Social Studies Weekly Lesson Plan

**Mr. Esparza**

November 12, 2012 – November 16, 2012

**3rd Grade**

Unit: Communities in History

Standards Addressed:

###### 3.3 Students draw from historical and community resources to organize the sequence of local historical events and describe

###### how each period of settlement left its mark on the land.

1. Research the explorers who visited here, the newcomers who settled here, and the people who continue to come to the region, including their cultural and religious traditions and contributions.
2. Describe the economies established by settlers and their influence on the present-day economy, with emphasis on the importance of private property and entrepreneurship.
3. Trace why their community was established, how individuals and families contributed to its founding and development, and how the community has changed over time, drawing on maps, photographs, oral histories, letters, newspapers, and other primary sources.

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|  | Tuesday | Wednesday | Thursday | Friday | Monday |
| **Lesson Topic** | Colonies in America | Pilgrims | How to Conduct an Interview | Interview Presentations | Becoming a Country |
| **Lesson Objective** | identify who the pilgrims are and why they came to America | identify why pilgrims left England and established a colony in America | write five interview questions they will ask their parents | present their findings about their parents to the class in a brief (30 second) presetation | define the words independence and democracy in their own words; identify and explain the importance of the Declaration of Independence and the US Constitution |
| **Schoolwide Learning Expectations** | Faith-Catholic Identity, Communication, Citizenship, Critical Thinking, Life Skills, Academic | Faith-Catholic Identity, Communication, Citizenship, Critical Thinking, Life Skills, Academic | Faith-Catholic Identity, Communication, Citizenship, Critical Thinking, Life Skills, Academic | Faith-Catholic Identity, Communication, Citizenship, Critical Thinking, Life Skills, Academic | Faith-Catholic Identity, Communication, Citizenship, Critical Thinking, Life Skills, Academic |
| **Key Words** | Colony, mission | Tolerance, freedom of religion | Interview, Interviewee | presentation | Independence, democracy, “All Men Created Equal”, Constitution |
| **Activities** | Ss will read pgs. 118-121 | Ss will watch video clip on pilgrims and write facts about why the Pilgrims choose to leave England | Ss will read 130-1 | Ss will present their findings about their parents to the class | Ss will read pgs. 124-7 |
| **Ss Response/ Review** | Vocabulary in notebook  Cornell Notes pg 118-121  Lesson Review pg 121 | Ss will write a paragraph explaining why the Pilgrims left England and came to America | Class will write five question to ask their parent about their experiences | T will give Ss informal feedback on presentation, grade will be based on effort | Ss ill write a sentence in using the words democracy and independence. They will also answer the questions: What is the Constitution and the Declaration of Independence |
| **Materials Needed/Muti-Media Resources/Special Needs** | Textbook/Netbook | Textbook/Netbook | Textbook/Netbook | Textbook/Netbook | Textbook/Netbook |
| **Essential Questions- Ss will remember…** | Religion freedom is a cherished right in the US | Religion freedom is a cherished right in the US | People 's experiences are unique | People 's experiences are unique | American democracy is founded on the belief that all men are created equal (Natural Rights) |
| **Home/Class/Community Connections- Ss will understand…** | The importance of showing religious toleration | The importance of showing religious toleration | Interviews help gain an insight into peoples' experiences | Interviews help gain an insight into peoples' experiences | Their civil rights are protected by law |

**4th Grade**

Unit: Exploration and Colonization

Standards Addressed:

**4.3 Students explain the economic, social, and political life in California from the establishment of the Bear Flag Republic through the Mexican-American War, the Gold Rush, and the granting of statehood.**

1. Identify the locations of Mexican settlements in California and those of other settlements, including Fort Ross and Sutter’s Fort.

2. Compare how and why people traveled to California and the routes they traveled (e.g., James Beckwourth, John Bidwell, John C. Fremont, Pio Pico).

