NOTE: All assignment details can be found in Teams daily. Previous weeks in the quarter can be found by scrolling down.

|  |  |
| --- | --- |
| **6-2 to**  **6-6** | **Social Studies (Williams) Weekly Agenda** |
| Learning Targets: Students will learn about the region called Oceania. They will try to identify one of three locations where a photo was taken in that region, based on data they collect. | |
| Monday  6/2 | * Bell Ringer: In class * Review: Finish missing work. * Classwork: Identify which national park fits your interests and complete a form in Teams describing what you would do there. |
| Tuesday  6/3 | * Bell Ringer: In class * Review: Finish missing work. * Classwork: Work on two World Atlas mapping worksheets in class. |
| Wednesday  6/4 | * Bell Ringer: In class * Review: Finish missing work. * Classwork: Finish the World Atlas worksheets and grade in class. |
| Thursday  6/5 | * Bell Ringer: In class * Review: Finish missing work. * Classwork: Begin the Create Your Own Country project using materials given in class. Absent students can complete the document in Teams. |
| Friday  6/6 | * Bell Ringer: In class * Review: Finish missing work. * Classwork: Finish the project and share ideas with the class. |

NOTE: All assignment details can be found in Teams daily. Previous weeks in the quarter can be found by scrolling down.

|  |  |
| --- | --- |
| **5-26 to 5-30** | **Social Studies (Williams) Weekly Agenda** |
| Learning Targets: Students will learn about the region called Oceania. They will try to identify one of three locations where a photo was taken in that region, based on data they collect. | |
| Monday  5/26 | * Memorial Day |
| Tuesday  5/27 | * Bell Ringer: In class * Review: Finish missing work. * Classwork: Identify the location of three places in Oceania as shown in Challenge 3 of the Unit 8 Mapping Lab in TCI. Gather data about those three locations. |
| Wednesday  5/28 | * Bell Ringer: In class * Review: Finish missing work. * Classwork: Finish gathering data about the three locations and work on identifying which location the photo was taken at. |
| Thursday  5/29 | * Bell Ringer: Walking Field Trip Downtown starting at 2nd period in Mr. Dudek’s/Mrs. Richards room. Bring sunblock and a lunch (unless you ordered one from the cafeteria in advisor last week). Bring good walking shoes and a hat if possible. |
| Friday  5/30 | * Bell Ringer: In class * Review: Finish missing work. * Classwork: Finish the Mapping Lab Challenge 3 work. Finish any missing or incomplete work. |

NOTE: All assignment details can be found in Teams daily. Previous weeks in the quarter can be found by scrolling down.

|  |  |
| --- | --- |
| **5-19 to**  **5-23** | **Social Studies (Williams) Weekly Agenda** |
| Standards, Essential Question and Learning Target:  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.  Montana Social Studies Standards:  SS.E.6-8.1: explain how economic decisions impact individuals, businesses, and society, including Indigenous societies.  SS.G.6-8.4: explain how the environment and geographic features have affected people and how people have affected the environment throughout Montana, the United States, and the world.  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.  The Essential Question:  How should the resources of the Amazon Rainforest be used and preserved? | |
| Learning Target: Students will be able to recognize vocabulary words meaning and take notes on the needs, wants, and perspectives of various interest groups within the Amazon Rainforest. | |
| Monday  5/19 | * Bell Ringer: In class * Review: Finish any missing work. * Classwork: Finish the Choosing Solutions Document or make editing changes. |
| Tuesday  5/20 | * Bell Ringer: In class * Review: Finish missing work. * Classwork: Work on the Lesson 12 Practice Lesson Game in TCI. |
| Wednesday  5/21 | * Bell Ringer: In class * Review: Finish missing work. * Classwork: Begin the Letter to the Ambassador as described in Teams, using details from your Choosing Solutions Document. |
| Thursday  5/22 | * Bell Ringer: In class * Review: Finish missing work. * Classwork: Finish the Letter to the Ambassador as described in Teams, using details from your Choosing Solutions Document. |
| Friday  5/23 | * Bell Ringer: In class * Review: Finish missing work. * Classwork: Retake the Lesson 12 Lesson Game Assessment in TCI. |

NOTE: All assignment details can be found in Teams daily. Previous weeks in the quarter can be found by scrolling down.

