

Scope and Sequence
Social Studies - 5th Grade Gen Ed

Unit : Geography

Project Theme:	<i>To accompany their study of Geography, students will research and present the following information by using poster board. Requirements and questions to answer are provided below. Students will submit their work to their teacher when completed or by the due date, whichever comes first.</i>				
Project Breakdown:	<i>Students will research one State in the United States but they may NOT choose Ohio. Students may pick any of the other 49 States in the United States but it must be a State (not a territory). Students will use the poster board to answer: where is the State located in relation to Ohio? How far away in miles from Cleveland is the capital city of that State? What is the most-recent population of the State? What is the capital city of the State? What are three major sports teams in that State and what city do they represent? What is the average income of people in this State? What is the demographic breakdown of the State? What is the crime rate in this State? What is the current rating of their school system versus others States in the United States? Who is the current governor of this State? What is the latitude and longitude of the State's capital city? Name three interesting facts or sites within this State. Include at least one photo. Decorate your poster board to make it look beautiful!</i>				
Terms to Know:	Compass, Geography, Mercator Projection Map, Cuyahoga, Appalachian, Rocky, Mississippi River, Amazon River, Africa, Asia, Europe, Antarctica, Australia, North America, South America, Caribbean Sea, Mediterranean Sea, Latitude, Longitude				
Timeline:	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Pop Quiz: Correctly identify all seven continents and five major oceans on a map - 10 min
	Teacher to provide a blank Mercator Projection Map of the Seven Continents and Five Oceans; As a class identify and locate them on your individual maps while referencing on a SMART/Clever Board; discuss major features as an overview; Review Latitude & Longitude with each continent - 20 min	Teacher to provide a blank Mercator Projection Map of North America; Locate and label the Rocky Mts., Appalachian Mts., Mississippi & Missouri Rivers, Great Planes, Great Lakes, Death Valley; Using colored pencils, color the Atlantic & Pacific Oceans and the Caribbean Sea blue, the Great Planes beige, Death Valley yellow, the mountains brown, and the rivers/lakes dark blue; shade the other areas green - 20 min	Teacher to provide a blank map of Ohio; locate and label the: Cuyahoga River, Lake Erie, islands in Lake Erie, Ohio River, Appalachian Plateau, Major cities in Ohio (Columbus, Cincinnati, Toledo, Dayton, Akron); using colored pencils, color the bodies of water blue, the plateau dark green, central Ohio beige (for farming), and the surrounding areas green - 20 min	Teacher to provide a blank Mercator Projection Map of Africa; locate and label the Nile River, the Sahara & Kalahari Deserts, Madagascar, Great Rift Valley, Horn of Africa, Mount Kilimanjaro, the Indian and Atlantic Oceans, and the Mediterranean Sea; using colored pencils, color the deserts yellow, the Nile River dark blue, the oceans and sea light blue, and label Mt. Kilimanjaro with a red "X"; color all other areas green - 20 min	Teacher to provide a blank Mercator Projection Map of Europe; locate and label The Alps, Italy, the United Kingdom, Mediterranean Sea, Russia, North Sea, Danube River, Ural Mountains, the Aegean Sea, the Arctic Ocean, and the Atlantic Ocean; color the ocean and sea blue, the mountains brown, the rivers dark blue, and the remaining areas green; what major land feature does Europe lack? - 20 min
	Watch "Seven 7 Continents Interesting Facts for Kids" on YouTube (6:41 min) and discuss: why do videos help you to learn things better? Discuss how Africa seems to fit into the gap created by North & South America as well as Madagascar fitting next to Africa - 10 min	Watch "Geography of North America" on YouTube (3:51 min) and discuss: where are the Rocky Mts. Located? How far do the Rockies stretch from? Which mountain range in North America are the oldest? Where are the Appalachian Mts in Ohio? What other States do the Appalachian Mts run through? - 10 min	Students in pairs: using 3" x 5" notecards, write questions about the sites in Ohio that we discussed on the side with lines and the answer on the blank side; use these cards to study for your test on Geography - 10 min	Watch "Africa: 12 Fun Facts about African Continent and Countries" on YouTube (10:02 min) and discuss: why do you think so many people in Africa are young? Where did the name "Africa" come from? How were African governments ruled for many years? Where do most of the fastest-people in the world come from? - 10 min	Watch "Europe Destination World" on YouTube (3:24 min) and discuss: how large in size in Europe? What is the smallest nation in the world? What city inspired the Olympics? What types of animals are found in Europe? - 10 min

