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| **4/29 to 5/3** | **Social Studies (Williams) Weekly Agenda**  |
| **Literacy Standard 1: I can identify and cite text evidence.** **Literacy Standard 2: I can determine the central idea of a text; I can summarize a text.**  |
| **Social Studies Standards for Chapter 10**SS.H.6-8.1: explore complex civilizations and identify elements of change and continuity across historical eras in Montana, the Americas, and world history.SS.H.6-8.3: analyze how, since European contact, historical events...have mutually impacted American Indian...societies**Learning Targets:**  Demonstrate an understanding of what made ancient Maya, Aztec and Inca societies so complex. Analyze events that affected Montana’s Native Americans and work together to present your findings.**Complex Societies Essential Question:** What made ancient Maya, Aztec and Inca societies so complex?**Montana’s Native Americans Essential Question:** How did various events affect Montana’s Native Americans? |
| Monday 4/29 | * Bell Ringer: In class
* Review: Finish all previous 4th quarter work.
* Classwork: Examine sources and complete questions related to how the Maya, Aztec, and Incan societies were complex. See materials in Teams.
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| Tuesday 4/30  | * Bell Ringer: In class
* Review: Finish all previous work.
* Classwork: Finish examining sources and complete questions related to how the Maya, Aztec, and Incan societies were complex. See materials in Teams
 |
| Wednesday 5/1  | * Bell Ringer: Complete the Good News Response assignment.
* Review: Finish all missing work for Chapter 10.
* Classwork: Research your group’s details about how Montana’s Native Americans were affected by various events in the 1800s-1900s. Begin preparing a presentation for the class.
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| Thursday 5/2  | * Bell Ringer: In class
* Review: Finish all previous assignments.
* Classwork: Finish your group’s presentation. Absent students should follow directions in Teams.
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| Friday 5/3 | * Bell Ringer: In class
* Review: Finish any missing work.
* Classwork: Begin Presentations.
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| ***Notes:***  * **Please Check Microsoft TEAMS daily for assignment details and due dates.**
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* **PowerSchool will be updated weekly.**
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| **4/22 to 4/26** | **Social Studies (Williams) Weekly Agenda**  |
| **Literacy Standard 1: I can identify and cite text evidence.** **Literacy Standard 2: I can determine the central idea of a text; I can summarize a text.**  |
| **Social Studies Standards for Chapter 10**SS.H.6-8.1: explore complex civilizations and identify elements of change and continuity across historical eras in Montana, the Americas, and world history.SS.H.6-8.3: analyze how, since European contact, historical events...have mutually impacted American Indian...societies**Learning Targets:** Write a paragraph describing ways the Maya have preserved their traditions and adapted to modern life. Demonstrate an understanding of what made ancient Maya, Aztec and Inca societies so complex.**Ch. 10 Essential Question:** How do indigenous peoples preserve their traditional culture while adapting to modern life?**Complex Societies Essential Question:** What made ancient Maya, Aztec and Inca societies so complex? |
| Monday 4/22 | * Bell Ringer: In class
* Review: Finish all previous 4th quarter work.
* Classwork: Begin organizing information to put into a paragraph explaining how the Maya kept their traditions while adapting to modern life.
 |
| Tuesday 4/23  | * Bell Ringer: In class
* Review: Finish all previous work.
* Classwork: Finish paragraph answering the Ch. 10 Essential Question about how the Maya kept their traditions while adapting to modern life.
 |
| Wednesday 4/24  | * Bell Ringer: Complete the Social Studies Check-in Survey in Teams.
* Review: Finish all missing work for Chapter 10
* Classwork: Complete the TCI Ch. 10 Lesson Game for review.
 |
| Thursday 4/25  | * Bell Ringer: In class
* Review: Finish all previous assignments.
* Classwork: Complete the Ch. 10 Lesson Game Assessment.
 |
| Friday 4/26 | * Bell Ringer: In class
* Review: Finish any missing work.
* Classwork: Begin Complex Societies Unit. Read materials related to Maya culture and identify what made their society so complex. Write answers in a packet in class or in an online form in Teams if you are absent.
