Social Studies Weekly Lesson Plan

**Mr. Esparza**

September 24, 2012- September 28, 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.**

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: Core Lesson 2 Our Country’s Geography

* As a class we will read Page 38-41
* Class work: worksheet: country’s geography
* **Homework: pg 41 (1-4)**

Tuesday: Extend Lesson 2 Protecting the Land

* Read pg 42-43
* Class work: Activities 1 & 2

Wednesday: Core Lesson 3 Communities and Resources

* Read pg 44-45
* Vocabulary: environment, natural resources, renewable resources, nonrenewable resources
* **Homework question: What is the difference between renewable and nonrenewable resources?**

Thursday: cont. Lesson 3

* Reading Buddy pg 46-47
* **Homework: Lesson Review pg 47 (1-4)**

Friday: Extend Lesson 3- Reader’s Theater

**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: Continue Chapter 2

* Pg 42 Towns and Nations – pg 43 Using Resources
* In class work Recreate the chart on page 42: Major Language Groups in notebook
* Homework Lesson Review pg 43 (1-4)

Tuesday: Extend Lesson 1 Mountain Making

* As a class we will read pg 44-47
* Homework Activities pg 47 (1)

Wednesday: Core Lesson 2 Coastal People

* Read page 48-49
* In class main idea: What food did all three nations eat? Pg 49
* Homework Vocabulary define and give a sentence: goods, service, trade, economy, barter

Thursday: Cont. Coastal People

* Read page 50-51
* In class question: which nation lived farthest south? Pg 50, Why did the people of the Channel Islands trade with people on the mainland? Pg 51
* Homework: Lesson Review pg51 (1-4)

Friday:

* Extend Lesson 2 Trade and the Tomol
* Pg 52-53 and the activity pg 53 (1)
* ***TURN IN HOMEWORK/ CLASS WORK 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: Core Lesson 2

* People of the Northwest pg 46-49 Cornell Notes on this lesson.
* In class question: Which American Indian group lived the farthest north in the Pacific Northwest region?
* Class work vocabulary: surplus, potlatch, clan
* Homework: Lesson Review pg 49 (1-5)

Tuesday: Core Lesson 3 Peoples of the Southwest

* Read pg 54-55 take notes in (Notebook)
* Class work vocabulary: irrigation, staple, ceremony
* In class question: The Hopi live in present day Arizona. Which other Southwest Indians live in Arizona?
* Homework: Worksheet Cause and Effect- As you read, take notes to show how climate affected the lives of Southwest Indians.

Wednesday: Conti. Core Lesson 3

* Read pg 56-57 take notes in (Notebook)
* In class question: What is the importance of the Bean Dance?
* Homework: Lesson Review (1-4) pg 57

Thursday:

Friday: Video on 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: In class Chapter 1 Review

* Homework: Pg 44-45 (1-15) and Reading Maps (1-2)

Tuesday: Give students thinking Maps

* Cause and Effect, Double Bubble.
* Homework: practice test worksheet

Wednesday: History Pass the Past Game

* **We will play pass the past in class (students should be able to identify**
* **Homework study for Thursday Chapter Assessment**

Thursday:

* **Assessment**

Friday: Introduction to Chapter 2

* A highlight to The Earliest Human Societies
* **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: Lecture on Lesson 3 The Early Byzantine Empire

* Page 59- 61 (1, 2 & 3) Essential Question
* **Homework: Thinking Map Compare & Contrast pg 61-63**

Tuesday:

* In class work: Lesson 3 Review pg ( 1-5)
* Homework: Daily Life Extend Lesson 3 pg 64-65 Activities (1-2)

Wednesday: Lesson 4- The Legacy of Rome

* In class reading Pg 67-69
* Class work Essential Question (1-2)
  + NO HOMEWORK

Thursday: Conti. Lesson 4

* In class group reading Pg 70-71
* Class work Essential Question (3)
* Homework- Lesson 4 Review (1-7)

Friday: Finish Lesson 3

* Video of Roman Empire and its Fall
* **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: Standards-Based Assessment

* Class work Pg 54 All and pg 55 All
* **Homework: Finish Chapter 1 Assessment**
* Tuesday: Study with a partner for Chapter Assessment
* **Homework: Study**

Wednesday: Chapter 1 Assessment

Thursday: Chapter 2 European Exploration of the Americas 1492-1700

* Overview of what would be learn in class
* In class work pg 60
* In class reading Spain Claims and Empire
* Homework: Vocabulary Treaty of Tordesillas, missionary, mercantilism, Amerigo Vespucci, conquistador, Hernando Cortes, Montezuma, Francisco Pizarro. Define and one sentence description

Friday

* Video on Spain and the New World
* **Turn in class work/homework folder**