

**7th Grade:**

| <b>Week:</b>                    | <b>September 14-18</b>   |
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| <u>Essential Question:</u>      | How did the First Americans influence our lives in the United States?  |
| <u>Lesson Objectives/Goals:</u> | <p>Students will...</p> <ul style="list-style-type: none"><li>• Explain where the first people to reach America came from</li><li>• Explain how archaeologists learn about the past</li><li>• Explain why many different cultures developed in North America</li><li>• Describe the different ways of life Native Americans developed</li><li>• Explain the role religion played in the lives of North America</li></ul> |
| <u>Assessments:</u>             | <ul style="list-style-type: none"><li>• Daily Bell Ringers</li><li>• Vocabulary Terms</li><li>• Survival Plan Writing</li><li>• Historical POV Journal Writing</li><li>• Native American Dwellings Activity (Draw, label, color, explanations)</li></ul>   |

**8th Grade:**

| <b>Week:</b>                    | <b>September 14-18</b>   |
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| <u>Essential Question:</u>      | Why do we need to know how to read a map, globe, projection, graphs, and charts?   |
| <u>Lesson Objectives/Goals:</u> | <p>Students will...</p> <ul style="list-style-type: none"><li>• Be able to understand the purpose and uses of globes and map projections</li><li>• Describe the parts of a map and the different types of maps geographers use</li><li>• Demonstrate how to read graphs and charts</li></ul> |
| <u>Assessments:</u>             | <ul style="list-style-type: none"><li>• Daily Bell Ringers</li><li>• Vocabulary Terms</li><li>• Map Work</li><li>• Section Reviews</li><li>• Creating Own Graphs and Maps Activity</li><li>• Quiz</li></ul>  |

**9th Grade:**

| <b>Week:</b>                    | <b>September 14-18</b>   |
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| <u>Essential Question:</u>      | What makes a person an “American citizen” and what rights do we have?  |
| <u>Lesson Objectives/Goals:</u> | <p>Students will...</p> <ul style="list-style-type: none"><li>• Explain the role of government in everyday life</li><li>• Understand the history of our country’s government</li><li>• Describe the principles in the Constitution</li><li>• Discuss the freedoms guaranteed by the Bill of Rights</li><li>• Know the difference between the duties and responsibilities of citizens</li></ul> |
| <u>Assessments:</u>             | <ul style="list-style-type: none"><li>• Daily Bell Ringers</li><li>• Vocabulary terms</li><li>• Section 1&amp;2 Reviews</li><li>• Graphic Organizer: Different paths to citizenship</li><li>• Class Discussion Day</li></ul>   |

**10th Grade:**

| <b>Week:</b>                    | <b>September 14-18</b>   |
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| <u>Essential Question:</u>      | <ol style="list-style-type: none"><li>1. How do geographers look at the world?</li><li>2. How is the earth structured and what are its features and resources?</li></ol>   |
| <u>Lesson Objectives/Goals:</u> | <p>Students will...</p> <ul style="list-style-type: none"><li>• Understand the five themes of geography</li><li>• Use geographic tools and methodologies in different forms</li><li>• Describe the nature and structure of the earth</li><li>• Explain the forces that affect the surface of the earth</li></ul> |
| <u>Assessments:</u>             | <ul style="list-style-type: none"><li>• Daily Bell Ringers</li><li>• Vocabulary terms</li><li>• Map and charts work</li><li>• Section Reviews</li><li>• Ch. 1 Quiz</li><li>• States and Caps Practice</li></ul>  |

**11th Grade:**

| <b>Week:</b>                    | <b>September 14-18</b>   |
|---------------------------------|--|
| <u>Essential Question:</u>      | How did the Europeans change the Americas?   |
| <u>Lesson Objectives/Goals:</u> | <p>Students will...</p> <ul style="list-style-type: none"><li>• Describe Columbus's journeys and their impact on Native Americans and Europeans</li><li>• Evaluate the workings and impact of the Columbian Exchange</li><li>• Describe the early Spanish settlement of North America</li><li>• Explain how New France was founded and settled</li></ul> |
| <u>Assessments:</u>             | <ul style="list-style-type: none"><li>• Bell Ringers</li><li>• Vocabulary Terms</li><li>• Section Review Questions</li><li>• Graphic Organizer: The Columbian Exchange</li><li>• Comparing events</li><li>• Class discussions</li><li>• Quiz</li></ul>   |

**12th Grade:**

| <b>Week:</b>                    | <b>September 14-18</b>  |
|---------------------------------|---|
| <u>Essential Question:</u>      | What do economics do?   |
| <u>Lesson Objectives/Goals:</u> | <p>Students will...</p> <ul style="list-style-type: none"><li>• Be able to explain in general terms the economic concept of opportunity cost</li><li>• Define scarcity and choice</li><li>• Be able to relate scarcity and choice to opportunity cost</li></ul>                           |
| <u>Assessments:</u>             | <ul style="list-style-type: none"><li>• Daily Bell Ringers</li><li>• Vocabulary Terms</li><li>• Activity: Opportunity Cost</li><li>• Activity: Intangible and Tangible Wants Lists</li><li>• Section Review Questions</li><li>• Opportunity Cost: Activity #2 and/or Discussion</li></ul> |