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| **4/15 to 4/19** | **Social Studies (Williams) Weekly Agenda**  |
| **Literacy Standard 1: I can identify and cite text evidence.** **Literacy Standard 2: I can determine the central idea of a text; I can summarize a text.**  |
| **NEW: Social Studies Standards for Chapter 10**SS.H.6-8.1: explore complex civilizations and identify elements of change and continuity across historical eras in Montana, the Americas, and world history.SS.H.6-8.3: analyze how, since European contact, historical events...have mutually impacted American Indian...societies**NEW Learning Target:**  For this next week, you will be learning about a specific group of indigenous people called the Maya, who live in Mesoamerica. Mesoamerica stretches from the southern part of Mexico down into parts of Central America. The Maya have had to find a balance between keeping their traditions and adapting to new ways of life.**NEW Ch. 10 Essential Question:** How do indigenous peoples preserve their traditional culture while adapting to modern life? |
| Monday 4/15 | * Bell Ringer: In class
* Review: Finish all previous 4th quarter work.
* Classwork: Read the TCI Ch. 10 Introduction and follow directions in the Preview section in the homework area at the bottom of the Introduction section. Answer the questions with details in complete sentences.
 |
| Tuesday 4/16  | * Bell Ringer: In class
* Review: Finish all previous work.
* Classwork: Read TCI Ch. 10, Section 1 and complete the definitions (word for word from TCI as usual) and do sentences for each, showing an understanding of the meaning of the words.
 |
| Wednesday 4/17  | * Bell Ringer: Complete the Good News Summary in Teams.
* Review: Finish all missing work for Chapter 10
* Classwork: Begin TCI Chapter 10, Sections 2-6, by reading these sections and writing two examples of ways people have kept their traditions and two examples of ways they have adapted to modern life based on the particular focus of that section.
 |
| Thursday 4/18  | * Bell Ringer: In class
* Review: Finish all previous assignments.
* Classwork: Finish the work in Sections 2-6 on paper in class, or in the homework area for each section in TCI if you are not in class.
 |
| Friday 4/19 | * Bell Ringer: In class
* Review: Finish any missing work.
* Classwork: Finish and grade answers for Sections 2-6.
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| **4/8 to 4/12** | **Social Studies (Williams) Weekly Agenda**  |
| **Literacy Standard 1: I can identify and cite text evidence.** **Literacy Standard 2: I can determine the central idea of a text; I can summarize a text.**  |
| **Social Studies Standards for Chapter 9:****SS.G.6-8.5: Explain the role and impact of spatial patterns of settlement and movement in shaping societies and cultures, including Indigenous cultures** **SS.G.6-8.6: Identify how the historical and contemporary movement of people, goods, and ideas from one area can impact change, conflict, and cooperation in other areas****Ch. 9 Essential Question: Why does spatial inequality exist in urban areas?****Learning Targets:** Students will demonstrate their understanding of what life is like for people in the rural and urban areas of Mexico. |
| Monday 4/8 | * Bell Ringer: In class
* Review: Finish all previous Ch. 9 Work.
* Classwork: Finish all previous work and try the Lesson/Chapter 9 Lesson game in TCI for review for Thursday’s assessment.
 |
| Tuesday 4/9  | * Field trip to Helena businesses.
 |
| Wednesday 4/10  | * Bell Ringer: Complete the Social Studies Check-in survey in Teams.
* Review: Finish all missing work for Chapter 9.
* Classwork: Complete the Kahoot Review for Chapter 9 in Teams.
 |
| Thursday 4/11  | * Bell Ringer: In class
* Review: Finish all previous assignments.
* Classwork: Begin the Chapter 9 Assessment in TCI.
 |
| Friday 4/12 | * Bell Ringer: In class
* Review: Finish any missing work.
* Classwork: Finish the Chapter 9 Assessment in TCI.
 |
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| **4/1 to 4/5** | **Social Studies (Williams) Weekly Agenda**  |
| **Literacy Standard 1: I can identify and cite text evidence.** **Literacy Standard 2: I can determine the central idea of a text; I can summarize a text.**  |
| **Social Studies Standards for Chapter 9:****SS.G.6-8.5: Explain the role and impact of spatial patterns of settlement and movement in shaping societies and cultures, including Indigenous cultures** **SS.G.6-8.6: Identify how the historical and contemporary movement of people, goods, and ideas from one area can impact change, conflict, and cooperation in other areas****Ch. 9 Essential Question: Why does spatial inequality exist in urban areas?****Learning Targets:** Students will understand what life is like for people in three of Mexico City’s neighborhoods. |
| Monday 4/1 | * Bell Ringer: In class
* Review: Finish all previous Ch. 9 Work.