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|  | Tuesday | Wednesday | Thursday | Friday | Monday |
| **Lesson Topic** | Mexico Wins Independence | Mexico and California | Ranchos and Pueblos | Trails to California | Extend Lesson 4 |
| **Lesson Objective** | Identify the reason behind the Mexican War for Independence | Discusses the impact of Mexican Independence of the people of Alta California | Explain why California traded with U.S. ships. Contrast life on a rancho with life in a pueblo. | Explain the role of U.S. trappers, traders, and pioneers in California and the routes by which they arrived. Discuss the efforts of Pio Pico to American settlement. | Locate and organize information from multiple sources. Write a report |
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| **Key Words** | Republic, constitution, import, export | Secularization, rancho, land grant | Vaquero, fiesta, rodeo | Frontier, trapper, pioneer | report |
| **Activities** | Reading pg 118-123 | Reading pg 126-129 | Reading pg 132-135 | Reading pg 138-143 |  |
| **Ss Response/ Review** | Vocabulary in notebook  Cornell Notes pg 118-123  Lesson Review pg 123 | Vocabulary in notebook  Cornell Notes pg 126-129  Lesson Review pg 129 | Vocabulary in notebook  Cornell Notes pg 132-135  Lesson Review pg 135 | Vocabulary in notebook  Cornell Notes pg 138-143  Lesson Review pg 143 | Chapter Assessment pg 150-151 All |
| **Materials Needed/Muti-Media Resources/Special Needs** | Textbook/Netbook | Textbook/Netbook | Textbook/Netbook | Textbook/Netbook | Textbook/Netbook |
| **Home/Class/Community Connections- Ss will understand…** | The importance of showing immigration toleration | The importance of immigration toleration | helps gain an insight into peoples' experiences | help gain an insight into peoples' experiences |  |

**5th Grade**

**Unit: European Settlements**

###### 5.3 Students describe the cooperation and conflict that existed among the American Indians and between the Indian nations

###### and the new settlers.

1. Describe the competition among the English, French, Spanish, Dutch, and Indian nations for control of North America.
2. Describe the cooperation that existed between the colonists and Indians during the 1600s and 1700s (e.g., in agriculture, the fur trade, military alliances, treaties, cultural interchanges).
3. Examine the conflicts before the Revolutionary War (e.g., the Pequot and King Philip's Wars in New England, the Powhatan Wars in Virginia, the French and Indian War).
4. Discuss the role of broken treaties and massacres and the factors that led to the Indians defeat, including the resistance of Indian nations to encroachments and assimilation (e.g., the story of the Trail of Tears).
5. Describe the internecine Indian conflicts, including the competing claims for control of lands (e.g., actions of the Iroquois, Huron, Lakota [Sioux]).

###### 5.4 Students understand the political, religious, social, and economic institutions that evolved in the colonial era.

1. Understand the influence of location and physical setting on the founding of the original 13 colonies, and identify on a map the locations of the colonies and of the American Indian nations already inhabiting these areas.
2. Identify the major individuals and groups responsible for the founding of the various colonies and the reasons for their founding (e.g., John Smith, Virginia; Roger Williams, Rhode Island; William Penn, Pennsylvania; Lord Baltimore, Maryland; William Bradford, Plymouth; John Winthrop, Massachusetts).
3. Describe the religious aspects of the earliest colonies (e.g., Puritanism in Massachusetts, Anglicanism in Virginia, Catholicism in Maryland, Quakerism in Pennsylvania).

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|  | Tuesday | Wednesday | Thursday | Friday | |
| Lesson Topic | A Northwest Passage | Roanoke and Jamestown | Settlers and natural resources | New England Settlements |
| Lesson Objective | read and answer questions from the Vocabulary and study guide | read and answer questions from Vocabulary and Study Guide | write a 100 word letter from the POV of a colonist in Jamestown and mention at least three natural resources used in daily life. | SWBAT identify why the Pilgrims left England and established a colony in the Americas |
| Schoolwide Learning Expectations | Faith-Catholic Identity, Communication, Citizenship, Critical Thinking, Life Skills, Academic | Faith-Catholic Identity, Communication, Citizenship, Critical Thinking, Life Skills, Academic | Faith-Catholic Identity, Communication, Citizenship, Critical Thinking, Life Skills, Academic | Faith-Catholic Identity, Communication, Citizenship, Critical Thinking, Life Skills, Academic |
| Key Words | Claim, armada, invasion | Charter, stock, cash crop, indentured servant | Cash crop, settlement | Pilgrim, compact, cape |
| Activities | Ss will read pg. 122-125 in pairs | Ss will read pgs. 130-3 individually | Ss will read 134-5 as a class | Ss wull read pgs. 136-9 in groups |
| Ss Response/ Review |  |  |  |  |
| Materials Needed/Muti-Media Resources/Special Needs | Textbook/Netbook | Textbook/Netbook | Textbook/Netbook | Textbook |
| Essential Questions- Ss will remember… | Good governments use their armed forces sparingly | Success is gained through hard work |  | Religion freedom is a cherished right in the US |
| Home/Class/Community Connections- Ss will understand… |  | That the succss of their families, school, and community comes from hard work. |  | The importance of showing religious toleration |

