Monday, August 15, 2016

1. Entering the Classroom Procedure
2. Model Handshake
3. What to bring to Social Studies? – red 3-subject notebook (ISN), agenda, conduct card, writing utensil, textbook
4. Leave the Classroom Procedure
5. Any questions?

Tuesday, August 16, 2016

1. Review “What to bring to Social Studies?”
2. Agenda pages review
3. Introduce “me”
4. Start Code of Conduct questions – Use “Writing Round Table” strategy (1 paper, 1 writing utensil, 1 scribe, 1 speaker, rotate roles after each word is written), introduce pod positions

Wednesday, August 17, 2016

Finish Code of Conduct questions using “Writing Round Table” strategy.

Thursday, August 18, 2016

Go over each word in the word list to ensure each student understands the definitions.

Friday, August 19, 2016

 No School / Old Settlers

Monday, August 22, 2016

1. Each student signs the Code of Conduct.
2. Explain the “foul system”:
	1. Anyone can call a foul on anyone in the classroom, teacher included.
	2. Fouls are not debatable, nor negotiable.
	3. Each foul requires the person to give two “put ups”.
3. ISN setup
	1. Show the ISN explanation PPT.
	2. Write your first name, last name and hour on the front cover of your ISN.
	3. Create (5) Table of Contents pages. (Draw two vertical lines, label columns “Page, Date, Assignment Title”.

Tuesday, August 23, 2016

1. Students open ISN to next open right/left side. On the right side, draw two horizontal lines to divide the paper into 3 equivalent sections. Next, draw one vertical line down the center of the page to create 6 equivalent sections.
2. Show “Why Study History?” Prezi. Students write the questions from the Prezi in the boxes on the right side in their notebook.

Wednesday, August 24, 2016

1. Finish writing questions from the Prezi in the boxes on the right side.
2. Students are to ask their parents, if necessary, “From where do their ancestors come?”. Write the answer in a complete sentence in the top left box on the right side of the page.

Thursday, August 25, 2016

1. On the right side, students write complete sentence answers to the remaining questions.
2. Once completed, students illustrate their answers on the left side in the corresponding boxes.

Friday, August 26, 2016

1. Students complete the illustrations on the left side then get approval from teacher.
2. Once approval is given, student should recreate their drawing on the Coat of Arms template, color their drawings, cut out the Coat of Arms, glue it to a piece of construction paper and hand it in to the teacher.
3. Hand out manila student folders. Each student should write their first and last name on the tab at the top. Students are to decorate their folder in whatever way they want.
4. Before students leave, call them in alphabetical order to the crates at the back of the room to put away their folders.

Monday, August 29, 2016

1. Model writing the “Coat of Arms” assignment in the Table of Contents.
2. On the next open left side in your ISN, free-hand a continents and oceans map. (Explain: what is the purpose of this activity? Explain the file cabinet that is your brain. This activity is only for the purpose of seeing what you already know. There is no grade. Just do the best you can.
3. Using “Active Inspire”, model continents and oceans map completion.

Tuesday, August 30, 2016

1. Finish C&O map. Trim and glue on the right side, opposite the freehand drawing.
2. Add to the Table of Contents.
3. Students write [www.sheppardsoftware.com](http://www.sheppardsoftware.com) in agenda book.
4. Practice C&O map using Sheppard S
5. oftware website.

Wednesday, August 31, 2016

1. Open your ISN to the next open right/left side. Model Cornell Notes setup.
2. While going through CRITR vocabulary PPT, model writing vocabulary words and definitions on the right side.

Thursday, September 1, 2016

1. Finish CRITR vocabulary PPT and notes.
2. Practice C&O map using Sheppard Software.

Friday, September 2, 2016

No School / Teacher In-Service day

Monday, September 5, 2016

 No School / Labor Day

Tuesday, September 6, 2016

1. Model and explain hand motions while reciting standards
	1. Model and explain Standard #1. Have students “show” Standard #1.
	2. Model and explain Standard #2. Have students “show” Standard #1. Have students “show” standard #2.
	3. Model and explain Standard #3. Have students “show” Standard #1, then #2, then #3.
	4. Model and explain Standard #4. Have students “show Standard #1, then, #2, then #3, then #4.
	5. Model and explain Standard #5. Have students “show” Standard #1, then, #2, then #3, then #4, then #5.
2. Students create vocabulary word cards. Blank side = vocabulary word. Lined side = definitions.

