Social Studies Weekly Lesson Plan

**Mr. Esparza**

September 10, 2012- September 14, 2012

3rd Grade Social Studies

**3.1 Students describe the physical and human geography and use maps, tables, graphs, photographs, and charts to organize information about people, places, and environments in a spatial context.**

1. Identify geographical features in their local region (e.g., deserts, mountains, valleys, hills, coastal areas, oceans, lakes).

2. Trace the ways in which people have used the resources of the local region and modified the physical environment (e.g., a dam constructed upstream changed a river or coastline).

Monday: Assessment # 1 on Chapter One

* Have your child study pg 2-21 The assessment will cover mostly Vocabulary, and Map Skills

Tuesday: Chapter Two Our Land and Resources

* In Class learning: Core Lesson 1 Earth’s Land and Water pg 26-28
* Student well learn to take Cornell notes from my Lecture on Tuesday
* Homework: Vocabulary (Landform, erosion, geography, climate), also copy the three landforms on pg 27 (plain, plateau, and hill)

Wednesday: Continue with Chapter Two

* In Class learning: Core Lesson 1 Earth’s Land and Water pg 29-31
* In class work please list all major bodies of water (streams and rivers flow downstream to the ocean) Review: Why are many communities near water?
* How climate makes a difference.
* Homework: Pg 31 Lesson Review (1-4) also, Extend Lesson 1: Erosion Shape the Land Pg 33 Activities (question 1)

Thursday: Skill builder

* Read a Climate Map pg 34-35 Learn the Skill (Step 1,2,3)
* Also compare and contrast the Climate on Google Maps
* Homework: pg 35 Practice the Skill (1-3)

Friday: Core Lesson 2 Our Country’s Geography

* Lecture on this lesson from pages 36-37
* In- class work Vocabulary (coast, desert, region)
* **Turn in class work/homework folder**

4th Grade

4.1 **Students demonstrate an understanding of the physical and** **human geographic features that define places and regions in California.**

4. Identify the locations of the Pacific Ocean, rivers, valleys, and mountain passes and explain their effects on the growth of towns.

5. Use maps, charts, and pictures to describe how communities in California vary in land use, vegetation, wildlife, climate, population density, architecture, services, and transportation.

Monday: As a whole we will review from Chapter 1 Assessment

* Review pg 36-37 (1-4), (5-11), (12,13)
* **Homework finish class work**

Tuesday: To prepare the students for their upcoming Assessment on Chapter 1 we will:

* Play a game of Jeopardy
* Study Cornell Notes/Note Cards
* Homework: STUDY

Wednesday: Chapter 1 Assessment

* **Chapter One Assessment**
* **NO HOMEWORK**

Thursday: Chapter 2: The First Californians

* An Ancient Past pg 40-42
* Understand and hear the different Major Language Groups
* **Homework: Vocabulary (oral history, adapt, diversity)**

Friday: Continue Chapter 2

* Pg 42 Towns and Nations – pg 43 Using Resources
* In class work Lesson Review pg 43 (1-4)
* **Turn in class work/homework folder**

5th Grade

5.1 **Students describe the major pre-Columbian settlements, including the cliff dwellers and pueblo people of the desert Southwest, the American Indians of the Pacific Northwest, the nomadic nations of the Great Plains, and the woodland peoples east of the Mississippi River.**

1. Describe how geography and climate influenced the way various nations lived and adjusted to the natural environment, including locations of villages, the distinct structures that they built, and how they obtained food, clothing, tools, and utensils.

2. Describe their varied customs and folklore traditions.

3. Explain their varied economies and systems of government.

Monday: Chapter 2 The First American

* Ancient Americans pg 38-41
* In class defining vocabulary words (glacier, migration, agriculture, civilization, pueblo)
* Homework: Individual Cornell Notes from Core Lesson 1 pg 38-43

Tuesday: Lecture on the Mound Builders, Cliff Dwellers, the Aztecs

* Homework: pg 43 Lesson Review (1-6) **EMAIL ONLY**
* In depth understand of these three major western Native Communities
	+ Pictures & Video
	+ Culture

Wednesday: Extend Lesson 1

* Lecture on the Aztecs
* Tenochtitlan pg 44-45 Activities (1,2)
* Homework: Draw and color a map of the Aztec city of Tenochtitlan **(must be in color)**
	+ Must include all types of temples roads, farming, etc.