**6th Grade & 7th Grade**

Unit: Islam

Grade Level Expectations:

###### 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.
2. Trace the origins of Islam and the life and teachings of Muhammad, including Islamic teachings on the connection with Judaism and Christianity.
3. Explain the significance of the Qur'an and the Sunnah as the primary sources of Islamic beliefs, practice, and law, and their influence in Muslims' daily life.
4. Discuss the expansion of Muslim rule through military conquests and treaties, emphasizing the cultural blending within Muslim civilization and the spread and acceptance of Islam and the Arabic language.
5. Describe the growth of cities and the establishment of trade routes among Asia, Africa, and Europe, the products and inventions that traveled along these routes (e.g., spices, textiles, paper, steel, new crops), and the role of merchants in Arab society.
6. Understand the intellectual exchanges among Muslim scholars of Eurasia and Africa and the contributions Muslim scholars made to later civilizations in the areas of science, geography, mathematics, philosophy, medicine, art, and literature.

**6th grade will have their Final Assessment Tuesday 13th**

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|  | Tuesday | Wednesday | Thursday | Friday |
| Lesson Topic | The Expansion of Muslim Rule | Skillbuilder: Making Generalizations and Map Practice. | A Golden Age in the East | Muslims Rule in Spain |
| Lesson Objective | SWBAT uaw notes to answer questions on quiz. | SWBAT generalize the information of three primary source quotes.  SWBAT answer five questions using a map. | SWBAT explain the achievements of the Muslim Empire under the Avvasids by completing a fill in the blank sheet. | SWBAT write an essay that identifies at least two achievements during the height of Cordoba that had a lasting influence on Western civilizations. |
| School wide Learning Expectations | Faith-Catholic Identity, Communication, Citizenship, Critical Thinking, Life Skills, Academic | Faith-Catholic Identity, Communication, Citizenship, Critical Thinking, Life Skills, Academic | Faith-Catholic Identity, Communication, Citizenship, Critical Thinking, Life Skills, Academic | Faith-Catholic Identity, Communication, Citizenship, Critical Thinking, Life Skills, Academic |
| Key Words | Iberian Peninsula, bureaucracy, Abd al-Malik | Generalize, sources | Standing army, Baghdad, golden age, calligraphy, omar khayyam, faction | Al-Andalus, Cordoba, Abd al-Rahman III, mercenary. |
| Activities | Ss will preview and take notes on 4.1  T will lecture to reteach and clarify misunderstandings. | Ss will wrk individually to answer map questions WB pg. 29-30 | Ss will preview and take notes on 4.2  T will lecture to reteach and clarify misunderstandings. | Ss will preview and take notes on 4.3. |
| Ss Response/ Review | Ss will use notes on Quiz 4.1  T will grade and pass back. | Ss will work in pairs to answer questions on Wb pg. 24  Share out of answers | Ss fill in blanks on WB pg. 34  T will grade and pass back  HW: Read “Sinbad the Sailor” (pgs. 126-9) | Ss will use notes to answer the question: What are two achievements that happened in Cordova and how were they influential. |
| Materials Needed/Muti-Media Resources/Special Needs | Textbook/ Netbook | Textbook Netbook | Textbook Netbook | Textbook/ Netbook |
| Essential Questions- Ss will remember… | Good Government look after the welfare of the all citizens. |  | A good society looks after the welfare of its entire people. | Progress should make life better for all people. |
| Home/Class/Community Connections- Ss will understand… | They need to elect good, moral leaders. |  | They need to look after the good of all people, including the people of the margins. | Progress should make life better for all people. |

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8th Grade

Unit: The Colonies Develop

Standards Addressed:

###### Students understand the major events preceding the founding of the nation and relate their significance to the development of American constitutional democracy.