Wednesday, September 7, 2016

1. Have students stand behind their chairs. Ask students to “show “ Standard #1. Look for a student to model the correct hand motions. Then have students “show and tell” the standard in unison. Repeat with each standard.
2. Have students get their CRITR vocabulary flash cards and line up in birth order. “Fold the Line” to create partners.
3. Instruct students to use the following procedure to partner practice. (It gives the information to your brain in three different ways: reading (visually), hearing (auditory), and speaking (kinesthetic).
	1. Partner 1 shows Partner 2 the first definition
	2. Partner 2 reads the first definition aloud then says the vocabulary word. If Partner 2 is correct, P1 sets the card aside. If they answer incorrectly, P1 puts the card back in the pile. Continue through all cards. Then switch roles.
	3. Next, P1 shows P2 the first vocabulary word on the card. P2 must read the word aloud then provide the definition. If they answer correctly, the card is put aside. If they answer incorrectly the card remains in the stack. Then switch roles.

Thursday, September 8, 2016

1. Repeat “Show and Tell” of standards from yesterday.
2. Give students vocabulary practice quiz.
3. Model C&O map test using Sheppard Software on the Promethean Board.
4. Hand out practice C&O maps for students to take home.

Friday, September 9, 2016

 NO SCHOOL / FLOODING

Monday, September 12, 2016

1. “Show and Tell” standards and hand motions.
2. Have students take CRITR vocabulary practice quiz. Go over key words in each definition while discussing correct answers.
3. Practice Continents and Oceans map using sheppardsoftware.

Tuesday, September 13, 2016

1. Write C&O map colors on the board. Explain map grading system. (3 pts. ea. = 1 pt. label, 1 pt. spelling, 1 pt. color)
2. Have students get privacy folders. Hand out tests, instruct students to hand them into the basket upon completion.
3. Students may work on other assignments; decorate their folder at the back of the room, but ANY TALKING WILL BE SEEN AS CHEATING!!!

Wednesday, September 14, 2016

1. Students open ISN to the CRITR vocabulary practice test. On the LEFT side, students write the “Test Correction Procedure” notes.
2. Update T.O.C. to include “Test Correction Procedure” notes.
3. Return graded tests.

Thursday, September 15, 2016

1. Students open ISN to next open right/left side. On the right side, draw (4) horizontal lines to divide the paper into (5) equivalent sections.
2. “SHOW me Standard #1”. “SHOW and TELL me Standard #1”. Write Standard #1 at the top of the first section on the right side. Repeat for each standard.
3. Discuss an example of Standard #1 at Mulvane Middle School. Students write a complete sentence that connects the standard to Mulvane Middle School.
4. Students repeat the process until they have a sentence for each standard.

Friday, September 16, 2016 Constitution Day

1. Write the Essential Questions on the board;
	1. Why do we need a federal government? Give 1 minute think time then discuss as a class.
	2. For what purpose was the Constitution of the United States written? Round Robin share in pods.
2. Read a portion of the Declaration of Independence. Explain the reasons why the colonists were upset with Great Britain.
3. Students will work with shoulder partners to find (2) synonyms for their assigned vocabulary word. Each partner group gets one word. (5 min.)
4. Use Promethean to model writing the synonym words for each vocabulary word in the blank. Ask each student pair to share the synonym words they found (redirect if necessary).
5. Have students try to decide where the words go in the blanks of the Preamble with words omitted.
6. Go through the Preamble together, explaining while kids fill in the blanks. Have students tape the Preamble page horizontally on the right side of their next open right/left.

Monday, September 19, 2016

1. Double check that Preamble is taped horizontally on the right side.
2. Reread the “Preamble to the Constitution” as a class. Ask students to explain what the vocabulary words mean as it is being read.
3. On the left side opposite the Preamble, students write 2-3 sentences explaining the purpose of the Constitution being written.
4. Turn to the next open R/L side in your ISN. Draw (2) horizontal lines on each side. On the RIGHT side, start taking G.R.A.P.E.S. notes. (completed “G” and started “R”)

Tuesday, September 20, 2016 AimsWeb testing hours 1-4

1. On the left side opposite the C.R.I.T.R. MMS assignment, draw (4) horizontal lines to create (5) equivalent sections. Write the standards at the top of each section (exactly like you did on the right side to C.R.I.T.R. MMS). Be sure to underline or highlight the key words in each standard.
2. Write a sentence in each section that gives an example of the standard in your life. In what way have you experienced each standard?

Example for Standard #1 – Choices have consequences.

I have the choice to do my homework or not but if I get bad grades my consequence is that I cannot play sports.

1. Highlight the vocabulary words in each of your sentences. Be sure each sentence begins with a capital letter and ends with a punctuation mark.

Wednesday, September 21, 2016

Continue taking G.R.A.P.E.S. notes in the ISN. (Finish Religion, Achievements, and Political System)

Thursday, September 22, 2016

1. Check for “CRITR of myself” assignment completion in ISN.
2. Finish taking G.R.A.P.E.S. notes in the ISN. (Economics and Society).
3. Highlight key words in each section.
4. Explain the assignment for Friday. Assignment is due on Monday.

Friday, September 23, 2016 – GONE TO BIKES, BLUES, & BBQ ☺

1. On the left side of each category of G.R.A.P.E.S., write a sentence and draw a picture that shows your understanding of each category.
	1. Sentences: must have (2) key words from the notes, must show understanding of the category.
	2. Illustrations: must show understanding of the category, must be colored.