	Introduce project and discuss requirements; provide in-class time to work on it - 20 min	In-class time to work on project - 20 min	In-class time to work on project - 20 min	In-class time to work on project - 20 min	In-class time to work on project - 20 min
Bellwork Topic:	Write a list of all seven continents and four major oceans.	List as many rivers, lakes, mountains, and other geographic features that you can think of in North America; try to have ten	How many cities can you name in Ohio? Create a list, try to think of at least seven.	List five things that you know RIGHT NOW about Africa.	See "Pop Quiz" above
Daily Homework:	Using a blank Mercator Projection Map, correctly label the seven continents and four oceans for tomorrow	Work on your project!	Write a list of five things that you like about Cleveland; which one is your favorite? Why is that?	Written Response: Why do you think soccer is so popular in Africa? Based upon what you learned today about the top-runners of the world, do you think that helps? (one paragraph)	Using a blank Mercator Map of Europe, correctly label at least eight places on the map for tomorrow
Timeline:	Monday	Tuesday	Wednesday	Thursday	Friday
Week 2	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Test on World Geography and "Terms to Know" from Week One - 20 min
	Teacher to provide a blank Mercator Projection Map of Asia; locate and label the Himalayan Mts., Mt. Everest, Japan, Philippines, China, India, Russia, the Gobi Desert, Yellow River, Indus River, Pacific Ocean, Arctic Ocean, and the Indian Ocean; color the oceans light blue, the rivers dark blue, the mountains beige, the desert yellow, and the rest green - 20 min	Teacher to provide blank Mercator Projection Map of South America; locate and label the Amazon River, the Amazon Rainforest, Brazil, Chile, Sandwich Islands, Caribbean Sea, Argentina, Pacific Ocean, Atlantic Ocean, Caribbean Sea, and Andes Mountains; color the oceans light blue, the Amazon dark blue, the mountains beige, and the remainder green - 20 min	Teacher to provide blank Mercator Projection Map of Australia; locate and label Tasmania, New Zealand, Great Barrier Reef, Outback, Great Sandy Desert, Great Victoria Desert, the Blue Mountains, Pacific Ocean, and Indian Ocean; color the oceans light blue, the desert beige, the mountains brown, and the remainder green - 20 min	Students to play the game "Around the World"; teacher to ask questions about each continent (ex. Which continent are the Rocky Mts on?); students to review all seven locations; winner receives extra credit on their project - 20 min	
	Watch "Asia's Greatest Landmarks - Travel Guide" on YouTube (2:06 min) and discuss: what is the most-prominent religion in Asia? What is the Great Wall of China? Why was the Taj Mahal built? What is Mount Fuji? How are these sites similar to places in our country? - 10 min	Watch "10 Mind Blowing Facts About The Amazon Rainforest" on YouTube (8:29 min) and discuss: how old is Amazon Rainforest? Why is this forest important? What countries is it in? Why is it bad to cut down rainforest trees? What are some of the deadly plants in this forest? - 15 min	Students in groups of 3 or 4, class to play a game against other groups; teacher will ask students about a location and students need to correctly identify which continent that it is located on; the winner receives extra credit on their upcoming test - 10 min	Students in pairs: using 3" x 5" notecards, write questions about the sites on all seven locations that we discussed on the side with lines and the answer on the blank side; use these cards to study for your test on Geography - 10 min	
	In-class time to work on project - 20 min	In-class time to work on project - 20 min	In-class time to work on project - 20 min	In-class time to work on project - 20 min	
Bellwork Topic:	Write a list of all seven continents and four major oceans; correctly include at least one feature for Europe, Africa, and North America	Using a blank Mercator Projection Map of Asia, label at least five places or features from yesterday	Using a blank Mercator Projection Map of South America, label at least five places or features from yesterday	List all seven continents, as well as two features of Asia, Africa, South America, and Australia	None

Daily Homework:	Study your continents and oceans; quiz in four days	Work on your project!	Work on your project!	Study for your test on all seven continents and all features (including "Terms to Know") of each that we've discussed tomorrow!	Finish project, due tomorrow!
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Unit : Latitude and Longitude Practice