Thursday: Core Lesson 2

* People of the Northwest pg 46-49
* Cornell Notes on this lesson
* Homework: Lesson Review pg 49 (1-5)

Friday: Video Native Population

* **Turn in class work/homework folder**

6th Grade

**6.1 Students describe what is known through archaeological studies of the early physical and cultural development of humankind from the Paleolithic era to the agricultural revolution.**

6.1.2. Identify the locations of human communities that populated the major regions of the world and describe how humans adapted to a variety of environments.

6.1.3. Discuss the climatic changes and human modifications of the physical environment that gave rise to the domestication of plants and animals and new sources of clothing and shelter.

Monday: Lesson 4 How Historians Study the Past

* Lecture on pg 39-43 in Class discussion & grasping the Terms
* Homework Thinking Map: Double Bubble

Tuesday:

* In class work: Essential Question pg 1, 2 & 3
* Homework: 4 Lesson Review pg 43 (1-5 & 7)

Wednesday: Review the chapter with a study partner

* In class work Chapter 1 Review pg 44 (1-15)
* **Homework: pg 45 Reading Maps (1 & 2)**

Thursday: Final Review

* Jeopardy
* **Homework: Study for Chapter Assessment**

Friday: Chapter 1 Assessment

* Exam
* **Turn in class work/homework folder**

7th Grade

**Students analyze the causes and effects of the vast expansion and ultimate disintegration of the Roman Empire.**

1. Study the early strengths and lasting contributions of Rome (e.g., significance of Roman citizenship; rights under Roman law; Roman art, architecture, engineering, and philosophy; preservation and transmission of Christianity) and its ultimate internal weaknesses (e.g., rise of autonomous military powers within the empire, under-mining of citizenship by the growth of corruption and slavery, lack of education, and distribution of news).

2. Discuss the geographic borders of the empire at its height and the factors that threatened its territorial cohesion.

Monday: Lesson 2 Decline and Fall of the Empire

* Lecture Pg 53-54
* Vocabulary (Constantine & Clovis) - Essential Question: 1 & 2
* **Homework: Cornell Notes the whole of Lesson 2**

Tuesday: Contiunes with Lesson 2

* Finish Lesson 2 Overview
* In class work: Essential Question: 3
* **Homework: Thinking Map: Cause and Effect pg 56 (Cause of the fall of the Western Roman Empire)**

Wednesday: Conclude Lesson 2

* In class Lesson 2 Review pg 56 (1-7) & Activity: Making a Map
* **Homework: Read Lesson 3 pg 59-60 & make one sentence description for each paragraph it then will become a Individual Summary on Lesson**

Thursday:

* Lecture on Lesson 3 The Early Byzantine Empire
* Page 59- 61 (1, 2 & 3) Essential Question
* **Homework: Thinking Map Compare & Contrast pg 61-63**

Friday: Finish Lesson 3

* Lesson 3 Review pg ( 1-5)
* **Turn in class work/homework folder**

8th Grade

**7.11 Students analyze political and economic change in the sixteenth, seventeenth, and eighteenth centuries (the Age of Exploration, the Enlightenment, and the Age of Reason).**

1. Know the great voyages of discovery, the locations of the routes, and the influence of cartography in the development of a new European worldview.

2. Discuss the exchanges of plants, animals, technology, culture, and ideas among Europe, Africa, Asia, and the Americas in the fifteenth and sixteenth centuries and the major economic and social effects on each continent.

Monday: Early European Explorers

* Lecture from page 49-51
* Take notes using a chart to better understand European Explorers.
* **Homework: pg 50-53 *Reading History* (A,B,C & D)**

Tuesday: Continues Early European Explorers

* Lecture from page 51-53
* In class work Thinking Map: Circle Map
* **Homework: Draw in notebook with color pencils- Exploration Leads to New Sea Routes, 1487-1504**

Wednesday: Finish Early European Explorers

* Overview on lesson
* Class work Section 5 Assessment pg 53 (1-4) All
* **Homework Chapter 1 Assessment pg 54Terms & Names (1-10), Review Questions (1-10), Critical Thinking (1-4)**

Thursday: Standards-Based Assessment

* Class work Pg 55 Standards-Based Assessment (1-3) All
* **Homework: Study Chapter 1 Exam**

Friday: Chapter 1 Exam

* **Turn in class work/homework folder**