Monday, September 26, 2016

1. Check for completion of GRAPES activity from Friday.
2. Have students Round Robin share their sentences for “Geography” with their peers. Peers should be LISTENING for; a complete sentence, that shows understanding of the category. Then students should show their sentence to their peers. Peers should be LOOKING for; a capital letter, a punctuation mark, (2) highlighted words. After everyone has shared their “Geography” sentences the group should have a seat.
3. Ask for volunteers to share with the class.
4. Repeat this process for each GRAPES category.

Tuesday, September 27, 2016

1. Students open their ISN to the GRAPES notes.
2. Read an article from Jr. Scholastic. Using their GRAPES notes. Students take note of key words in the article that show evidence of one of the categories. Students are asked to make a connection between the categories and the article. Each connection MUST use key words from the GRAPES notes.
	1. Example: This article shows “Geography” because it talks about the CLIMATE and LANDSCAPE of Kansas and how that effects the farmer’s crops.
3. Students Round Robin share their connection in the form of a sentence with their group.
4. Ask students to share examples with the class.

Wednesday, September 28, 2016

Create a Cornell Notes page on the next open R/L side. Show students “Steps to Build A Civilization” PPT and take vocabulary notes in ISN.

Thursday, September 29, 2016

 Continue Cornell Notes of “Steps to Build A Civilization” vocabulary.

Friday, September 30, 2016 – NWEA Reading Test, stay in 1st hour 1st-4th hr. class periods

 DIPS DISST vocabulary (nomad, civilization, archaeologist, domesticate, irrigate, surplus, specialize, trade)

1. Define – Copy the definition from your notes.
2. Illustrate – Draw a picture that shows you understand the vocabulary word.
3. Personalize – How will you remember the vocabulary word? Of what does it remind you? What do you already know that you can attach the information to in your brain? This can be a sentence or illustration but must be unique from the “Illustration” and “Sentence” sections of your DIPS.
4. Sentence – Write a sentence using the vocabulary word that shows understanding of the word. All vocabulary words must be highlighted or underlined.

Monday, October 03, 2016

1. Students complete weekly agenda.
2. While students are copying agenda, open ISN to DIPS assignment from Friday. Check ISN for completion. Students with incomplete assignments call for HCP.
3. Hand out rubric for GRAPES sentences and illustrations assignment. Students glue the rubric on their next open RIGHT side. On the left, students write a 3-5 sentence reflection of their performance. Questions to consider;
	1. What did I do well?
	2. What did I not do well?
	3. What can I do to change the outcome next time?
	4. What should I repeat?
	5. What should I change?
4. Round Robin peer check DIPS sentences.
	1. PEERS LISTEN FOR; use of vocabulary word in sentence, complete thought (subject / predicate), show understanding
	2. PEERS LOOK FOR; vocabulary word underlined or highlighted, capitalization, punctuation
5. Set up ISN for “Steps to Build A Civilization” assignment for tomorrow.
	1. Turn to your next open R/L sides.
	2. Draw (4) horizontal lines on both the right and the left sides.
	3. On the right, label the sections in order of the 5 Steps to Build a Civilization.
	4. On the top left margin, write “Comic Strip of Steps to Build A Civilization”, NO WORDS / ONLY ILLUSTRATIONS.

Tuesday, October 4, 2016 – NWEA Language

1. Finish the Steps to Build A Civilization Comic Strip.
2. Create “Steps” vocabulary word cards. Write the vocabulary word on the blank side and the definition on the lined side.

Wednesday, October 5, 2016

1. Check “Steps Comic Strip” for completeness.
2. Highlight key words in definitions on vocabulary notecards.
3. Review order of the “Steps”.
4. Review Show and Tell of standards.
5. Open ISN to the next open R/L side. On the right side, draw (4) horizontal lines. Write one standard at the top of each section. Highlight the vocabulary words in each standard.
6. For each standard, write a sentence that connects the standard to one of the “Steps”. Model a sentence for each class.
	1. Ex. – Nomads made the choice to stop following their food source and the consequence was having to domesticate plants and animals so that they have a food source.
		1. must be a complete thought
		2. capitalization / punctuation
		3. shows understanding
		4. vocab. words are underlined or highlighted

Thursday, October 6, 2016 – NWEA Math

1. Do the (4) remaining sentences on the assignment we set up yesterday, CRITR of DIPS.
2. On the left side, write each vocabulary word (5) times to prepare for correctly spelling the words on the test tomorrow.

Friday, October 7, 2016

1. ISN’s are left on the window sill for an ISN grade check.
2. Students complete the “Steps to Build A Civilization Vocabulary Test”.

