

# **Spencer County Middle School**

## **7th Grade Week 4 NTI Lesson Plans April 13-17**

Math Teachers: Michelle Gross & Nathan Greenwell

Science Teachers: Emily Adkins & Erica McGaughey

Language Arts Teachers: Keely Hahn & Amanda Jacobson

Social Studies Teachers: Ashley McGaughey & Susanne Krause

**\*ECE: Angela Smith and Tyler Eldridge**

**Modifications & Accommodations for lessons:**

**Reader, Scribe, Calculator (Math), shortened assignments/quizzes/test, Videos/Audios, online resources, emails/ phone calls.**

# Math Unit Plan

## Spencer County Schools

**Unit Title: Statistics**

**Length/Date of Unit: March 9 - April 17**

**Teacher: Nathan Greenwell & Michelle Gross Course/Grade Level: 7th grade math**

Essential Questions	Standards	Critical Vocabulary
<b>What is the best way(s) to create a representative sample of a bigger population?</b>	<p><b>7.SP.A.1</b></p> <p>Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences.</p>	<p>Sample, Sample Space, Sample Size, Population, Random Sampling, Stratified Sampling, Biased Sampling, Cluster Sample, Systematic Sampling, Convenience Sampling, Mean, Median, Mode, Inferences, Generalizations, Variation, Variability, Subset</p>
<b>What are the different kind of sampling types and what are their constraints?</b>	<p><b>7.SP.A.2</b></p> <p>Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions.</p>	

### FYI:

- ☐ **Standards** – These will be determined by the content area, but all areas are responsible for Speaking and Listening Standards from KCAS.
- ☐ **Daily Learning Targets** – ‘*Student Friendly*’ statements that reflect the content/skill that will be addressed in the lesson.
- ☐ **Daily Learning Target Assessment** (Formative) – List/Describe how you will measure student performance related to the ‘*I Can...*’ statement.
- ☐ **Flashbacks** – This should be a 5 minute activity at the beginning of each class segment that provides an ***intentional*** focus on essential content and/or skills from a previous unit/course or a need identified by data.
- ☐ **Instruction: Strategies/Student Activities/Differentiation** – This is an outline of how the ‘*I Can...*’ statement will be delivered to students.
- ☐ **High-Order Thinking Questions (H.O.T.)** – List the questions that will be used during the lesson that promote ‘*higher order thinking.*’
- ☐ **Accommodations/Modifications/Adaptations (AMA)** – This section should be completed by the ECE teacher in collaboration with the regular classroom teacher on the strategies that will be used to address the needs of identified students. Consideration should also be given to students with a *504 Plan*.
- ☐ **Thinking Strategies** – List the area(s) of focus for the unit (above) and individual lessons if applicable
- ☐ **Summative Assessment** – Be sure to include a copy with each unit.

