Too Much?”Skills Covered: Informational Text, Supporting claims with textual Evidence, DebateAgenda:* Read Article
* Support evidence to support and disclaim article
* Organize debates teams
* Work in groups

Debate as a class |
| Wednesday | Objective: Students will analyze the origins, accomplishments, & geographic diffusion of the Renaissance & the historical developments of the Reformation.SPI/CCS:7.43 Trace the emergence of the Renaissance, including influence from Moorish (or Muslim) scholars in Spain.Agenda:* Mid-Chapter Quiz
* Informational Text Activity: Renaissance

HW: Complete Renaissance Informational Text Activity (Highlight the answers in the text and complete they attached quiz) | Objective: Students analyze slavery as an institution based on a relationship of dominance and submission, whereby one person owns another and can exact from that person labor or other services. Slavery proved unprofitable in the Northern states and by the early 19th century had disappeared. In the South, however, where African slaves arrived in the tens of thousands from the late 17th through the early 18th century slavery came to be an integral part of the plantation system (especially after the introduction of the cotton gin in 1793). SPI/CCS:8.71 Identify the conditions of enslavement, and explain how slaves adapted and resisted in their daily lives. Agenda:* Ch. 13 notes
* Key Questions

HW: Ch. 13 Vocabulary12/13 Vocabulary Assessment is Friday | **Learning Goals:** 1. Students will be able to read a text and understand the relationship between characters, setting, and plot to help with the identification of theme.2. Students will be able to analyze elements of a story, to see how they work together in the overall work.3. Students will be able to correctly use new vocabulary words that are important to the comprehension of new literature.4. Students will be able to identify parts of speech, parts of sentences, and clauses with minimal use of an appendix. Students will also be able to identify correct punctuation and capitalization.**CCSS:** 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 (e.g., how setting shapes the characters or plot).L.7.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.L.7.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.Agenda:* DGP 11
* Turn in Story Organizer Project
* Finish “Third Wish” Story Organizer (incorporate footnotes”

HW: Test over short stories and short story concepts is Friday | Activity:Article: “Are Athletes Paid Too Much?”Skills Covered: Informational Text, Supporting claims with textual Evidence, DebateAgenda:* Read Article
* Support evidence to support and disclaim article
* Organize debates teams
* Work in groups

Debate as a class |
| Thursday | Objective: Students will analyze the origins, accomplishments, & geographic diffusion of the Renaissance & the historical developments of the Reformation.SPI/CCS:7.43 Trace the emergence of the Renaissance, including influence from Moorish (or Muslim) scholars in Spain.Agenda:* 19-2 notes
* Key Questions

HW: Review Notes | Objective: Students analyze slavery as an institution based on a relationship of dominance and submission, whereby one person owns another and can exact from that person labor or other services. Slavery proved unprofitable in the Northern states and by the early 19th century had disappeared. In the South, however, where African slaves arrived in the tens of thousands from the late 17th through the early 18th century slavery came to be an integral part of the plantation system (especially after the introduction of the cotton gin in 1793). SPI/CCS:8.71 Identify the conditions of enslavement, and explain how slaves adapted and resisted in their daily lives. Agenda:* Ch. 13 notes
* Key Questions
* Ch. 13 Practice Quiz

HW: Ch. 13 Vocabulary12/13 Vocabulary Assessment is Friday | **Learning Goals:** 1. Students will be able to read a text and understand the relationship between characters, setting, and plot to help with the identification of theme.2. Students will be able to analyze elements of a story, to see how they work together in the overall work.3. Students will be able to correctly use new vocabulary words that are important to the comprehension of new literature.4. Students will be able to identify parts of speech, parts of sentences, and clauses with minimal use of an appendix. Students will also be able to identify correct punctuation and capitalization.**CCSS:** 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 (e.g., how setting shapes the characters or plot).L.7.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.L.7.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.Agenda:* DGP 11
* Group Activity: Collaborate over Story organizers

HW: Test over short stories and short story concepts is Friday | Activity:Article: “Are Athletes Paid Too Much?”Skills Covered: Informational Text, Supporting claims with textual Evidence, DebateAgenda:* Read Article
* Support evidence to support and disclaim article
* Organize debates teams
* Work in groups

Debate as a class |
| Friday | Objective: Students will analyze the origins, accomplishments, & geographic diffusion of the Renaissance & the historical developments of the Reformation.SPI/CCS:7.43 Trace the emergence of the Renaissance, including influence from Moorish (or Muslim) scholars in Spain.Agenda:* Compare/Contrast Medici Family & Sforza Family

HW: Have a Great Spring Break | Objective: Students analyze slavery as an institution based on a relationship of dominance and submission, whereby one person owns another and can exact from that person labor or other services. Slavery proved unprofitable in the Northern states and by the early 19th century had disappeared. In the South, however, where African slaves arrived in the tens of thousands from the late 17th through the early 18th century slavery came to be an integral part of the plantation system (especially after the introduction of the cotton gin in 1793). SPI/CCS:8.71 Identify the conditions of enslavement, and explain how slaves adapted and resisted in their daily lives. Agenda:* Ch. 12/13 Vocabulary Quiz
* Informational Text/Close Read Activity: Slavery

HW: Have a Great Spring Break | **Learning Goals:** 1. Students will be able to read a text and understand the relationship between characters, setting, and plot to help with the identification of theme.2. Students will be able to analyze elements of a story, to see how they work together in the overall work.3. Students will be able to correctly use new vocabulary words that are important to the comprehension of new literature.4. Students will be able to identify parts of speech, parts of sentences, and clauses with minimal use of an appendix. Students will also be able to identify correct punctuation and capitalization.**CCSS:** 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 (e.g., how setting shapes the characters or plot).L.7.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.L.7.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.Agenda:* DGP 11
* Test over short stories (use story organizers)

HW: Have a Great Spring Break | Activity:Article: “Are Athletes Paid Too Much?”Skills Covered: Informational Text, Supporting claims with textual Evidence, DebateAgenda:* Read Article
* Support evidence to support and disclaim article
* Organize debates teams
* Work in groups

Debate as a class |
| Projected Assessments/Additional Notes |  | 12/13 Vocabulary Assessment is Friday | Story Organizer Projects due WednesdayTest over short stories and short story concepts is Friday |  |