Monday, October 10, 2016

1. Return “Steps to Build A Civilization Vocabulary Test”. Discuss test correction procedures.
	1. All corrections must be done on loose-leaf paper, stapled to the front of the test and turned in to the black basket.
	2. If you misspelled a word (sp.), write that word (5) times.
	3. If you wrote the wrong word (w.w.), write the correct word and definition (5) times in the form of a complete sentence.
	4. If you mismatched a word and definition, write the correct word and definition (5) times in the form of a complete sentence.
	5. If you got the “Steps” in wrong order, write the steps in the correct order (5) times.
2. Have students stack ISN’s on the window sill. Then clear their desk except for a writing utensil and a privacy folder.
3. Discuss the purpose of a pretest and that scores will be for information only, no scores will be added to the gradebook. Have students take Mesopotamia Pretest.

Tuesday, October 11, 2016

1. Have students open their ISN to their next open right/left side. On the left side, draw one vertical line down the middle of the page. Draw (3) horizontal lines to divide the page into (8) equivalent sections. Write one vocabulary word in each of the sections. Set the timer for (10) minutes, have students predict the definition of each of the vocabulary words on the right. No more than 60 seconds per word.
2. Setup Vocabulary Preteach page on the right side. Write one of each of the words in each box on the right.
3. Students Round Robin share their prediction with their pod, sit after each person in the group has shared. Share the definition, then discuss the visuals. Continue the process with each word.

Wednesday, October 12, 2016

1. Finish Mesopotamia Vocabulary Preteach.
2. Turn to the next open right/left side. Handout ISN and DIPS rubric, have students glue at the top on the left side. Draw a horizontal line to divide the remaining section in half. Label the top half “ISN” and the bottom half “DIPS”. Handout the CRITR of the Steps rubric. Glue on the top of the right side. In each section, “ISN”, “DIPS”, and “CRITR of the Steps”, write at least (3) sentences of reflection in each section.
	1. Write complete sentences.
	2. What did I do well?
	3. What do I repeat next time?
	4. What should I do differently?
	5. What do I need to do to be successful next time?

Thursday, October 13, 2016

1. As a class, highlight key words in vocabulary definitions.
2. Check out textbooks to students.
3. Start Mesopotamia Geography PPT. Start Cornell Notes on next right side.

Friday, October 14, 2016 END OF 1ST 9 WEEKS

\*\*\* First 9 weeks reward party \*\*\*

Monday, October 17, 2016

\*\*\* NO SCHOOL / INSERVICE \*\*\*

Tuesday, October 18, 2016

1. Finish Mesopotamia Geography Cornell Notes.
2. Hand out Mesopotamia map and instructions. Use map on page 17 in your textbook as a resource. Instruct kids to make a map key on the bottom left side and title the map. Note: Taurus and Zagros mountains are not on page 17, discuss using PPT slide with mountains labeled on the map.
3. Completed map is due tomorrow.

Wednesday, October 19, 2016

1. Make a list of students who need copies of rubrics for their ISN.
2. Check for map completion while students trim and glue Mesopotamia map on the left side of their geography Cornell Notes.
3. Review Ch. 1, Sect. 2 – discuss features of the textbook
4. Assign end of section Ch. 1, Sect. 2 questions 1-5, pg. 23.
	1. complete sentence answers that restate the question
	2. use Index and Glossary
	3. scan to find the answer in the text

Thursday, October 20, 2016

1. Check for completion of questions.
2. Discuss each question/answer. Instruct students to correct their answer if it is incomplete.

Friday, October 21, 2016 –

1. Explain Mesopotamia Centers
	1. Center #1 – CRITR of Mesopotamia
	2. Center #2 – Mesopotamia Vocab. DIPS (1st half of words)
	3. Center #3 – Mesopotamia GRAPES – (G, R, A)
	4. Center #4 – C & O map + Mesopotamia
	5. Center #5 – Mesopotamia Vocab. DIPS (2nd half of words)
	6. Center #6 – Mesopotamia GRAPES – (P, E, S)
2. Students are assigned first (2) centers.

Monday, October 24, 2016 – 4:00-7:30 P/T Conferences

Students are assigned next (2) centers.

Tuesday, October 25, 2016 – 4:00-7:30 P/T Conferences

Students are assigned last (2) centers.

Wednesday, October 26, 2016

1. Mesopotamia Test
2. Mesopotamia Center work is due and ISN is handed in for a grade check.

Thursday, October 27, 2016

P/T Conferences 7:30-11:00

Friday, October 28, 2016

\*\*\* NO SCHOOL - PARENT/TEACHER CONFERENCES

Monday, October 31, 2016

Test Corrections in class – Students must follow test correction procedures (see notes in the ISN)

Tuesday, November 1, 2016

* Lunchroom Fight Vocab. Preteach
	+ Students divide the left side of their ISN into (8) equivalent sections.
	+ Students write one vocabulary word in each blank on the left. (sourcing, evidence, argument, corroborate, evaluate, reliable, context, bias).
	+ Give students (10) minutes to predict the definition of each word on the left.
	+ Students divide the right side of their ISN into (8) equivalent sections. Write one vocabulary word in each blank on the left.
	+ Students stand and RR share their predictions. Students should have a seat once they’ve shared.
	+ Students write the definition for each word on the right.