## Daily Learning Plan

**Content Area/Class** 7th grade Math: **School:** Spencer County Middle School

**Unit Title:** Statistics **Grade:** 7 **Dates:** April 13-17

**Essential Question(s):** How can I use statistics to describe the world around me?

Day/ Date	Flashback	Standard	Daily Learning Target 'I CAN...'	Daily Learning Target Assessment	Instruction (Strategies/ Activities/Differentiation	HOT Questions
<b>M</b>	Homework Review 5 questions (video posted on Google Classroom)	7.SP.A.1	I can use collected data to make inferences about a population.	Creating Representative Samples from CK-12 posted to Google Classroom	<ul style="list-style-type: none"> <li>- Students will log into Google Classroom and watch the Homework review videos to check their answers to homework questions.</li> <li>-Students will log onto Ck-12 website and work through lesson 8.7: Creating Representative Samples.</li> <li>-Students will go through Sampling Powerpoint that explains the different types of sampling.</li> <li>- After completion of assignments students will answer google assignment of how they've spent time working on math for the day.</li> </ul>	<p>Why is it important to create a sample that is representative of a population when publishing statistical data?</p> <p>How can a sample size change based on the population of people that you are surveying?</p>
<b>T</b>	Homework Review 5 questions (video posted on Google Classroom)	7.SP.A.1	I can use collected data to make inferences about a population.	Creating Representative Samples from CK-12 posted to Google Classroom	<ul style="list-style-type: none"> <li>Students will log into Google Classroom and watch the Homework review videos to check their answers to homework questions.</li> <li>-Students will log onto Ck-12 website and work through lesson 8.7: Creating Representative Samples.</li> <li>-Students will go through Sampling Powerpoint that explains the different types of sampling.</li> <li>- After completion of assignments students will answer google assignment of how they've spent time working on math for the day.</li> </ul>	<p>Why is it important to create a sample that is representative of a population when publishing statistical data?</p> <p>How can a sample size change based on the population of people that you are surveying?</p>
<b>W</b>	Homework Review 5 questions (video posted on Google Classroom)	7.SP.A.2	I can understand differences in sampling based on the type of process used to gather data.	Understanding Sample Variability from CK-12 website posted to Google Classroom.	<ul style="list-style-type: none"> <li>Students will log into Google Classroom and watch the Homework review videos to check their answers to homework questions.</li> <li>-Students will log onto Ck-12 website and work through lesson 8.8: Understanding Sample Variability.</li> <li>-Students will go through Sampling Powerpoint that explains the different types of sampling.</li> <li>- After completion of assignments students will answer google assignment of how they've spent time working on math for the day.</li> </ul>	<p>How can sampling create different data based on the same survey?</p> <p>Why is it important to understand how sampling affects the outcome of published data?</p>
<b>Th</b>	Homework Review 5 questions (video posted on Google Classroom)	7.SP.A.2	I can understand differences in sampling based on the type of process used to gather data.	Understanding Sample Variability from CK-12 website posted to Google Classroom.	<ul style="list-style-type: none"> <li>Students will log into Google Classroom and watch the Homework review videos to check their answers to homework questions.</li> <li>-Students will log onto Ck-12 website and work through lesson 8.8: Understanding Sample Variability.</li> <li>-Students will go through Sampling Powerpoint that explains the different types of sampling.</li> </ul>	<p>How can sampling create different data based on the same survey?</p> <p>Why is it important to understand how sampling affects the outcome of published data?</p>

					- After completion of assignments students will answer google assignment of how they've spent time working on math for the day.	
<b>F</b>	Homework Review 5 questions (video posted on Google Classroom)	7.SP.A.1 7.SP.A.2	I can review how to find measures of center and variability.	Review platform (quizizz, kahoot etc.) posted to Google Classroom.	<ul style="list-style-type: none"> <li>- Students will log into Google Classroom and watch the Homework review videos to check their answers to homework questions.</li> <li>-Students will then log on to the review platform (quizizz, kahoot, gimkit) and complete the review questions.</li> <li>- After completion of assignments students will answer google assignment of how they've spent time working on math for the day.</li> </ul>	What are the measures of central tendency and how do we apply them to a set of data?

## NOTES

# Science Unit Plan

## Spencer County Schools

**Unit Title: Energy in Organisms**  
**Teacher: Miss E Mac & Mrs. Adkins**

**Length/Date of Unit: 1 week/April 13th-17th**  
**Course/Grade Level: Science/ 7th Grade**

Essential Questions	Standards	Critical Vocabulary
<p><b>How does energy impact my everyday life?</b></p>	<p><b>07-LS1-6.</b></p> <p>Construct a scientific explanation based on evidence for the role of photosynthesis in the cycling of matter and flow of energy into and out of organisms. [Clarification Statement: Emphasis is on tracing the movement of matter and flow of energy.]</p>	<p><b>Producer, Consumer, Enzyme, Photosynthesis, Organism, Energy, Molecules, Chemical Reaction, Cellular Respiration, Oxygen, Carbon Dioxide, Reactant, Product, Chlorophyll, Chloroplast, Stomata, Mitochondria</b></p>
<p><b>How does photosynthesis impact my ability to have energy in my body?</b></p>	<p><b>07-LS1-7.</b></p> <p>Develop a model to describe how food is rearranged through chemical reactions forming new molecules that support growth and/or release energy as this matter moves through an organism. [Clarification Statement: Emphasis is on describing that molecules are broken apart and put back together and that in this process, energy is released.]</p>	

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- ☐ **Daily Learning Target Assessment** (Formative) – List/Describe how you will measure student performance related to the ‘*I Can...*’ statement.

