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|  | Monday  January 13 | Tuesday  January 14 | Wednesday  January 15 | Thursday  January 16 | Friday  January 17 |
| Activity | Unit 2 Vocab | Paleolithic and Neolithic Notes | Notebook Quiz |  | Biome mini project |
| Content Objective | SWBAT demonstrate knowledge of Unit 2 vocabulary by defining 14 vocabulary words in their notebook | SWBAT demonstrate analysis of what archaeologists have learned about the Paleolithic and Neolithic Ages by differentiating 5 components on a graphic organizer | SWBAT demonstrate evaluation of Unit 2 information by scoring at least a 70% on their Unit 2 notebook quiz | Ms. Elliott out- Sub will follow sub plans | SWBAT demonstrate synthesis of ecosystems by creating a biome poster using one of the 4 assigned biomes |
| Language Objective | SWBAT write to define 14 vocabulary words in their interactive notebook | SWBAT orally discuss what archaeologists have learned about the Paleolithic and Neolithic Ages with their A-B partner | SWBAT write to answer questions on their Unit 2 notebook quiz | Social Studies department meeting | SWBAT write to explain why their biome us more attractive for humans using content specific vocabulary |
| Assessment | Vocab will be tested on unit test | Completion of graphic organizer | Score at least a 70% on notebook quiz |  | Project graded with rubric |
| Standard |  | W1.1.2 Explain what archaeologists have learned about Paleolithic and Neolithic patterns of living in Africa, Western Europe, and Asia. | W1.1.2 Explain what archaeologists have learned about Paleolithic and Neolithic patterns of living in Africa, Western Europe, and Asia. |  | G3.2.2 Identify ecosystems and explain why some are more attractive for humans to use than are others (e.g., mid-latitude forest in North America, high latitude of Peru, tropical forests in Honduras, fish or marine vegetation in coastal zones). |