|  |  |
| --- | --- |
| **5-12 to**  **5-16** | **Social Studies (Williams) Weekly Agenda** |
| Standards, Essential Question and Learning Target:  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.  Montana Social Studies Standards:  SS.E.6-8.1: explain how economic decisions impact individuals, businesses, and society, including Indigenous societies.  SS.G.6-8.4: explain how the environment and geographic features have affected people and how people have affected the environment throughout Montana, the United States, and the world.  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.  The Essential Question:  How should the resources of the Amazon Rainforest be used and preserved? | |
| Learning Target: Students will be able to recognize vocabulary words meaning and take notes on the needs, wants, and perspectives of various interest groups within the Amazon Rainforest. | |
| Monday  5/12 | * Bell Ringer: In class * Review: Finish any missing work. * Classwork: Finish the skit presentations in class and take notes in the Interest Group Comparison Chart. Absent students can use the Comparison Chart for Absent Students in Teams and transfer that data to their Comparison Chart at the bottom of the Teams assignment. |
| Tuesday  5/13 | * Bell Ringer: In class * Review: Finish missing work. * Classwork: Complete the Matching Quotes and Interest Group Ranking Forms in Teams. |
| Wednesday  5/14 | * Bell Ringer: In class * Review: Finish missing work. * Classwork: Read Lesson 12, Section 8 to learn about solutions that could be put into place to address land-use conflict. Begin the Choosing Solutions Document in Teams to identify two solutions you think would be helpful and explain your reasoning. |
| Thursday  5/15 | * Bell Ringer: In class * Review: Finish missing work. * Classwork: Finish the Choosing Solutions Document in Teams. |
| Friday  5/16 | * Bell Ringer: In class * Review: Finish missing work. * Classwork: Workday – no new homework. |

NOTE: All assignment details can be found in Teams daily. Previous weeks in the quarter can be found by scrolling down.

|  |  |
| --- | --- |
| **5-5 to**  **5-9** | **Social Studies (Williams) Weekly Agenda** |
| Standards, Essential Question and Learning Target:  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 Montana Social Studies Standards:  SS.E.6-8.1: explain how economic decisions impact individuals, businesses, and society, including Indigenous societies.  SS.G.6-8.4: explain how the environment and geographic features have affected people and how people have affected the environment throughout Montana, the United States, and the world.  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.  The Essential Question:  How should the resources of the Amazon Rainforest be used and preserved? | |
| Learning Target: Students will be able to recognize vocabulary words meaning and take notes on the needs, wants, and perspectives of various interest groups within the Amazon Rainforest. | |
| Monday  5/5 | * Bell Ringer: In class * Review: Finish any missing work. * Classwork: Read the Lesson 12 Introduction and Section 1. Begin definitions. |
| Tuesday  5/6 | * Bell Ringer: In class * Review: Finish missing work. * Classwork: Complete either sentences or symbols/explanations in TCI online for each vocabulary word in Section 1. |
| Wednesday  5/7 | * Bell Ringer: In class * Review: Finish missing work. * Classwork: Discuss Interest Groups and begin research for your assigned group using details in Lesson 12, Sections 2-7 and the Interest Group Comparison Chart in Teams. |
| Thursday  5/8  NOTE: MAST TESTING in advisor in the morning. | * Bell Ringer: In class * Review: Finish missing work. * Classwork: Work on research and prepare the script for your groups’ skit. |
| Friday  5/9 | * Bell Ringer: In class * Review: Finish missing work. * Classwork: Begin presenting your skits to the class and take notes on other groups’ data in the Interest Group Comparison Chart in Teams. |

NOTE: All assignment details can be found in Teams daily. Previous weeks in the quarter can be found by scrolling down.

|  |  |
| --- | --- |
| **5-5 to**  **5-9** | **Social Studies (Williams) Weekly Agenda** |
| Standards, Essential Question and Learning Target:  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 Montana Social Studies Standards:  SS.E.6-8.1: explain how economic decisions impact individuals, businesses, and society, including Indigenous societies.  SS.G.6-8.4: explain how the environment and geographic features have affected people and how people have affected the environment throughout Montana, the United States, and the world.  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.  The Essential Question:  How should the resources of the Amazon Rainforest be used and preserved? | |
| Learning Target: Students will be able to recognize vocabulary words meaning and take notes on the needs, wants, and perspectives of various interest groups within the Amazon Rainforest. | |
| Monday  5/5 | * Bell Ringer: In class * Review: Finish any missing work. * Classwork: Read the Lesson 12 Introduction and Section 1. Begin definitions. |
| Tuesday  5/6 | * Bell Ringer: In class * Review: Finish missing work. * Classwork: Complete either sentences or symbols/explanations in TCI online for each vocabulary word in Section 1. |
| Wednesday  5/7 | * Bell Ringer: In class * Review: Finish missing work. * Classwork: Discuss Interest Groups and begin research for your assigned group using details in Lesson 12, Sections 2-7 and the Interest Group Comparison Chart in Teams. |
| Thursday  5/8  NOTE: MAST TESTING in advisor in the morning. | * Bell Ringer: In class * Review: Finish missing work. * Classwork: Work on research and prepare the script for your groups’ skit. |
| Friday  5/9 | * Bell Ringer: In class * Review: Finish missing work. * Classwork: Begin presenting your skits to the class and take notes on other groups’ data in the Interest Group Comparison Chart in Teams. |