- ❑ **Flashbacks** – This should be a 5 minute activity at the beginning of each class segment that provides an *intentional* focus on essential content and/or skills from a previous unit/course or a need identified by data.
- ❑ **Instruction: Strategies/Student Activities/Differentiation** – This is an outline of how the ‘I Can...’ statement will be delivered to students.
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- ❑ **Thinking Strategies** – List the area(s) of focus for the unit (above) and individual lessons if applicable
- ❑ **Summative Assessment** – Be sure to include a copy with each unit.

## Daily Learning Plan

**Content Area/Class** Science/ 7th Grade **School:** Spencer County Middle School

**Unit Title:** Energy in Organisms **Grade:** 7th **Dates:** April 13th-17th

**Essential Question(s):** How does photosynthesis impact my ability to have energy in my body?

How does energy impact my everyday life?

Day/ Date	Flashback	Standard	Daily Learning Target ‘I CAN...’	Daily Learning Target Assessment	Instruction (Strategies/ Activities/Differentiation	HOT Questions
<b>M</b>  <b>4/13/2020</b>	Daily Question (posted on Google Classroom)	07-LS1-6.  07-LS1-7.	I can identify the purpose of and the components necessary for Photosynthesis.	Photosynthesis article Anticipation Guide	-Flashback -Students will read the “Photosynthesis” article. -After students have read the article, they will read each statement in the Anticipation Guide and write either “Agree” or “Disagree” for each statement.	-How does each component needed for photosynthesis enter the plant?  -How does each component needed for photosynthesis leave the plant?  -What does each component do in the process of photosynthesis?
<b>T</b>  <b>4/14/2020</b>	Daily Question (posted on Google Classroom)	07-LS1-6.  07-LS1-7.	I can identify the purpose of and the components necessary for Photosynthesis.	Photosynthesis article Reading Notes	-Flashback -Students will read the “Photosynthesis” article -As students read the article, students will fill in the blanks of the Reading Notes in order to show understanding of the different components needed for the Photosynthesis process.	-How does each component needed for photosynthesis enter the plant?  -How does each component needed for photosynthesis leave the plant?  -What does each component do in the process of photosynthesis?
<b>W</b>  <b>4/15/2020</b>	Daily Question (posted on Google Classroom)	07-LS1-6.  07-LS1-7.	I can identify the purpose of and the components necessary for Photosynthesis.	Photosynthesis Diagram Labeling Activity	-Flashback -Students will use their Photosynthesis Reading Notes and Photosynthesis article to complete the Labeling Activity. -Students will match the component description to the correct component on the Photosynthesis Diagram	-How does each component needed for photosynthesis enter the plant?  -How does each component needed for photosynthesis leave the plant?

<b>02 0</b>						-What does each component do in the process of photosynthesis?
<b>Th 4/1 6/2 02 0</b>	Daily Question (posted on Google Classroom)	07-LS1-6. 07-LS1-7.	I can compare and contrast Photosynthesis and Cellular Respiration.	Photosynthesis and Cellular Respiration article Compare/ Contrast activity	-Flashback -Students will read the "Photosynthesis and Cellular Respiration" article -As students read this article, they will fill out the table to explain the components and process of photosynthesis.	-What is the purpose of photosynthesis and what components are needed during the process of photosynthesis?  -What is the purpose of cellular respiration and what components are needed during the cellular respiration process?
<b>F 4/1 7/2 02 0</b>	Daily Question (posted on Google Classroom)	07-LS1-6. 07-LS1-7.	I can compare and contrast Photosynthesis and Cellular Respiration.	Photosynthesis and Cellular Respiration article Compare/ Contrast activity	-Flashback -Students will read the "Photosynthesis and Cellular Respiration" article -As students read this article, they will fill out the table to explain the components and process of cellular respiration -After reading the article, students will identify what components are in both process, as well as any other similarities between photosynthesis and cellular respiration.	-What is similar about the process of photosynthesis and the cellular respiration process?  -What is different about the process of photosynthesis and the cellular respiration process?

