Social Studies Weekly Lesson Plan

**Mr. Esparza**

October 22, 2012 - October 26, 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: **Skill builder, *Choose the Right Source* Read pg 80. Then answer the question on pg 81 Practice the skill (1-3)**

Tuesday: Core Lesson 2: The Yurok

Page 82-85 Vocabulary & Cornell Notes in Composition Notebook

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

Wednesday: 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)**

Thursday: Haudenosaunee

Page 96-101 Vocabulary & Cornell Notes in Composition Notebook

**Homework: Lesson Review pg 101 (1-4)**

Friday*:* ***No School but there is still homework***

**Homework: Chapter 3 Review pg 106-107 (1-16) Due Wednesday the 31st & Chapter 3 test November 2**

**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

Page 90-93 Vocabulary & Cornell Notes in Composition Notebook

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

Tuesday: Read Alta California Letters pg 94-95

**Homework: Activities pg 95 (1-2)**

Wednesday: California Missions Core Lesson 3

Page 98-103 Vocabulary & Cornell Notes in Composition Notebook

**Homework: Study the maps on page 99,100,101 (Quiz on Thursday) & Lesson Review pg 103(1-4)**

Thursday: Read “A Day in the Life of a Mission”

In class work: pg 107 Activities (1-2)

**Homework: Presidios and Settlements Core Lesson 4, pg108-111 Vocabulary & Cornell Notes in Composition Notebook & add the map on page 110 in color**

**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: Core Lesson 4 Conquest of the Americas

Page 104-107 Vocabulary & Cornell Notes in Composition Notebook & add a map in color

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

Tuesday: Extend Lesson 4 Spanish Explorers pg 108-109

**Homework: pg 109 Activities (1-2)**

Wednesday: Core Lesson 5 New Spain

Page 110-113 Vocabulary & Cornell Notes in Composition Notebook & add a map in color

**Homework: Lesson Review pg 113 (1-5)**

Thursday: Extend Lesson 5 “Leadership in New Spain”

Read page 114-115 and work on the activities on pag115 (1-2)

**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: Chapter 2 Review

**Homework: Study for Chapter 2**

Tuesday: Chapter 2 Assessment

Wednesday: In class reading pg 78-81Unit 2 Early Civilization of Southwest Asia

**Homework**: **pg 83-86 Terms-Names & Cornell Notes in Composition Notebook & add a map in color, and Lesson Review pg 86 (1-5)**

Thursday: The 1st Civilization

Pg 89-95Terms – Names & Cornell Notes in Composition Notebook & add a map in color

**Homework: Finish notes & Lesson Review pg 95 (1-7)**

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: Read Lesson 3 Islam after Muhammad’s Death**

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

**Homework: Lesson Review: page 103 (1-7) Chapter 3 Review pg 106-107 Terms & Names (1-4), Main Ideas (5,6,8,10,11-13), Critical Thinking (15), Standards-Based Assessment (1-2)**

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: In class study on all Vocabulary for Mid-term Assessment

**Homework: Study**

Tuesday: ***Part I of Mid-term Assessment***

**Homework: Study Part II of Mid-term Short Answer and Essay**

Wednesday: ***Part II of Mid-term Short Answer and Essay Assessment***

**Homework:**

Thursday: All students must have a net-book and/or tablet to work on Group Project Prezi presentations

**Homework: Finish your group Prezi Presentation**

Friday: **No School**