NOTE: All assignment details can be found in Teams daily. Previous weeks in the quarter can be found by scrolling down.

|  |  |
| --- | --- |
| **4-28 to**  **5-2** | **Social Studies (Williams) Weekly Agenda** |
| Standards, Essential Question and Learning Target:  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:  Montana Social Studies Standards:  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.  The Essential Question:   “How have Europeans' arrival and economic activities affected the daily lives and the well being of societies for Montana's Indigenous Peoples?” | |
| Learning Target: Students will be able to explain how events and economic activities like mining, railroads, homesteading, or logging caused changes in the lives of Montana’s Native Americans. | |
| Monday  4/28 | * Bell Ringer: In class * Review: Finish any missing work. * Classwork: Research the *Montana: Stories of the Land* Chapter you are assigned in class, taking notes in the document in Teams related to how Native Americans were affected by various events in Montana’s history over time. See Teams for detailed instructions. Then discuss with your group what information should be included in a PowerPoint presentation developed by the group. Absent students can choose a chapter in the text as described in Teams and begin the Presentation attached and described within the Teams assignment. |
| Tuesday  4/29 | * Bell Ringer: In class * Review: Finish missing work. * Classwork: Work with your group on the PowerPoint in the Files tab for your class period, or if you were absent yesterday and today, do your own presentation using the attached file in Teams. |
| Wednesday  4/30 | * Bell Ringer: In class * Review: Finish missing work. * Classwork: No new homework today. |
| Thursday  5/1 | * Bell Ringer: In class * Review: Finish missing work. * Classwork: Begin giving group presentations in class. |
| Friday  5/2  NOTE: Vigilante Day-11:00 a.m. dismissal | * Bell Ringer: In class * Review: Finish missing work. * Classwork: Groups finish giving their presentations in class today. |

NOTE: All assignment details can be found in Teams daily. Previous weeks in the quarter can be found by scrolling down.

|  |  |
| --- | --- |
| **4-21 to**  **4-25** | **Social Studies (Williams) Weekly Agenda** |
| Standards, Essential Question and Learning Target:  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: MT Social Studies Standards  D2.Geo.1.6-8: Explain how cultural patterns and economic decisions influence environments and the daily lives of people in both nearby and distant places.  D2.His.2.6-8. Classify series of historical events and developments as examples of change and/or continuity. | |
| Learning Target: For this next week or so, 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. | |
| Monday  4/21 | * Bell Ringer: In class * Review: Finish any missing work. * Classwork: Read the Lesson 10 Introduction and Lesson 10, Section 1. Complete definitions and sentences in TCI online. Follow instructions in Teams for details on how to do them. |
| Tuesday  4/22 | * Bell Ringer: In class * Review: Finish missing work. * Classwork: Read Lesson 10, Sections 2-6 and write down at least two examples of how the Maya have maintained their culture while adapting to modern life in the five topic areas of this chapter. If you are in class, it will be on paper; if you are at home, you can do it in TCI online in the homework area for each section. |
| Wednesday  4/23 | * Bell Ringer: In class, complete the Good News Response Form in Teams. * Review: Finish missing work. * Classwork: Read Lesson 10, Sections 2-6 and write down at least two examples of how the Maya have maintained their culture while adapting to modern life in the five topic areas of this chapter. If you are in class, it will be on paper; if you are at home, you can do it in TCI online in the homework area for each section. |
| Thursday  4/24 | * Bell Ringer: In class * Review: Finish missing work. * Classwork: Complete the notes for Lesson 10, Sections 2-6 and write down at least two examples of how the Maya have maintained their culture while adapting to modern life in the five topic areas of this chapter. If you are in class, it will be on paper; if you are at home, you can do it in TCI online in the homework area for each section. |
| Friday  4/25 | * Bell Ringer: In class * Review: Finish missing work. * Classwork: Complete the Lesson 10 Lesson Game Assessment. |

NOTE: All assignment details can be found in Teams daily. Previous weeks in the quarter can be found by scrolling down.

|  |  |
| --- | --- |
| **4-14 to**  **4-18** | **Social Studies (Williams) Weekly Agenda** |
| **Standards, Essential Question and Learning Target:**  **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**  **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.Eco.1-6-8: Explain how economic decisions affect the well-being of individuals, businesses and societies.**  **Ch. 9 Essential Question: Why does spatial inequality exist in urban areas?** | |
| Learning Targets: Learning Targets: Students will learn about spatial inequality and why it exists in Mexico City. | |
| Monday  4/14 | * Bell Ringer: In class * Review: Finish any missing work. * Classwork: Use the form in Teams to help you identify which neighborhood of Mexico City a person lives in, based on the data from the short interview video you put into the table Friday in Part 2 in Section 4b of Lesson 9 in TCI. Then complete the * paragraph explaining how that data matched the details in the short interview video, entering that into Part 3 of Section 4b in Lesson 9 in TCI. |
| Tuesday  4/15 | * Bell Ringer: In class * Review: Finish missing work. * Classwork: Lesson 9 Lesson Game: Open Book in TCI. |
| Wednesday  4/16 | * Bell Ringer: In class, complete the Social Studies survey in Teams. * Review: Finish missing work. * Classwork: Practice for the test with a Kahoot Review. |
| Thursday  4/17 | * Bell Ringer: In class * Review: Finish missing work. * Classwork: Take the Lesson 9 Test in class. |
| Friday  4/18 | * Bell Ringer: In class * Review: Finish missing work. * Classwork: Finish the test and any missing work in TCI. |