Wednesday, November 2, 2016

* Discuss EQ #1 & #2. What might influence perspective? (location/view, background, time, relationships/bias)
* Read background slide. Assign roles. One at a time, read through the evidence sheet.
* Discuss the need for consequences in the situation of violence in school. You are the Principal and must make a decision about what consequences there will be for the incident in the lunchroom. Choose (2) different highlighter colors. Read through the evidence sheet, one statement at a time. Highlight evidence in the statements that you as principal would use to support your decision. (Ex. all evidence to support consequences for Max are highlighted in pink, all evidence to support consequences for Justin are in blue.)

Thursday, November 3, 2016

* Finish highlighting evidence.
* Discuss the (3) contexts of this situation. 1st = town, 2nd = school, 3rd = lunchroom. Open your ISN to the next open right/left side. On the left side, draw a horizontal line to divide the paper in half. On the top, draw a bullseye with (3) sections. Label the sections as follows:

context of town

context of school

context of lunchroom

* On the right side draw (2) horizontal lines to divide the page into (3) equivalent sections. Label each section for a context.
* In each section on the right, write evidence that is important in context in the appropriate section. Label each statement of evidence with its source.
	+ Ex: Max and friends glare at Justin in English class (Justin)

Friday, November 04, 2016

* Finish creating evidence chart
* Color code evidence to support a consequence for each person.

Monday, November 7, 2016

* Lunchroom Fight Philosophical Chairs

Tuesday, November 8, 2016

**Election 2016**

1. Open your ISN to the next open right/left side. On the left, create a T-chart like the one below.

Donald Trump

Hillary Clinton

Pros

Pros

Cons

Cons

2. Read pages 6-9 in the Junior Scholastic titled “America’s Face-Off”.

3. In the “Pros” section for each candidate, write two sentences using evidence from the article with which you **agree**. What has each candidate said with which you can agree?

4. In the “Cons” section for each candidate, write two sentences using evidence from the article with which you **disagree**. What has each candidate said with which you disagree?

**Write complete sentences using capital letters and punctuation.**

Wednesday, November 9, 2016

**Lunchroom Fight Argument Paragraph**

1. On the open right/left side just after the Lunchroom Fight notes/bullseye, trim and glue the “Paragraph Structure” on the top left.

2. Label the section below the instructions “Rough Draft”.

3. On the right side at the top, label “Final Draft”.

Final Draft

Rough Draft

Paragraph Structure

4. After writing the rough draft of your paragraph, have at least (2) peers edit your work. They must sign or initial your rough draft.

5. When peer editing be sure to look for;

* argument – what consequences
* evidence - cite at least (2) sources, explain how evidence supports argument
* counterclaim – at least (1) source of evidence
* punctuation
* capitalization
* complete thought
* spelling / grammar
* use of all (8) vocabulary words in the paragraph (sourcing, evidence, argument, corroborate, evaluate, bias, reliable, context)

6. On the right side, write the Final Draft of your paragraph.

Thursday, November 9, 2016

* hand-out tests & corrections to folders
* rubrics – trim, glue, write 2-sentence reflections for; DIPS, CRITR, GRAPES, ISN rubric
* Complete Final Draft of your argument paragraph
* Mrs. Evans preview
* Veteran’s stars for bulletin board

Friday, November 10, 2016

 Mrs. Evans shares her Veteran’s Day presentation

Monday, November 14, 2016

* weekly agenda completion (5 min.)
* reminder of peer edit guidelines (5 min.)
	+ When peer editing be sure to look for;
	+ argument – what consequences
	+ evidence - cite at least (2) sources, explain how evidence supports argument
	+ counterclaim – at least (1) source of evidence
	+ punctuation
	+ capitalization
	+ complete thought
	+ spelling / grammar
	+ highlight all (8) vocabulary words in the paragraph (sourcing, evidence, argument, corroborate, evaluate, bias, reliable, context)
* peer edit time (10 min.)
* final draft work time (10 min.)

