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|  | MondayJanuary 16 | TuesdayJanuary 17 | WednesdayJanuary 18 | ThursdayJanuary 19 | FridayJanuary 20(Half Day!)  |
| Content Objective | I can understand the importance of MLK day by summarizing and answering questions on a documentary. | I can analyze how the Agricultural Revolution led to settlements like Catalhoyuk by comparing foraging societies with agrarian societies.  | I can analyze how the Agricultural Revolution led to settlements like Catalhoyuk by comparing foraging societies with agrarian societies. | I can take (and do well on!) my Unit 2, Lesson 5-7 quiz using my knowledge from my study guide! | I can complete any quiz or make up work by turning in any missing assignment for semester grades.  |
| Language Objective | I can write to respond to questions about my MLK documentary.  | I can write to explain how the Agricultural Revolution led to settlements such as Catalhoyuk by responding to reading questions.  | I can write to explain how the Agricultural Revolution led to settlements such as Catalhoyuk by responding to reading questions. | I can write to take my Unit 2, Lesson 5-7 quiz using my knowledge from my study guide! | I can write my make up work to ensure a good semester grade in Social Studies! |
| Activity | MLK video/discussion | Çatalhöyük excavation  | Çatalhöyük excavation | Unit 2, Lesson 5-7 Quiz | Quiz/Work make up |
| Accomm. |  |  |  |  |  |
| Vocabulary |  | Domestication  |  |  |  |
| Standard |  | 7- W.1.2.2 Explain the impact of the Agricultural Revolution (stable food supply, surplus, population growth, trade, division of labor, development of settlers). | 7- W.1.2.2 Explain the impact of the Agricultural Revolution (stable food supply, surplus, population growth, trade, division of labor, development of settlers). | *W1.2.1:*Describe the transition from hunter gatherers to sedentary agriculture (domestication of plants and animals). |  |

\*All plans subject to change at the discretion of the teacher