# Unit Plan

## Spencer County Schools

**Unit Title:** *Tangerine* Novel Study      **Length/Date of Unit:** 8 Weeks March 16--May 18, 2020  
**Teacher:** \_Keely Hahn & Amanda Jacobson      **Course/Grade Level:** ELA 7th Grade

Essential Questions	Standards	Critical Vocabulary
How is characterization created in a narrative?	RL.7.6 Analyze how an author develops and contrasts the perspective of different characters or narrators in a text.	Character Dialogue Personality Traits
How do characters, settings, and events interact to create plot?	RL.7.3 Analyze how particular elements of a story or drama influence one another.	Significant Actions Conflict Setting Character Flashback

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- ☐ **Thinking Strategies** – List the area(s) of focus for the unit (above) and individual lessons if applicable
- ☐ **Summative Assessment** – Be sure to include a copy with each unit.

## Daily Learning Plan

**Content Area/Class** ELA 7th Grade Hahn & Jacobson **School:** Spencer County Middle School

**Unit Title:** Tangerine Novel Study **Grade:** 7 **Dates:** April 13--April 17, 2020

**Essential Question(s):** 1. How is characterization created in a narrative? 2. How do characters, settings, and events interact to create plot?

Day/ Date	Standard	Daily Learning Target 'I CAN...'	Daily Learning Target Assessment	Instruction (Strategies/ Activities/Differentiation)	HOT Questions
M April 13, 20 20	<b>RL.7.6</b>  <b>RL.7.3</b>	I can determine how an author uses characterization and interaction between settings, characters, and events within a narrative to create plot.	Tangerine Character Chart on Google Classroom	Students read text- by accessing the teacher reading/teaching the novel on YouTube and reading pages assigned on Google Classroom Students update Character Chart on Google Classroom  <b>AMA:</b> <b>-Text is read to students on YouTube channel and thinking is modeled. shortened assignments/quizzes/test, Videos/Audios, on line resources, emails/ phone calls.</b>  <b>Thinking Strategies:</b> <b>-Synthesize information</b> <b>-Drawing inferences</b> <b>-Creating Sensory Images</b>	How is Paul impacted by the actions of other people in his life, his own memories, and his new town?
T April 14, 20 20	<b>RL.7.6</b>  <b>RL.7.3</b>	I can determine how an author uses characterization and interaction between settings, characters, and events within a narrative to create plot.	Tangerine Character Chart on Google Classroom	Students read text- by accessing the teacher reading/teaching the novel on YouTube and reading pages assigned on Google Classroom Students update Character Chart on Google Classroom  <b>AMA:</b> <b>-Text is read to students on YouTube channel and thinking is modeled. shortened assignments/quizzes/test, Videos/Audios, on line resources, emails/ phone calls.</b>  <b>Thinking Strategies:</b> <b>-Synthesize information</b> <b>-Drawing inferences</b> <b>-Creating Sensory Images</b>	How is Paul impacted by the actions of other people in his life, his own memories, and his new town?

W Ap ril 15, 20 20	<b>RL.7.6</b> <b>RL.7.3</b>	I can determine how an author uses characterization and interaction between settings, characters, and events within a narrative to create plot.	Tangerine Character Chart on Google Classroom	<p>Students read text- by accessing the teacher reading/teaching the novel on YouTube and reading pages assigned on Google Classroom</p> <p>Students update Character Chart on Google Classroom</p> <p><b>AMA:</b> -Text is read to students on YouTube channel and thinking is modeled. shortened assignments/quizzes/test, Videos/Audios, on line resources, emails/ phone calls.</p> <p><b>Thinking Strategies:</b> -Synthesize information -Drawing inferences -Creating Sensory Images</p>	How is Paul impacted by the actions of other people in his life, his own memories, and his new town?
Th Ap ril 16, 20 20	<b>RL.7.6</b> <b>RL.7.3</b>	I can determine how an author uses characterization and interaction between settings, characters, and events within a narrative to create plot.	Tangerine Character Chart on Google Classroom	<p>Students read text- by accessing the teacher reading/teaching the novel on YouTube and reading pages assigned on Google Classroom</p> <p>Students update Character Chart on Google Classroom</p> <p><b>AMA:</b> -Text is read to students on YouTube channel and thinking is modeled. shortened assignments/quizzes/test, Videos/Audios, on line resources, emails/ phone calls.</p> <p><b>Thinking Strategies:</b> -Synthesize information -Drawing inferences -Creating Sensory Images</p>	How is Paul impacted by the actions of other people in his life, his own memories, and his new town?
F Ap ril 17, 20 20	<b>RL.7.6</b> <b>RL.7.3</b>	I can determine how an author uses characterization and interaction between settings, characters, and events within a narrative to create plot.	-Weekly comprehension Quiz on Google Classroom -Tangerine Character Chart on Google Classroom	<p>Students read text- by accessing the teacher reading/teaching the novel on YouTube and reading pages assigned on Google Classroom</p> <p>Students update Character Chart on Google Classroom</p> <p>Students take a Comprehension quiz on Google Classroom</p> <p><b>AMA:</b> -Text is read to students on YouTube channel and thinking is modeled. shortened assignments/quizzes/test, Videos/Audios, on line resources, emails/ phone calls.</p>	How is Paul impacted by the actions of other people in his life, his own memories, and his new town?