Tuesday, November 15, 2016

* Veteran’s stars
* check for Lunchroom Fight argument paragraph completion
* teacher read aloud pgs. 22, 24 & 25 in textbook, students follow along in their book
* teacher reads aloud Hammurabi’s Code resources (“Hammurabi’s Code: Fair or Cruel” and “Hammurabi’s Code”), students highlight evidence using one color for fair and another color for cruel
* students create a T-chart on the left of the next open right/left side, label columns “fair” & “cruel”
* find the evidence for each column that best shows fairness or cruelty (must have at least 3)

Wednesday, November 16, 2016

* check for T-chart completion (5 min.)
* students with completed charts – philosophical chairs with evidence sheets (15 min.)
* handout “Paragraph Structure” example, students trim and glue on left side of next open right/left



* write rough draft below instructions on the left hand side
* remind of writing guidelines

Thursday, November 17, 2016

* have (3) peers edit the paragraph
	+ argument – fair or cruel
	+ evidence - cite at least (2) sources, explain how evidence supports argument
	+ counterclaim – at least (1) source of evidence
	+ punctuation
	+ capitalization
	+ complete thought
	+ spelling / grammar
	+ highlight (5) vocabulary words in the paragraph: (sourcing, evidence, argument, corroborate, evaluate, bias, reliable, context)

Friday, November 18, 2016

* Finish the Final Draft of the Fair or Cruel Argument paragraph
* Model “friendly letter writing format”.
* On the next left side, students write a rough draft of a “thank you” letter to Mrs. Evans for coming to share her story with us.

Monday, November 21, 2016

* Egypt Pretest – students grade when complete
* Final draft of Mrs. Evans thank you letter

Tuesday, November 22, 2016

* Students write rough draft and final draft of a thankfulness letter to read to their family
	+ friendly letter format
	+ at least 2 paragraphs
	+ if signed and returned on Monday after Thanksgiving, student will earn 5 extra credit points

Wednesday, November 23, 2016 NO SCHOOL – THANKSGIVING

Thursday, November 24, 2016 NO SCHOOL – THANKSGIVING

Friday, November 25, 2016 NO SCHOOL – THANKSGIVING

Monday, November 28, 2016

Egypt Vocab. Preteach

* Draw 3 horizontal lines, one vertical line to divide next open left side into 8 equivalent sections
* teacher says each word on the list, students repeat
* write one word in each blank, predict definition of each word (set timer for 10 min)
* Go through slides on PPT. For each word, students and teacher say the word, spell the word, then say the word and it’s definition in a complete sentence.

Tuesday, November 29, 2016

* Finish vocab. preteach
* Start Egypt Geography Cornell Notes

Wednesday, November 30, 2016

* Finish Egypt Geography Cornell Notes
* Complete map of Egypt

Thursday, December 1, 2016

* Read aloud Ch. 2, Sect. 1
* Assign questions #1-6, pg. 46

Friday, December 2, 2016

Rock with the Shox

Monday, December 5, 2016

* (10 min) soldier “thank you” letters – friendly letter format
* Review Ch. 2, Sect. 1 ?’s
* Read aloud Ch. 2, Sect. 2
* Assign Ch. 2, Sect. 2 ?’s, #1-5, pg. 52

Tuesday, December 6, 2016

* (10 min.) soldier “thank you” letters – friendly letter format
* Review Ch. 2, Sect. 2 ?’s
* Read aloud Ch. 2, Sect. 3
* Assign Ch. 2, Sect. 3 ?’s, #1-5, pg 67

Wednesday, December 7, 2016

* (10 min.) soldier “thank you” letters
* Review Ch. 2, Sect. 3 ?’s
* Read aloud Ch. 2, Section 4
* Assign ?’s 1-5, pg. 72

Thursday, December 8, 2016

* Finish soldier “thank you” letters
* Review Ch. 2, Section 4 ?’s
* Centers explanation and ISN setup
* 1st Egypt Center rotation – C.R.I.T.R.

Friday, December 9, 2016

* 2nd Egypt Center rotation – 1ST HALF D.I.P.S. (dynasty, pharaoh, deity, tribute)
* 3rd Egypt Center rotation – 1ST HALF G.R.A.P.E.S. (Geography, Religion, Achievements)

Monday, December 12, 2016

* 4th Egypt Center rotation – Continents and Oceans map
* 5th Egypt Center rotation – 2nd half D.I.P.S. (cataract, delta, papyrus, hieroglyphics)

Tuesday, December 13, 2016

* 6th Egypt Center rotation – 2nd half G.R.A.P.E.S. (Politics, Economics, Society)
* work day

Wednesday, December 14, 2016

Egypt Test Review

Thursday, December 15, 2016

Egypt Test

Friday, December 16, 2016

* Test Corrections
* cartouche making

Monday, December 19, 2016

cartouche making

Tuesday, December 20, 2016

* 2nd 9 weeks reward party
* Reindeer Games

Wednesday, January 4, 2017

* return ISN’s to students
* handout Egypt rubrics
* reflection on each of the (3) rubrics (add to TOC)
* set up Vocabulary Preteach pages on next open right/left side in your ISN

Thursday, January 5, 2017

China Pretest

Friday, January 6, 2017

China Vocabulary Preteach

Monday, January 9, 2017

* finish Vocabulary Preteach
* create vocabulary flash cards using index cards

Tuesday, January 10, 2017

China geography Cornell notes

Wednesday, January 11, 2017

* study vocabulary word cards
* finish China geography Cornell notes

Thursday, January 12, 2017

* make changes to agenda for the week
* study vocabulary word cards
* China map

Friday, January 13, 2017

* read Ch. 7, Sect. 1, pgs. 224-231
* answer questions #1-6, pg. 231 (start on left side of your next open right/left)

