Social Studies Weekly Lesson Plan

**Mr. Esparza**

October 14, 2012 - October 18, 2012

**3rd Grade**

**3.2 Students describe the American Indian nations in their local region long ago and in the recent past.** 2. Discuss the ways in which physical geography, including climate, influenced how the local Indian nations adapted to their natural environment (e.g., how they obtained food, clothing, tools).

3. Describe the economy and systems of government, particularly those with tribal constitutions, and their relationship to federal and state governments.

4. Discuss the interaction of new settlers with the already established Indians of the region.

***Unit 2 North America 1750’s Chapter 3 Old and New Communities***

Monday: Core Lesson 1 The Navajo

Page 74-77 Vocabulary & Cornell Notes in Composition Notebook

**Homework: Lesson Review pg 77 (1-4)**

Tuesday: Extend Lesson 1 pg78, Activities pg79 (1)

**Homework: Skill builder, *Choose the Right Source* Read pg 80. Then answer the question on pg 81 Practice the skill (1-3)**

Wednesday: Core Lesson 2: The Yurok

Page 82-85 Vocabulary & Cornell Notes in Composition Notebook

**Homework: Finish notes at home & Lesson Review pg85 (1-4)**

Thursday: Core Lesson 3: The Cherokee

Page 88-91 Vocabulary & Cornell Notes in Composition Notebook

**Homework: Lesson Review pg 91 (1-4) Draw the map of the trail of tears (in Composition Notebook)**

**4th Grade**

**4.2 Students describe the social, political, cultural, and life and interactions among people of California from the pre-Columbian societies to the Spanish mission and Mexican rancho periods.**

2. Identify the early land and sea routes to, and European settlements in, California with a focus on the exploration of the North Pacific (e.g., by Captain James Cook, Vitus Bering, Juan Cabrillo), noting especially the importance of mountains, deserts, ocean currents, and wind patterns.

3. Describe the Spanish exploration and colonization of California, including the relationships among soldiers, missionaries, and Indians (e.g., Juan Crespi, Junipero Serra, Gaspar de Portola).

Monday: Unit 1 Assessment

**Homework: Draw & copy** **in your Composition Notebook the map on page 76-77 Unit 2 Exploration and Colonization**

Tuesday: Core Lesson 1 First European in California

Page 80-85 Vocabulary & Cornell Notes in Composition Notebook

**Homework: Lesson Review pg 85 (1-5)**

Wednesday: pg 88-89 (Practice the Skill) Worksheet for Apply the Skill (you must color and label everything)

**Homework: Finish Map start reading Core Lesson 2 page 90-91**

Thursday: Lecture on Core Lesson 2

Page 90-93 Vocabulary & Cornell Notes in Composition Notebook

**Homework: Finish** Cornell Notes in Composition Notebook & Lesson Review pg93 (1-4)

**5th Grade**

**5.2 Students trace the routes of early explorers and describe the early explorations of the Americas.**

2. Explain the aims, obstacles, and accomplishments of the explorers, sponsors, and leaders of key European expeditions and the reasons Europeans chose to explore and colonize the world (e.g., the Spanish Reconquista, the Protestant Reformation, the Counter Reformation).

3. Trace the routes of the major land explorers of the United States, the distances traveled by explorers, and the Atlantic trade routes that linked Africa, the West Indies, the British colonies, and Europe.

Monday: Unit 2 Chapter 3 Core Lesson 3 Europeans Arrive in the Americas

Page 96-101 Vocabulary & Cornell Notes in Composition Notebook (please add maps from the book)

**Homework: Cornell Notes in Composition Notebook & Lesson Review pg.101 (1-6)**

Tuesday: Core Lesson 4 Conquest of the Americas

Page 104-107 Vocabulary & Cornell Notes in Composition Notebook

**Homework: Lesson Review page 107 (1-4)**

Wednesday: Core Lesson 5 New Spain

Page 110-113 Vocabulary & Cornell Notes in Composition Notebook

**Homework: Lesson Review page 113 (1-4)**

Thursday: Leadership in New Spain

Read pg 114-115 do Activities pg 115 (1)

**Homework: Chapter 3 Review page 118-119 (1-15)**

6th Grade

**6.2 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush.**

3. Understand the relationship between religion and the social and political order in Mesopotamia and Egypt.

4. Know the significance of Hammurabi’s Code.

Monday: Lesson 3 The 1st Communities

Page 65-69 Vocabulary & Cornell Notes in Composition Notebook

**Homework: pg 69 Lesson Review (1-6)**

Tuesday: Chapter 2 Review

**Class work/ Homework: pg 72-73 Term & Names (1-3), Main Ideas (4-9), Critical Thinking (10, 11) Standards-Based Assessment pg 73 (1-2)**

Wednesday: Group Study for Chapter 2 Assessment

**Homework: Study Ch 2 Assessment**

Thursday: Assessment

**Homework: Begin reading pg 78-81Unit 2 Early Civilization of Southwest Asia**

Friday: **No School**

**7th Grade**

**7.2 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Islam in the Middle Ages.**

1. Identify the physical features and describe the climate of the Arabian Peninsula, its relationship to surrounding bodies of land and water, and nomadic and sedentary ways of life.

Monday: Chapter 3 The Beginnings of Islam Lesson 1 pg 85-89

Page 85-89 Cornell Notes, Terms & Names in Composition Notebook (please add draw of the map on page 87 with colors)

**Homework: Lesson Review pg 89 (1-5)**

Tuesday: Lesson 2 Islam and Muhammad

Page 93-96 Cornell Notes, Terms & Names in Composition Notebook

**Homework: Lesson Review pg 96 (1-5)**

Wednesday: Lecture on Islam as a Religion

Homework: Thinking Map Bubble Map

Thursday: Lesson 3 Islam after Muhammad’s Death

Page 99-103 Cornell Notes, Terms & Names in Composition Notebook

Lesson Review: page 103 (1-7)

Friday: **No School**

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).**

6. Discuss how the principles in the Magna Carta were embodied in such documents as the English Bill of Rights and the American Declaration of Independence.

Monday: Turn In project outline and description

**Homework: Read page 85-89 Cornell Notes, Terms & Names in Composition Notebook**

Tuesday: pg 89 Section 1 Assessment

**Homework: Read page 90-91**

Wednesday: New England Colonies

Read page 92-97 Cornell Notes, Terms & Names in Composition Notebook

**Homework: Section 2 Assessment pg 97 (1-4) All**

Thursday: Work on Group Project on net book to create a Prezi or Powerpoint presentations

Friday: **No School**