				<b>Thinking Strategies:</b> <b>-Synthesize information</b> <b>-Drawing inferences</b> <b>-Creating Sensory Images</b>	
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NOTES

# Social Studies Unit Plan

## Spencer County Schools

**Unit Title: Ancient Rome**

**Length/Date of Unit: 6 weeks (ending April 17, 2020)**

**Teacher: Ashley McGaughey and Susanne Krause**

**Course/Grade Level: Social Studies - 7th**

Essential Questions	Standards	Critical Vocabulary
<p><b>Essential Question:</b> How did the Romans change their environment to suit their needs?</p> <p><b>Essential Question:</b> How was life in Ancient Rome organized? (social institutions)</p> <p><b>Essential Question:</b> What are the differences and similarities of the forms of government in ancient civs?</p> <p><b>Essential Question:</b> How is our world different today because of the influence of Ancient Rome?</p>	<p><u>Understanding: “KNOW”</u></p> <p><b>Geography: SS-7-G-U-2</b></p> <p>Students will understand that patterns emerge as humans move, settle, and interact on Earth’s surface, and can be identified by examining the location of physical and human characteristics, how they are arranged, and why they are in particular locations. Economic, political, cultural and social processes interacted to shape patterns of human populations, interdependence, cooperation and conflict in world civilizations prior to 1500 A.D.</p> <p><b>Culture &amp; Society: SS-7-CS-U-2</b></p> <p>Students will understand that cultures develop social institutions (e.g., government, economy, education, religion, family) to structure society, influence behavior and respond to human needs.</p> <p><b>Gov. &amp; Civics: SS-7-GC-U-1</b></p> <p>Students will understand that forms of government in world civilizations prior to 1500 A.D. had similarities and differences in their purposes and sources of power.</p>	<p><b>Geography and Early History</b></p> <ol style="list-style-type: none"> <li><b>Aeneas:</b> Legendary Trojan hero in the <i>Aenid</i> who the Romans believed founded Rome.</li> <li><b>Etruscans:</b> early Italian people who greatly influenced early Roman culture (gladiator fights and chariot races).</li> <li><b>Latins:</b> the first Romans.</li> <li><b>Palatine:</b> hill on which Rome was built.</li> <li><b>Romulus and Remus:</b> Legendary twins raised by a wolf, who were said to have built the city of Rome.</li> <li><b>Tiber River:</b> river near which the city of Rome was built.</li> </ol> <p><b>Government</b></p> <ol style="list-style-type: none"> <li><b>Assemblies and Tribunes:</b> group of government officials who represented the common people in Roman government.</li> </ol>