1. Analyze the philosophy of government expressed in the Declaration of Independence, with an emphasis on government as a means of securing individual rights (e.g., key phrases such as "all men are created equal, that they are endowed by their Creator with certain unalienable Rights").
2. Describe the nation's blend of civic republicanism, classical liberal principles, and English parliamentary traditions.

###### 8.2 Students analyze the political principles underlying the U.S. Constitution and compare the enumerated and implied powers of the federal government.

1. Discuss the significance of the Magna Carta, the English Bill of Rights, and the May-flower Compact.
2. Evaluate the major debates that occurred during the development of the Constitution and their ultimate resolutions in such areas as shared power among institutions, divided state-federal power, slavery, the rights of individuals and states (later addressed by the addition of the Bill of Rights), and the status of American Indian nations under the commerce clause.
3. Understand the significance of Jefferson's Statute for Religious Freedom as a forerunner of the First Amendment and the origins, purpose, and differing views of the founding fathers on the issue of the separation of church and state.
4. Describe the principles of federalism, dual sovereignty, separation of powers, checks and balances, the nature and purpose of majority rule, and the ways in which the American idea of constitutionalism preserves individual rights.

###### 8.3 Students understand the foundation of the American political system and the ways in which citizens participate in it.

1. Analyze the principles and concepts codified in state constitutions between 1777 and 1781 that created the context out of which American political institutions and ideas developed.

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|  | Tuesday | Wednesday | Thursday | Friday |
| **Lesson Topic** | Early Colonial America | New England: Commerce and Religion | The Middle Colonies: Farms and Cities | Group Porject |
| **Lesson Objective** | identify the location, date, and reason each colony was established. | identify major characteristics of early colonial life including the economy, politics, religious life, and social elements of life in New England Colonies. | write notes from their textbook and use to complete a quiz | Student will present they’re group lesson project. |
| **Schoolwide Learning Expectations** | Faith-Catholic Identity, Communication, Citizenship, Critical Thinking, Life Skills, Academic | Faith-Catholic Identity, Communication, Citizenship, Critical Thinking, Life Skills, Academic | Faith-Catholic Identity, Communication, Citizenship, Critical Thinking, Life Skills, Academic | Faith-Catholic Identity, Communication, Citizenship, Critical Thinking, Life Skills, Academic |
| **Key Words** | sequence | Backcountry, subsistence farming, triangular trade, navigation acts, smuggling | Cash crop, gristmill, diversity, artisan, Conestoga wagons | NONE |
| **Activities** | Ss will write the date, location, and reason each of the colonies was established using their textbook | Preview 4.1  Take notes individually | Preview and take notes in pairs | NONE |
| **Materials Needed/Muti-Media Resources/Special Needs** | Textbook/Netbook | Textbook/Netbook | Textbook/Netbook | Textbook/ Netbook |
| **Ss Response/ Review** | Cornell Notes, Terms & Names, Section 1 Assessment pg 113 (2-4) | Cornell Notes, Terms & Names, Section 2 Assessment pg118 (2-4) | Quiz 4.2 | Create an ad poster. Cornell Notes, Terms & Names, Section 4 Assessment pg 129 (3) |
| **Essential Questions- Ss will remember…** | People begin a new life for many reason such as economic, social, or religious | Life is influenced by our religion, economic, political, and social elements. | To be tolerance of other people’s religious beliefs | Presentation |
| **Home/Class/Community Connections- Ss will understand…** | How migration is influenced by circumstances. | How life is influenced by our religion, economic, political, and social elements. | States who practice tolerance have a diverse population. | The effect of advertisement |