Timeline:	Monday	Tuesday	Wednesday	Thursday	Friday
Week 3	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Pop Quiz: Correctly locate ten locations on a map using Latitude and Longitude - 10 min
	Watch "Dr. Nagler's Laboratory: Longitude and Latitude" on YouTube (6:33 min) and discuss: what are the horizontal lines called? What are the vertical lines called? What is the major horizontal line and the major vertical line called? What specifically happens at the equator? - 15 min	Teacher to provide students with a map of our campus on regular computer paper; divide the paper into one-inch squares by measuring across the paper and down the paper to create a grid; label each row a letter (A, B, C, D) and label each column a number (1, 2, 3, 4, 5, 6); help students locate items on our campus by identifying their coordinates as A3, B5, D4, etc. For example "where is Father Gene Wilson Garden"? - 20 min	Teacher and students to go to "modernsurvivalblog.com/survival-skills/basic-map-reading-latitude-longitude/" and read aloud; what is one way to remember the word latitude? How far is one degree on a map? How far is one minute on a map? What city in England does the Prime Meridian pass through? - 15 min	Teacher to visit BEFORE CLASS begins: "www.education.com/worksheet/article/map-grid/" and sign up for a free membership; downloaded the worksheet and complete together with students; ask additional questions to review other locations - 10 min	Teacher to visit BEFORE CLASS begins: "www.education.com/worksheet/article/find-map/" and sign up for a free membership; downloaded the worksheet and complete together with students; ask additional questions to review other locations - 10 min
	Teacher and students to go to "www.timeanddate.com/geography/longitude-latitude.html"; read each section aloud and review important lines to know: Equator, Prime Meridian, Tropic of Cancer, Tropic of Capricorn, Arctic Circle, and the Antarctic Circle; locate the equator on Google Maps and trace which countries it passes through; locate the Prime Meridian and trace which countries it passes through - 20 min	Using the website "www.latlong.net/", locate the following cities and discuss which feature of North America that they are located upon: Denver, CO; Pittsburgh, PA; St. Louis, MO; Chattanooga, TN; Cleveland, OH; Chicago, IL; Lincoln, NE; Billings, MT; Key West, FL; Kansas City, MO; Furnace Creek, CA; Salt Lake City, UT - 20 min	Teacher to visit BEFORE CLASS begins: "www.education.com/worksheet/article/latitude-and-longitude/" and sign up for a free membership; downloaded the worksheet and complete together with students; ask additional questions to review other locations - 10 min	Students in pairs, using the website "www.abcya.com/games/latitude_and_longitude_practice", practice locating correctly the latitude and longitude of the coins. Play twice and see which partner receives the highest score! - 20 min	Using the website "www.latlong.net/", locate the following cities and discuss which feature of Europe that they are located upon or near: Warsaw, Poland; Berlin, Germany; Rome, Italy; Athens, Greece; Lisbon, Portugal; London, England; Moscow, Russia; St. Petersburg, Russia; Sicily, Italy - 20 min
	Teacher to visit "https://theplanetd.com/what-to-do-in-bergen-norway/" and discuss: Bergen is a city where the sun never goes all of the way down; what would it be like to live here? What are your thoughts on this city? How are people adjusting to life here? - 10 min	Students in pairs: working individually first, locate five additional cities in the United States that you choose on the map; write their latitude and longitude; then share those cities with another student for them to locate and record their coordinates; compare your results - 10 min	Teacher to visit BEFORE CLASS begins: "www.education.com/worksheet/article/latitude-longitude-of-cities/" and download the worksheet; complete together with students; ask additional questions to review other locations - 20 min	Teacher to visit BEFORE CLASS begins: "www.education.com/worksheet/article/n-s-e-w/" and download the worksheet; complete together with students; ask additional questions to review other locations - 20 min	Students in pairs: working individually first, locate five additional cities in the world (NOT in the United States) that you choose on the map; write their latitude and longitude; then share those cities with another student for them to locate and record their coordinates; compare your results - 10 min
Bellwork Topic:	What is the difference between latitude and longitude?	Using a blank map of the Earth, label the Equator, Prime Meridian, Tropic of Cancer, Tropic of Capricorn, Arctic Circle, and Antarctic Circle	Review your homework, what is the relationship of the six cities that you researched for homework? What direction are they from each other?	Look up on Google: "what is the International Date Line?"; compare it to the Prime Meridian	See "Pop Quiz" above