	<p><b>Historical Perspective: SS-7-HP-U-5</b></p> <p>Students will understand that each era in the history of world civilizations had social, political, economic and/or cultural characteristics.</p> <p><b>Historical Perspective: SS-7-HP-U-2</b></p> <p>Students will understand that world civilizations prior to 1500 A.D. can be examined in order to develop chronological understanding, recognize cause-effect relationships, and interpret historical events</p> <p><b>Historical Perspective: SS-7-HP-U-4</b></p> <p>Students will understand that advances in science and technology had a significant impact on historical events in world civilizations prior to 1500 A.D.</p> <p><b>Critical Thinking and Skills: “DO”</b></p> <p><b>Geography: SS-7-G-S-2</b></p> <p>Students will investigate regions of the Earth’s surface in world civilizations prior to 1500 A.D. using information from print and non-print sources (e.g., books, films, magazines, Internet, geographic tools):</p> <p>a) explain relationships between and among physical characteristics of regions during the time of world civilizations prior to 1500 A.D., and explain how regions were made distinctive (e.g., dams, irrigation, roads) by human characteristics; describe advantages and disadvantages for human activities (e.g., exploration, migration, trade, settlement) that resulted</p>	<p><b>8. Checks and Balances:</b> methods used to balance power in a government.</p> <p><b>9. Consuls:</b> two most powerful magistrates who governed Rome.</p> <p><b>10. Dictator:</b> Ruler with almost absolute power.</p> <p><b>11. Forum:</b> Rome’s public meeting place and the center of Roman government and culture.</p> <p><b>12. Law of the Twelve Tables:</b> Rome’s first written law code.</p> <p><b>13. Magistrates:</b> elected officials.</p> <p><b>14. Patricians:</b> nobles (wealthy and powerful) people.</p> <p><b>15. Plebeians:</b> common people.</p> <p><b>16. Republic:</b> Form of government where people elect leaders to govern them.</p> <p><b>17. Roman Senate:</b> a council of 300 wealthy and powerful Romans who advised the city’s leaders.</p> <p><b>18. Veto:</b> to prohibit, the ability to keep a law from passing.<b>From Republic to Empire</b></p> <p><b>19. Aqueduct:</b> raised channel used to carry water from the mountains in to the cities.</p> <p><b>20. Battle of Actium:</b> Naval battle for the control of Rome, won by Octavian.</p>
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**\*Include legend of Romulus & Remus**

**Culture & Society: SS-7-CS-S-2**

Students will investigate social institutions (e.g., family, religion, education, government, economy) in relation to how they responded to human needs, structured society and influenced behavior in world civilizations prior to 1500 A.D.

**Gov. & Civics: SS-7-GC-S-1**

Students will demonstrate an understanding (e.g., speak, draw, write, projects, present) of the nature of government:

- a) explain the role of government (e.g., establishing order, providing security, achieving common goals) in world civilizations prior to 1500 A.D.. and make connections to how government influences culture, society and the economy
- b) compare different forms of government, and the purposes and sources of power in the most common forms of government (e.g., monarchy, democracy, republic, dictatorship) in world civilizations prior to 1500 A.D.

**Gov. & Civics: SS-7-GC-S-3**

Students will analyze information from a variety of print and non-print sources (e.g., books, documents, articles, observations, interviews, Internet sources) to research, explain and answer questions about governments and people of world civilizations prior to 1500 A.D.

**Historical Perspective: SS-7-HP-S-1**

**21. Empire:** land with different territories and people under a single ruler or emperor.

**22. Hannibal:** General of Carthage's army; invaded Rome.

**23. Julius Caesar:** Most powerful Roman general who became dictator for life & was murdered.

**24. Legion:** Soldiers organized into groups of 6,000.

**25. Marc Antony:** Caesar's assistant, who fought for control of Rome against Octavian (Augustus), and lost.

**26. Octavian (Augustus):** Caesar's adopted son who fought for control of Rome against Marc Antony; became emperor of Rome.

**27. Pax Romana:** time of "Roman Peace"

**28. Punic Wars:** A series of wars between Rome and Carthage, a city in Northern Africa.

**Fall of Rome**

**29. Attila the Hun:** Leader of the Huns who raided Roman territory which contributed to the fall of Rome.

**30. Byzantine Empire:** society that developed in the Eastern Roman Empire (Constantinople as capital; in present day Turkey.)

Students will demonstrate an understanding of the interpretative nature of history using a variety of tools and resources (e.g., primary and secondary sources, Internet, timelines, maps):

- a) investigate and chronologically describe (e.g., using timelines, charts, fictional and report writing, role playing) significant events in world civilizations prior to 1500 A.D. and draw inferences about their importance
- b) examine multiple cause and effect relationships that have shaped history throughout world civilizations prior to 1500 A.D.
- c) analyze historical events, conditions and perspectives of different individuals and groups (e.g., by gender, race, region, ethnic group, age, economic status, religion, political group) in world civilizations prior to 1500 A.D.

