Social Studies Weekly Lesson Plan

**Mr. Esparza**

October 1, 2012 - October 5, 2012

3rd Grade Social Studies

**3.2 Students describe the American Indian nations in their local region long ago and in the recent past.**

1. Describe national identities, religious beliefs, customs, and various folklore traditions.

Monday: Core Lesson 4 Mexico City

* Vocabulary: Capital, canal, pollution
* Critical Thinking Lecture on pg 54-57 (Cornell Notes)
* Homework: Lesson Review pg57 (1-5)

Tuesday: Extend Lesson 4 “The City on the Lake”

* Technology pg 58-59 Activity Question pg 59 (1-2)
* Homework: Skill builder Use Parts of a Source, Practice the Skill pg 61 (1-3) & Vocabulary: table of contents, glossary, and index.

Wednesday: Chapter 2 Review

* Collect all Cornell Notes for Chapter 2 to study with a partner
* Homework: Chapter 2 Review pg 62-63

Thursday: In class Review

* answer last minute question before assessment

Friday: Chapter 2 Assessment

**Turn in class work/homework folder**

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.**

1. Discuss the major nations of California Indians, including their geographic distribution, economic activities, legends, and religious beliefs; and describe how they depended on, adapted to, and modified the physical environment by cultivation of land and use of sea resources.

Monday: Mountain and Valley Peoples

* Vocabulary: culture, ceremony, tradition
* Cornell Notes: pg 56-59

Tuesday: Lecture

* On environment of the time and compare Mountain Life & Central Valley Life
* Homework: Read pg 60-61

Wednesday: California Indian Religions

* Ritual and storytelling
* Homework: Create your own ritual for a religion and share a story told by an older adult.

Thursday: Video

Friday: Quiz

* ***TURN IN HOMEWORK/ CLASS WORK FOLDER***

5th Grade

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

1. Describe the entrepreneurial characteristics of early explorers (e.g., Christopher Columbus, Francisco Vásquez de Coronado) and the technological developments that made sea exploration by latitude and longitude possible (e.g., compass, sextant, astrolabe, seaworthy ships, chronometers, gunpowder).

Monday: Review Chapter 2 pg 74-75

Homework: Study

Tuesday: In class study

Wednesday: Chapter 2 Assessment

Thursday: Unit 1 Review

Homework: pg 76 (1-10)

Friday: Unit 2 Exploration and Settlement

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

6th Grade

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

1. Locate and describe the major river systems and discuss the physical settings that supported permanent settlement and early civilizations.

2. Trace the development of agricultural techniques that permitted the production of economic surplus and the emergence of cities as centers of culture and power.

Monday: The Earliest Human Societies

Video on Religious, geographic, social structures

The Hunter of the Alps

Homework: pg 49 (1-2)

Tuesday: Lesson 1 Chapter 2 Hunters and Gatherers

In class reading pg 51-53 in class note taking

Terms & Names: Hunter-gatherer, nomad, migration, technology, religion

Homework: Essential Question (1-2)

Wednesday: Continue- Lesson 1 Chapter 2 Hunters and Gatherers

In class reading pg 54-55 in class note taking

Homework: pg55 (1-6)

Thursday: Lesson 2 Chapter 2 Learning to Farm and Raise Animals

In class reading pg 59-61 in class note taking

Homework Essential Question (1-3)

Friday: Lesson 2 Chapter 2 Learning to Farm and Raise Animals

In class reading pg 62

Class work pg 62 (1-5)

**Turn in class work/homework folder**

7th Grade

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

3. Describe the establishment by Constantine of the new capital in Constantinople and the development of the Byzantine Empire, with an emphasis on the consequences of the development of two distinct European civilizations, Eastern Orthodox and Roman Catholic, and their two distinct views on church-state relations.

Monday: Presentation Group 1,2,3

Tuesday: Presentation Group 4, 5, 6

Wednesday: Lesson 4 Chapter 2

Cornell Notes, Terms & Names: mosaic, stoicism, aqueduct

Homework: Essential Question (1-3)

Thursday: Presentation on Rome

Homework: Lesson 4 review pg 71 (1-5)

Friday: Start Chapter 2 Review pg 74 (1-13), pg 75 (1-3) Critical Thinking

**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).**

5. Describe how democratic thought and institutions were influenced by Enlightenment thinkers (e.g., John Locke, Charles-Louis Montesquieu, American founders).

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: Video on John Locke, Charles-Louis Montesquieu, American founders

Tuesday: Lecture on Video Cornell notes

Wednesday: Introduce project:

Thursday: Video on the Magna Carta and the Bill of Rights

Note Book Due

Friday: Video on the Magna Carta and the Bill of Rights

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