Monday, January 16, 2017

No School – Martin Luther King, Jr. day

Tuesday, January 17, 2017

* copy weekly agenda
* study vocabulary word cards with a partner
* read geography of China Cornell notes
* reread as a class, highlight main ideas
* discuss Ch. 7, Sect. 1 questions

Wednesday, January 18, 2017

* study vocabulary word cards with a partner
* read Ch. 7, Sect. 2 aloud as a class, pgs. 232-239
* students answer questions #1-4, pg. 239

Thursday, January 19, 2017

* study vocabulary word cards – be sure to study spelling
* read through geography Cornell notes, discuss and develop a topic sentence for the summary paragraph
* review Ch. 7, Sect. 2 questions #1-4

Friday, January 20, 2017

* Read Ch. 7, Sect. 3, pgs. 240-248
* students answer questions #1-6, pg. 248 - due Monday

Monday, January 23, 2017

* study vocab. words with a partner
* work on geography summary paragraph
* review Ch. 7, Sect. 3 ?’s

Tuesday, January 24, 2017

* study vocab. words with a partner
* China geography video clips
* set up China Centers in ISN
* explain Center instructions

Wednesday, January 25, 2017

* reread China geography Cornell notes
* watch “The Arid North” and “The Fertile South” video clips
* work on summary paragraph for China geography Cornell notes
* China Center – #1 rotation

Thursday, January 26, 2017

* agenda revisions
* study China vocabulary with a partner / CHINA VOCABULARY QUIZ TOMORROW
* work on summary paragraph for China geography Cornell notes
* China Center – #2 rotation
* check for Center #1 completion

Friday, January 27, 2017

Bellwork: privacy folder & writing utensil, desk cleared

* China vocab. quiz
* China Center #3 rotation
* check for Center #2 completion

Monday, January 30, 2017

* complete weekly agenda
* hand back vocab. tests
	+ corrections due Friday, Feb. 3rd
	+ separate piece of loose leaf paper, write each sentence (5) times if you wrote the incorrect word, write each word (5) times that was spelled incorrectly
* check for Center #3 completion
* China Center #4 rotation

Tuesday, January 31, 2017

* China Center #5 rotation
* China Center #6 rotation
* check for Center #4 completion

Wednesday, February 1, 2017

* Partner study China Vocab.
* China Vocab. practice test
* Quiz, Quiz, Trade – China Unit Review
* check for Center 5 & 6 completion

Thursday, February 2, 2017

* clear desk except for privacy folder and writing utensil
* stack ISN on the window sill
* China Unit Test

Friday, February 3, 2017

* return China Test – corrections due Wed., 2/8
* Current Events
	+ Each student divides a sheet of loose-leaf into (3) equivalent sections on each side.
	+ Label the sections for GRAPES.
	+ Students read an article in the Jr. Scholastic then choose a category to write at least (2) sentences to relate the article to at least (2) categories. Be sure to use the key words from each category in the sentences.

Monday, February 6, 2017

* agenda completion
* hand out ISN’s to use on GRAPES assignment – return to window ledge before leaving
* corrections due Wed., 2/8
* Current Events GRAPES assignment from Friday

Tuesday, February 7, 2017

* Students clear desk.
* Get a privacy folder and a pencil.
* After India Pretest, hand in to Mort.
* Grade Pretest when called.
* Finish Current Events GRAPES

Wednesday, February 8, 2017

* Glue China GRAPES, DIPS, ISN, and CRITR rubrics on your next open right/left side.
* Write at least (2) reflection sentences for each assignment. There will be a total of (8) reflection sentences.
* Start India Vocab. Preteach

Thursday, February 9, 2017

* Work on reflections.
* India Vocab. Preteach

Friday, February 10, 2017

* India Vocab. word cards
* India Geography Cornell Notes

Monday, February 13, 2017

* complete agenda
* finish India Geography Cornell Notes
* assign map of India – due tomorrow

Tuesday, February 14, 2017

* India vocabulary notecards
* read Ch. 6, Sect. 1 aloud as a class
* assign ?’s 1-6, pg. 201

Wednesday, February 15, 2017

* Review Ch. 6, Sect. 1?’s
	+ cite the source in your answer
	+ complete sentence answers
	+ discuss answers as a class

Thursday, February 16, 2017

* study India vocabulary word cards
* read Ch. 6, Sect. 2 aloud as a class
* assign ?’s #1-6, pg. 208