**Historical Perspective: SS-7-HP-S-2**

Students will investigate, using primary and secondary sources (e.g., biographies, films, magazines, Internet resources, textbooks, artifacts), to answer questions about, locate examples of, or interpret factual and fictional accounts of major historical events and people: examine the rise of classical civilizations and empires (e.g., Greece and Rome) and analyze their lasting impacts on the world in the areas of government, philosophy, architecture, art, drama and literature **(The Rise & Fall of Rome)**

**31. Christianity:** religion based on the worship of God and his son Jesus, which was persecuted and then accepted by the Roman Empire.

**32. Constantine:** Emperor who moved the capital of Rome to the city of Constantinople (Istanbul, Turkey).

**33. Diocletian:** Emperor who divided Rome into 2 parts.

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- ☐ **Summative Assessment** – Be sure to include a copy with each unit.

## Daily Learning Plan

**Content Area/Class: Social Studies      School: Spencer County Middle School**  
**Unit Title: Ancient Rome                      Grade: 7                      Dates: NTI Week 4 (April 13-17)**  
**Essential Question(s): How is our world different today because of the influence of ancient Rome?**

**AMA for lessons:** Reader (online video), shortened assignments, extended time, use of technology, video/audio resources, emails/phone calls from content and collaborative teachers (also providing reader, scribe, prompting/cueing and other modifications as needed).

