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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).   |