Daily Homework:	Written Response: Imagine an 8th Continent; where would it be? Why would you imagine it there? Would it be large or small? Would people live there? (one paragraph)	Students to use Google Maps, locate the coordinates of the following cities: Ashtabula, Ohio; Cincinnati, Ohio; Columbus, Ohio; Pittsburgh, Pennsylvania; Toledo, Ohio; Detroit, Michigan; due tomorrow!	Teacher to download the following worksheet: "www.education.com/worksheet/article/treasure-map-grid/" and provide to students, due tomorrow!	Written Response: Imagine that you're stranded in the Sahara Desert; what are five tools that you would need with you to survive? Why do you choose those five? (one paragraph)	Teacher to download the following worksheet: "www.education.com/worksheet/article/latitude-longitude-practice/" and provide to students, due tomorrow!
Mini-Project:	<p>Students to review a map of North America showing Canada, the United States with all fifty States & Capitals, Mexico, and Central America. Students will create a grid on their map the same way that we have done before in one-inch blocks; students will secretly "hide a treasure" somewhere on their map and will need to create clues to help find that treasure; clues should be similar to the one shown in the YouTube video observed at the beginning of this project. DO NOT MARK AN "X" OR INDICATE WHERE THE TREASURE IS IN ANYWAY! Your clues should be based upon map skills and latitude & longitude to find the treasure. Each day, you will solve your classmates' treasure maps until you have solved all of the maps in the room. Once you solve all of your classmates' treasure maps, you are finished! You may can be as challenging or easy as you'd like but you MUST have five clues based upon latitude & longitude or map skills for your classmates to solve.</p>				
Timeline:	Monday	Tuesday	Wednesday	Thursday	Friday
Week 4	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Test on map skills, latitude, and longitude - 30 min
	Students to go the following site "www.ixl.com/social-studies/grade-5/identify-lines-of-latitude-and-longitude" and play the game on Latitude and Longitude to test their skills and knowledge - 15 min	Students to go the following site "www.ixl.com/social-studies/grade-5/identify-lines-of-latitude-and-longitude" and play the game on Latitude and Longitude to test their skills and knowledge - 15 min	Students to go the following site "www.ixl.com/social-studies/grade-5/identify-lines-of-latitude-and-longitude" and play the game on Latitude and Longitude to test their skills and knowledge - 15 min	Students to go the following site "www.ixl.com/social-studies/grade-5/identify-lines-of-latitude-and-longitude" and play the game on Latitude and Longitude to test their skills and knowledge - 15 min	
	Watch "People are searching for elusive treasure a multi-millionaire claims he hid" on YouTube (9:58 min) and incorporate the idea of this treasure into the mini-project; teacher to introduce the project and requirements - 20 min	Finish writing your clues and be ready to begin the treasure hunt! If you're already done, continue playing IXL "latitude-and-longitude" from above - 20 min	(Part II of IV) Begin your treasure hunt! Solve all of your classmates' riddles and locate their treasure! When you have located each person's treasure, inform your teacher of the locations - 40 min	(Part III of IV) Begin your treasure hunt! Solve all of your classmates' riddles and locate their treasure! When you have located each person's treasure, inform your teacher of the locations - 40 min	(Part IV of IV) Begin your treasure hunt! Solve all of your classmates' riddles and locate their treasure! When you have located each person's treasure, inform your teacher of the locations - 30 min
Bellwork Topic:	Using Google Maps, locate the following five coordinates and specify which city is located there: (23 S, 43 W), (19 N, 99 W), (30 N, 31 E), (42 N, 12 E), (40 N, 116 E)	Using Google Maps, locate the following five coordinates and specify which city is located there: (60 N, 30 E), (28 N, 80 W), (34 S, 151 E), (29 N, 77 E), (18 S, 35 E)	Using Google Maps, locate the following five coordinates and specify which city is located there: (10 N, 67 W), (25 N, 77 W), (38 N, 122 W), (33 S, 70 W), (51 N, 1 W)	Using Google Maps, locate the following five coordinates and specify which city is located there: (35 N, 140 E), (0 S, 78 W), (33 N, 7 W), (33 N, 43 E), (19 N, 155 W)	None

