

**Ms. Boczar's Weekly Lesson Plans**  
**Days 19-23**

	Civics/Pa History	World Geography
Mon	<p><b>Objective:</b></p> <ul style="list-style-type: none"> <li>Students will watch a 10 minute news clip and write a summary and their reaction to one of the events presented.</li> </ul> <p><b>Do Now Activity:</b> In your journal, describe your happy place!</p> <p><b>Main Activity:</b></p> <ul style="list-style-type: none"> <li>CNN10</li> <li>Finish Vocab</li> </ul> <p><b>Assessments/HW:</b> <i>If classwork is not complete, please finish at home.</i></p>	<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>Students will share their current event with the class by reading their summary</li> </ul> <p><b>Do Now Activity:</b> Get ready to share your current event!</p> <p><b>Main Activity:</b></p> <ul style="list-style-type: none"> <li>Share Current Events</li> </ul> <p><b>Assessments/HW:</b> <i>If classwork is not complete, please finish at home.</i></p>
Tue	<p><b>Objective:</b></p> <ul style="list-style-type: none"> <li>Students will work with a group to match the correct vocabulary word to the definition from lessons 1, 2 &amp; 3</li> </ul> <p><b>Do Now Activity:</b> Do you think we should elect people to represent us in government or would you rather vote on laws yourself?</p> <p><b>Main Activity:</b></p> <ul style="list-style-type: none"> <li>Vocab Review Game</li> </ul> <p><b>Assessments/HW:</b> <i>If classwork is not complete, please finish at home.</i></p>	<p><b>Objective:</b></p> <ul style="list-style-type: none"> <li>Students will...</li> <li>Explain what scientists have uncovered about our early history.</li> <li>Identify cultural elements of Homo sapiens in the Paleolithic Age.</li> </ul> <p><b>Do Now Activity:</b> What do you think prehistory means?</p> <p><b>Main Activity:</b></p> <ul style="list-style-type: none"> <li>Chapter 1 Section 1: The Paleolithic Age</li> </ul> <p><b>Assessments/HW:</b> <i>If classwork is not complete, please finish at home.</i></p>
Wed	<p><b>Objective:</b></p> <ul style="list-style-type: none"> <li>Students will understand the origin of republican government came from ancient Rome and the Roman Republic</li> </ul>	<p><b>Objective:</b></p> <ul style="list-style-type: none"> <li>Learn how Paleolithic people moved with the seasons and followed herds of animals to hunt and gather food.</li> <li>Discover how early humans</li> </ul>

	<ul style="list-style-type: none"> <li>• Students will compare and contrast the advantages and disadvantages of a republican government</li> <li>• Students will understand the adaptation of a republican government into a representative democracy</li> </ul> <p><b>Do Now Activity:</b> Do you think there should be limits on what the government can do?</p> <p><b>Main Activity:</b></p> <ul style="list-style-type: none"> <li>• Reading Check 3</li> <li>• Constitutional Government Vocab</li> </ul> <p><b>Assessments/HW:</b> <i>If classwork is not complete, please finish at home.</i></p>	<p>took control of their environment by raising plants and taming animals.</p> <p><b>Do Now Activity:</b> What does the term domesticate mean?</p> <p><b>Main Activity:</b></p> <ul style="list-style-type: none"> <li>• Chapter 1 Section 2: The Neolithic Age</li> </ul> <p><b>Assessments/HW:</b> <i>If classwork is not complete, please finish at home.</i></p>
Thu	<p><b>Objective:</b></p> <ul style="list-style-type: none"> <li>• Students will explain the ideas of separation of powers and checks and balances</li> <li>• Students will understand the Founders' reasons for creating a system that limits governmental power</li> <li>• Students will list some powers of the three branches of government</li> </ul> <p><b>Do Now Activity:</b> What are the three branches of government?</p> <p><b>Main Activity:</b></p> <ul style="list-style-type: none"> <li>• Constitutional Government Questions</li> </ul> <p><b>Assessments/HW:</b> <i>If classwork is not complete, please finish at home.</i></p>	<p><b>Objective:</b></p> <ul style="list-style-type: none"> <li>• Learn how Paleolithic people moved with the seasons and followed herds of animals to hunt and gather food.</li> <li>• Discover how early humans took control of their environment by raising plants and taming animals.</li> </ul> <p><b>Do Now Activity:</b> What does the term domesticate mean?</p> <p><b>Main Activity:</b></p> <ul style="list-style-type: none"> <li>• Chapter 1 Section 2: The Neolithic Age</li> </ul> <p><b>Assessments/HW:</b> <i>If classwork is not complete, please finish at home.</i></p>
Fri	<p><b>Objective:</b></p> <ul style="list-style-type: none"> <li>• Students collaborate to complete an escape room</li> </ul>	<p><b>Objective:</b></p> <ul style="list-style-type: none"> <li>• Students will compare and contrast the Paleolithic v</li> </ul>

	<p>activity to decode facts about the constitution and Founders.</p> <p><b>Do Now Activity:</b> Who's going to Homecoming tomorrow?</p> <p><b>Main Activity:</b></p> <ul style="list-style-type: none"><li>• The Constitution Escape Room</li></ul> <p><b>Assessments/HW:</b> <i>None!</i></p>	<p>Neolithic stone ages by using a venn diagram and collaborating as a class</p> <ul style="list-style-type: none"><li>• Students will label a map of the Fertile Crescent and compare it to a current map</li></ul> <p><b>Do Now Activity:</b> Who's going to Homecoming tomorrow?</p> <p><b>Main Activity:</b></p> <ul style="list-style-type: none"><li>• Compare and Contrast Paleolithic v Neolithic</li><li>• Fertile Crescent Map</li></ul> <p><b>Assessments/HW:</b> <i>If classwork is not complete, please finish at home.</i></p>
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