**Note: Class Website is located at [www.scmshistory7.weebly.com](http://www.scmshistory7.weebly.com)**

Day/ Date		Standard	Daily Learning Target ‘ <i>I CAN...</i> ’	Daily Learning Target Assessment	Instruction (Strategies/ Activities/Differentiation	HOT Questions
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<p><b>4/ 13</b></p>		<p>Geography: SS-7-G-U-2 Historical Perspective: SS-7-HP-U-5 SS-7-HP-U-2 SS-7-HP-U-4 SS-7-HP-S 1 &amp; 2 Culture &amp; Society: SS-7-CS-U-2 SS-7-CS-S-2 Government &amp; Civics: SS-7-GC-U-1 SS-7-GC-S-3</p>	<p>I can describe the influence of the Roman Empire on ancient and modern people and world events..</p>	<p>Students will watch the segments of “Mankind: The Story of All of Us” Episode 3 - Empires, while answering comprehension questions on the viewing guide. Finally, students will reflect on knowledge gained about the impact of the Roman Empire, by answering the Reflection questions found on the NTI Week 4 Answer Sheet.</p>	<p><b>Mankind Rome and Unit Reflection:</b></p> <p>Instruct students to view the docudrama “Mankind: The Story of All of Us” Episode 3 - Empires, including information about the rise of Christianity, need for aqueducts/fresh water in cities, trade with Asian civilizations imperial conquests and gladiator events. Instruct students to use the docudrama to complete the viewing guide of 19 questions while they watch. After completion of Mankind, students should reflect on their learning. Instruct students to consider two questions on the NTI Week 4 Answer Sheet and respond, regarding the impact of ancient Rome on the history of the world and on their opinion of the most interesting aspect of the ancient Roman world.</p>	<p>How has the Roman Empire influenced groups of people, in and out of Rome, since its existence?</p> <p>Is a society born from violent origins destined to remain violent?</p>
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<p><b>T 4/ 14</b></p>		<p>Culture &amp; Society: SS-7-CS-U-2 SS-7-CS-S-2 Historical Perspective SS-7-HP-U-4 SS-7-HP-S-4 Geography: SS-7-G-U-2</p>	<p>I can describe and interpret the Roman numeral system.</p>	<p>Students will read the article describing the number system created by the ancient Romans, then use the chart &amp; examples and their knowledge gained to translate Roman numerals into Hindu Arabic and vice versa. Students will complete the worksheet and submit either digitally or on paper.</p>	<p><b>Roman Numerals Activity:</b></p> <p>Instruct students to use the worksheet “Roma Nova - On Roman Numerals” to learn about the Roman invention of a number system to fit their needs for trade, commerce and communication. Instruct Students to view the basic rules for using Roman numerals and example charts (included on the worksheet), then practice translating Roman numbers into their more familiar system of Arabic numerals and then changing Arabic numerals into Roman numerals. Next, students will apply their skills by drawing Roman numerals on a clock face and interpreting other familiar concepts, such as their birth year and age as Roman numerals. Instruct students to submit their worksheet digitally or on paper.</p>	<p>How are we still influenced by ancient number systems, in and outside of the world of math?</p> <p>What looks “a little bit Roman” in your world?</p> <p>Why does a society need a number system?</p>
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<p><b>W 4/ 15</b></p>		<p>Geography: SS-7-G-U-2 Historical Perspective: SS-7-HP-U-5 SS-7-HP-U-2 SS-7-HP-U-4 SS-7-HP-S 1 &amp; 2 Culture &amp; Society: SS-7-CS-U-2 SS-7-CS-S-2 Government &amp; Civics: SS-7-GC-U-1 SS-7-GC-S-3</p>	<p>I can show mastery of unit concepts and knowledge gained.</p>	<p>Students will use the document Study Guide/Ancient Rome Scavenger Hunt to review major concepts of the ancient Rome unit and show knowledge gained. Students will choose between creating their own Thematic Study guide based on topics listed (Study Guide option) or answering the 30 review questions (Scavenger Hunt). Students will write or type their Study Guide or Scavenger Hunt answers and submit digitally or on paper.</p>	<p><b>Study Guide (Rome Scavenger Hunt): Day 1</b></p> <p>Instruct students to use the document "Study Guide"/"Ancient Rome Scavenger Hunt," choosing to either compile their own thematic based Study Guide (instructions on the front side of the paper) or to answer the 30 review questions found on the Scavenger Hunt side of the paper, following the instructions, as well. Instruct students that for either choice, they should use their unit notes, and all resources on the class website, plus their knowledge gained, to complete their work. Instruct students to submit their work either digitally, or in paper format.</p>	<p>Why is it important to learn history?</p> <p>Why is Rome considered an influential civilization?</p> <p>How did ancient Rome use geography to fit their needs?</p> <p>How did forms of government and leaders affect the Roman world?</p> <p>How did ancient Rome structure their society?</p> <p>How did religion affect the Roman world?</p> <p>How did ancient Rome influence the history of other cultures?</p>
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<b>Th 4/ 16</b>		(Same as Day 1, above.)	(Same as Day 1, above.)	(Same as Day 1, above.)	<b>Study Guide (Rome Scavenger Hunt): Day 2</b>  <b>(Same as Day 1, above.)</b>	(Same as Day 1, above.)
<b>F 4/ 17</b>		Geography: SS-7-G-U-2 Historical Perspective: SS-7-HP-U-5 SS-7-HP-U-2 SS-7-HP-U-4 SS-7-HP-S 1 & 2 Culture & Society: SS-7-CS-U-2 SS-7-CS-S-2 Government & Civics: SS-7-GC-U-1 SS-7-GC-S-3	I can show what I know about important concepts regarding the ancient Romans.	Students will participate in the Ancient Rome Kahoot Challenge, using the provided code. If no app/device is available, students will create 10 unique test-like questions, using their notes and knowledge gained. Students writing the questions should write or type them and may submit either digitally or on paper.	<b>Kahoot Challenge or Make My Own Test Questions (alternative):</b>  Instruct students to use the Kahoot app on their personal device to participate in the Ancient Rome Kahoot Challenge, using the provided code. Remind students that they may participate more than once to increase their score and compete against their classmates. If no app/device is available, instruct students to create 10 unique test-like questions, using their notes and knowledge gained about the ancient Romans. Questions may include fill-in-the-blank, multiple choice, short answer, or true/false. These questions should be written or typed and submitted by digital means or turned in on paper.	How did ancient Rome use geography to fit their needs?  How did forms of government and leaders affect the Roman world?  How did ancient Rome structure their society?  How did religion affect the Roman world?  How did ancient Rome influence the history of other cultures?

**NOTES: Additional resources for Students on our Class Website: [www.scmshistory7.weebly.com](http://www.scmshistory7.weebly.com)**

- **Instruction sheet for all Lessons included under NTI Resources on Class Website**
- **PDF copies of materials including PowerPoints and Note-guides**
- **Lesson Videos with teacher instruction of each PowerPoint**
- **Music Videos**
- **Virtual Tour of Rome**
- **Vocabulary resources including Quizizz, Quizlet, etc.**
- **Communication form to submit to teachers for questions/concerns**