Daily Homework:	Locate the latitude and longitude of the following cities: Dayton, Ohio; St. Paul, Minnesota; Atlanta, Georgia; Dallas, Texas; Little Rock, Arkansas	Locate the latitude and longitude of the following cities: Seattle, Washington; Vancouver, British Columbia; Manila, Philippines; Lagos, Nigeria; Hammerfest, Norway	Locate the latitude and longitude of the following cities: Helsinki, Finland; Bangkok, Thailand; Buenos Aires, Argentina; Villa Las Estrellas, Antarctica; Dodoma, Tanzania	Study for test tomorrow on map skills, latitude, and longitude	None
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Unit : Maps and Geography

Terms to Know:	<i>Geography, Landscape, Social Science, Regions, Physical Geography, Human Geography, Cartography, Meteorology, Absolute Location, Relative Location, Environment, Map, Globe, Global Positioning System (GPS), Grid, Latitude, Parallels, Equator, Degrees, Minutes, Longitude, Meridians, Prime Meridian, Hemispheres, Continents, Map Projections</i>				
IEP Student Terms:	<i>Geography, Landscape, Regions, Absolute Location, Relative Location, Environment, Map, Globe, Grid, Latitude, Parallels, Equator, Degrees, Minutes, Longitude, Meridians, Prime Meridian, Hemispheres, Continents,</i>				
Timeline:	Monday	Tuesday	Wednesday	Thursday	Friday
Week 5	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min
	<i>HMH Western World Geography, Module One, Pages 5-6</i> - Students read aloud, as a class discuss what geography is; what are some features of geography that you know? How do these features shape our city? - 15 min	(Part II of II) Complete coloring and labeling of the map of Ohio from the previous lesson - 15 min	<i>HMH Western World Geography, Module One, Pages 10-12 (stop at "Other Fields of Geography")</i> - Students read aloud, as a class discuss physical and human geography; what are the major differences of each? - 20 min	<i>HMH Western World Geography, Module One, Pages 12-15</i> - Students read aloud, as a class discuss how water and weather shape our planet; review how canyons form due to rivers, erosion occurs due to weather, and how people reside by water across the globe - 15 min	Watch "4 Awesome Discoveries made with LIDAR Technology" on YouTube (5:21 min) and review how LIDAR works; what is LIDAR? Why is it easy to understand based upon the color system? Which discovery shown do you think is the most interesting? - 10 min
	Students will use Google Maps to focus upon Ohio, what physical features do you see in or bordering Ohio? Where are there mountains in Ohio? Where do you find rivers? What is the giant river that runs in the south of Ohio towards the Mississippi River? How do these features shape Ohio? - 15 min	<i>HMH Western World Geography, Module One, Pages 7-9</i> - Students read aloud, discuss as a class what "regions" are; what are the three types of regions? Describe our local level (what is it like on the east side of Cleveland?); Describe our regional level (Describe Cleveland, what is it like as a Clevelander?); describe our global level (how would you characterize being human? how do we all interact with each other?) - 20 min	<i>HMH Western World Geography, Module One, Pages 10-12 (stop at "Other Fields of Geography")</i> - Teacher to assist the students in creating an outline of this section to educate them in good study traits; use the outline technique scene predominantly in MS Word or Docs with letters & numbers to outline the section; review each paragraph to find an	Students in pairs, use a Venn Diagram to compare & contrast Human Geography and Physical Geography; think of three ways that each is distinct to itself, plus two ways that they are similar to each other (eight total statements); share your Venn Diagrams with the class and review - 25 min	<i>HMH Western World Geography, Module One, Pages 16-19</i> - Students read aloud and discuss the five themes of geography; what is the difference between absolute location and relative location? Teacher to provide several examples for students to discuss the difference (where is Mexico? what is found at 2345 East 83rd Street in Cleveland, Ohio?) how does the environment effect geography? - 20 min