Friday, February 17, 2017

NO SCHOOL / INSERVICE

Monday, February 20, 2017

NO SCHOOL / PRESIDENT’S DAY

Tuesday, February 21, 2017

* complete weekly agenda
* partner study India vocab.
* check for completion of Ch. 6, Sect. 2 ?’s
* discuss questions as a class

Wednesday, February 22, 2017

* read Ch. 6, Sect. 3 aloud as a class
* assign ?’s 1-4, & 6, pg. 216

Thursday, February 23, 2017

* partner study India vocab. cards
* discuss Ch. 6, Sect. 3?’s

Friday, February 24, 2017

* India vocabulary quiz
* write India geography Cornell notes summary paragraph

Monday, February 27, 2017

* India center descriptions
	+ CRITR
	+ 1st ½ DIPS
	+ 1st ½ GRAPES
	+ maps
	+ 2ND ½ DIPS
	+ 2ND ½ GRAPES
* India Center #1

Tuesday, February 28, 2017

India Center #2

Wednesday, March 1, 2017

India Center #3

Thursday, March 2, 2017

India Center #4

Friday, March 3, 2017

India Center #5

Monday, March 6, 2017

* India Center #6
* India review – Quiz, Quiz, Trade

Tuesday, March 7, 2017

India Unit Test

Wednesday, March 8, 2017

* return tests, corrections due Mon. 3/13 – discuss corrections expectations
* Introduce Religion Unit
	+ show “What is Religion?” video
	+ set up ISN for unit study of (5) major religions
	+ explain process for religion research
		- show religion graphic organizer
		- show “Fact Bank” sheet
		- show “Symbols sort”
		- explain citing of source

Thursday, March 9, 2017

* all books on pods for research – each pod represents a religion
* students divided into reading level groups
* handout graphic organizer and “answer bank” to each group
* Religion #1 research

Friday, March 10, 2017

Religion #2 research

Monday, March 13, 2017

* complete weekly agenda
* Religion #3 research

Tuesday, March 14, 2017

Religion #4 research

Wednesday, March 15, 2017

Religion #5 research

Thursday, March 16, 2017

9 weeks reward party

Friday, March 17, 2017

NO SCHOOL / PARENT-TEACHER CONFERENCES

Monday, March 27, 2017

* complete weekly agenda
* finish religion research
* start religion unit vocabulary – define each word on the lower left side of the religion page in your ISN

Tuesday, March 28, 2017 ELA STATE TESTING / shortened schedule – all testing 1st hour

religion unit vocabulary

Wednesday, March 29, 2017

religion unit vocabulary

Thursday, March 30, 2017 ELA STATE TESTING / shortened schedule – all testing 1st hour

* trim & glue religion g.o.’s into ISN
* add each “Religion Research” to Table of Contents
* Religion Vocab.

Friday, March 31, 2017

* Fact Check Groups / Expert Groups
* discuss poster setup
* each student needs a rough draft in their ISN
* rough draft on L / poster layout on the R
* round robin fact check – if there is a discrepancy use the religion resources to gather evidence to provide proof
* draw names of religions to assign religions to each expert group

Monday, April 3, 2017 ELA STATE TESTING / shortened schedule

* weekly agenda
* religion poster rough draft

Tuesday, April 4, 2017

Religion poster group work

Wednesday, April 5, 2017

Religion poster group work

Thursday, April 6, 2017 MATH STATE TESTING / shortened schedule

Religion poster group work

Friday, April 7, 2017

finish poster and plan presentation

Monday, April 10, 2017 MATH STATE TESTING / shortened schedule

Round #1 Religion Poster presentations

Tuesday, April 11, 2017

Rounds #2 & #3 Religion Poster presentations

Wednesday, April 12, 2017

* Round #4 Religion Poster presentations
* explain Religion Study Guide

Thursday, April 13, 2017 READING NWEA / independent work in 1st hour until lunch

Religion Unit Study Guide

Monday, April 17, 2017

NO SCHOOL / INSERVICE

Tuesday, April 18, 2017

* Round #5 Religion Poster presentations
* religion fact share

Wednesday, April 19, 2017 NWEA LANGUAGE

* students stay in 1st hour class 1-4 hours, assignments from each teacher
* SS assignment – finish Religion Unit Study Guide

Thursday, April 20, 2017

* religion poster graphic organizer due
* study guide due
* review study guide
* review religion facts
* review game

Friday, April 21, 2017

Religion Unit Test

Monday, April 24, 2017

Greece vocab. preteach

Tuesday, April 25, 2017

* Greece vocab. preteach
* Greece geography Cornell notes

Wednesday, April 26, 2017

Greece geography Cornell notes

Thursday, April 27, 2017

* Greece vocabulary word cards
* finish Greece geography Cornell notes
* map of Greece

Friday, April 28, 2017

* NWEA Math
* Read Ch. 4, Section 1, pgs. 116-123
* Answer questions #1-6, pg. 123, starting on the left of your next open right/left side. Be sure to use complete sentences that restate the question and cite the source.