* Classwork: Read TCI Chapter 9, Section 3 and answer questions in Part 1. Watch the Neighborhood Visit #2 interview with a merchant from Mexico City, and enter the three pieces of data into TCI Ch. 9, Section 3, Part 2.
 |
| Tuesday 4/2  | * Bell Ringer: In class
* Review: Finish all previous assignments.
* Classwork: Using the data from Part 2, identify which neighborhood(s) the merchant lived in, and write a paragraph explaining why you believe he lives there.
 |
| Wednesday 4/3  | * Bell Ringer: In class Review: Finish all previous Ch. 9 Work. Complete the Good News Response Question.
* Classwork: Read TCI Chapter 9, Section 4a about the “Have Nots” and answer questions in Part 1. Watch the Neighborhood Visit #3 interview, and enter the three pieces of data into TCI Ch. 9, Section 3, Part 2.
 |
| Thursday 4/4  | * Bell Ringer: In class
* Review: Finish all previous assignments.
* Classwork: Using the data from Part 2, identify which neighborhood(s) the person lived in, and write a paragraph explaining why you believe they live there.
 |
| Friday 4/5 | * Bell Ringer: In class
* Review: Finish any missing work.
* Classwork: Read TCI Chapter 9, Section 4b from the subsection, “The Haves Live Well” and answer questions in Part 1. Watch the Neighborhood Visit #4 interview, and enter the three pieces of data into TCI Ch. 9, Section 3, Part 2.
 |
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| **3/18 to 3/22** | **Social Studies (Williams) Weekly Agenda**  |
| **Literacy Standard 1: I can identify and cite text evidence.** **Literacy Standard 2: I can determine the central idea of a text; I can summarize a text.**  |
| **Standards for the Latin America Mapping Lab**See previous assignments on the next page.**NEW Social Studies Standards for Chapter 9:****SS.G.6-8.5: Explain the role and impact of spatial patterns of settlement and movement in shaping societies and cultures, including Indigenous cultures** **SS.G.6-8.6: Identify how the historical and contemporary movement of people, goods, and ideas from one area can impact change, conflict, and cooperation in other areas****D2.Geo.4-6-8 & D2.Eco.1-6-8: Explain how economic decisions affect the daily lives of people and influence the well-being of individuals, businesses and societies.****NEW Ch. 9 Essential Question: Why does spatial inequality exist in urban areas?****Learning Targets:** Students will understand what life is like for people in Mexico City’s poorest neighborhoods. |
| Monday 3/18 | * Bell Ringer: In class
* Review: Finish all previous Mapping Lab work.
* Classwork: Take the Mapping Lab: Latin America Assessment
 |
| Tuesday 3/19  | * Bell Ringer: In class
* Review: Finish all previous assignments.
* Classwork: Finish the assessment.
 |
| Wednesday 3/20  | * Bell Ringer: In class
* Review: Finish any missing work.
* Classwork: Read Chapter 9, Introduction and Section 1 and complete the vocabulary definitions and sentences in TCI.
 |
| Thursday 3/21  | * Bell Ringer: In class
* Review: Finish any missing work.
* Classwork: Begin the TCI Ch. 9.2, Part 1-3 work in class based on the instructions in Teams.
 |
| Friday 3/22 | * Bell Ringer: In class
* Review: Finish any missing work.
* Classwork: Finish the 9.2, Part 1-3 work in class based on the instructions in Teams.
 |
| ***Notes:***  * **Please Check Microsoft TEAMS daily for assignment details and due dates.**
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* **In social studies class all assignments are usually done in class, but even with that, they are usually not due until two school days after they are assigned. (If assigned on Wednesday, due Friday; if assigned Tuesday, due Thursday, etc.) Let me know if you will be unable to complete an assignment on time so I don’t put it in the gradebook as ‘Missing.’**
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