NOTE: All assignment details can be found in Teams daily. Previous weeks in the quarter can be found by scrolling down.

|  |  |
| --- | --- |
| **4-7 to**  **4-11** | **Social Studies (Williams) Weekly Agenda** |
| **Standards, Essential Question and Learning Target:**  **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**  **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.Eco.1-6-8: Explain how economic decisions affect 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 learn about spatial inequality and why it exists in Mexico City. | |
| Monday  4/7 | * Bell Ringer: In class * Review: Finish any missing work. * Classwork: Classwork: Complete the Lesson 9, Section 3 reading and questions in Part 1 of the homework section in TCI. Then watch the video clip in Part 2 in Section 3, and enter data you hear in the video clip into the table shown in Part 2 of Section 3. |
| Tuesday  4/8 | * Bell Ringer: In class * Review: Finish missing work. * Classwork: Use the form in Teams to help you identify which neighborhood of Mexico City a person lives in, based on the data from the short interview video you put into the table yesterday in Part 2 in Section 3 of Lesson 9 in TCI. Then complete the reasoning for how that data matched the details in the short interview video, entering that into Part 3 of Section 3 in Lesson 9 in TCI. |
| Wednesday  4/9 | * Bell Ringer: In class, complete the Social Studies survey in Teams. * Review: Finish missing work. * Classwork: Complete the Lesson 9, Section 4a “The Haves Have Not,” reading and questions in Part 1 of the homework section in TCI. Then watch the video clip in Part 2 in Section 4a, and enter data you hear in the video clip into the table shown in Part 2 of Section 4a. |
| Thursday  4/10 | * Bell Ringer: In class * Review: Finish missing work. * Classwork: Use the form in Teams to help you identify which neighborhood of Mexico City a person lives in, based on the data from the short interview video you put into the table yesterday in Part 2 in Section 4a of Lesson 9 in TCI. Then complete the reasoning for how that data matched the details in the short interview video, entering that into Part 3 of Section 4a in Lesson 9 in TCI. |
| Friday  4/11 | * Bell Ringer: In class * Review: Finish missing work. * Classwork: Complete the Lesson 9, Section 4b “The Haves Live Well,” reading and questions in Part 1 of the homework section in TCI. Then watch the video clip in Part 2 in Section 4b, and enter data you hear in the video clip into the table shown in Part 2 of Section 4b. |

NOTE: All assignment details can be found in Teams daily. Previous weeks in the quarter can be found by scrolling down.

|  |  |
| --- | --- |
| **3-24 to**  **3-28** | **Social Studies (Williams) Weekly Agenda** |
| **Standards, Essential Question and Learning Target:**  **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**  **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.Eco.1-6-8: Explain how economic decisions affect 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 learn about the locations of important physical features and various countries in Latin America. | |
| Monday  3/24 | * Bell Ringer: In class * Review: Finish any missing work. * Classwork: Complete the World Atlas worksheets in class. |
| Tuesday  3/25 | * Bell Ringer: In class * Review: Finish missing work. * Classwork: Complete the Lesson 9 vocabulary work in Section 1, with sentences and definitions for each of the four vocabulary words in TCI Lesson 9. |
| Wednesday  3/26 | * Bell Ringer: In class, complete the Social Studies survey in Teams. * Review: Finish missing work. * Classwork: Complete the Lesson 9, Section 2 reading and questions in Part 1 of the homework section in TCI. Then watch the video clip in Part 2 in Section 2, and enter data you hear in the video clip into the table shown in Part 2 of Section 2. |
| Thursday  3/27 | * Bell Ringer: In class * Review: Finish missing work. * Classwork: Use the form in Teams to help you identify which neighborhood of Mexico City a person lives in, based on the data from the short interview video you put into the table yesterday in Part 2 in Section 2 of Lesson 9 in TCI. Begin completing the reasoning for how that data matched the details in the short interview video, entering that into Part 3 of Section 2 in Lesson 9 in TCI. |
| Friday  3/28 | * Bell Ringer: In class * Review: Finish missing work. * Classwork: COMPLETE all missing work as needed. |