	(Part I of II) Teacher to provide a blank map of Ohio to the students; locate, label, and use colored pencils to color Lake Erie (blue), the Ohio River (blue), the Appalachian Mts (brown), Scioto River (blue), Little Miami River (blue), Cuyahoga River (blue), farming regions in the central & southern parts (yellow), and the forested areas in the north & east (green) - 20 min	As a class (or students in pairs), use a T-chart to compare & contrast a busy city vs a quiet city; what are pros and cons of each? Things to consider include the economy in each (money earned), the environment (how nature is effected), or population density (how people interact with each other); share with the class and discuss - 15 min	Read each paragraph to find an important statement in each of them; Complete as much as time permits to assist students in learning how to dissect information from the text - 25 min	Teacher to use Google Earth to display maps of the ocean floor; review how the ocean bottom has huge mountains and valleys just like the land does; students to explore Google Earth to see areas of the ocean and how the colors represent different depths - 10 min	Students in pairs, work together to answer how the five themes of geography relate to Cleveland; Teacher to assist with the first topic "Location" and students work together to solve how it is more generalized; discuss responses as a class and review - 20 min
Bellwork Topic:	Define Geography in your own words; discuss as a class	Name three geography features of Ohio discussed in class yesterday; where are they located?	What are the three different types of geographic levels?	What is the difference between physical geography and human geography?	<i>HMH Western World Geography, Module One, Page 11</i> - Read "Biography" and answer the question; discuss as a class
Daily Homework:	What are three geography features found in Northeast Ohio? Where are they located compared to our school or your house?	What are three things about our Local Level that make Cleveland special or unique, in your opinion?	<i>HMH Western World Geography, Module One, Lesson One Assessment, Page 9</i> - Complete #'s 1-3 in complete sentences are as requested; due tomorrow!	<i>HMH Western World Geography, Module One, Lesson Two Assessment, Page 15</i> - Complete #'s 1-2 in complete sentences are as requested; due tomorrow!	<i>HMH Western World Geography, Module One, Lesson Two Assessment, Page 15</i> - Complete #'s 3-4 in complete sentences are as requested; due tomorrow!
Timeline:	Monday	Tuesday	Wednesday	Thursday	Friday
	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min
	<i>HMH Western World Geography, Module One, Page 18</i> - Teacher to review the five themes of Geography and how they relate to Cleveland; students to discuss how each component relates to Cleveland - 10 min	<i>HMH Western World Geography, Module One, Pages 20-23</i> - Students to read aloud and discuss maps and globes; what is the main difference between maps & globes? As a class, create a T-Chart outlining the pros and cons of each - 20 min	<i>HMH Western World Geography, Module One Assessment, Page 37</i> - As a class, review # 20 and how to sketch a map; Teacher to assist in sketching a layout of the classroom; students to sketch a layout of the school or campus; they may refer to our website for help - 20 min	<i>HMH Western World Geography, Module One, Pages 26-27</i> - Review the three types of maps and the benefits & drawbacks of each; use Google Earth to view Nuuk, Greenland; find how Nuuk would appear on each type of map in the text versus on Google Earth; discuss similarities & differences - 15 min	<i>HMH Western World Geography, Module One, Pages 30-31</i> - Teacher to review the three types of maps; which would be used to find the heights of mountains? What color is the highest mountains? What do you think "sea level" means? Review the Thematic map, what does each color represent? How are colors helpful? - 10 min

Week 6	<p>Students in pairs, Teacher will assign random cities to pairs based upon drawing names from a hat; student pairs will research and gather information on their assigned city to review the five themes of geography about that city; students to enter their information into Google Docs and share that information with Teacher; cities to select include: Miami FL, Omaha NE, Boston MA, Bismark ND, Seattle, WA, Mesa AZ, Las Vegas NV, San Jose, CA, New York City NY, Houston TX, & Charlotte NC - 25 min</p>	<p><i>HMH Western World Geography, Module One, "Social Studies Skills", Page 35</i> - Read aloud and discuss the features of Italy; what piece of clothing does Italy somewhat look like? How do the different color schemes help you identify what features exist in Italy? Students to estimate & guess what certain colors may represent; Answer #'s 1-2 aloud; use Google Earth to locate "Cleveland, Ohio" and review it; how much larger is Cleveland than the surrounding cities? East Cleveland wants to join Cleveland, where is East Cleveland located? Zoom in and explore Cleveland and its features - 20 min</p>	<p><i>HMH Western World Geography, Module One, Pages 24-27</i> - Students to read aloud and discuss the terms associated with geography; Teacher to review latitude, longitude, equator, and prime meridian; what are parallels, grid, and meridians? Teacher to review map projections, specifically Mercator projections, Conic projections, and Flat-plane projections; students in pairs to discuss and answer the following: which is most accurate for each purpose? What is one drawback to each? Which map type are you most-likely to use? Discuss responses as a class - 20 min</p>	<p><i>HMH Western World Geography, Module One, Pages 28-31</i> - Students to read aloud and discuss the features of a map; why is the title important to include when creating a map? What is a compass rose? What is one way that we can always find north based upon the sun? How does Lake Erie help Clevelanders to find north? Use the scale to find the distance between Lyon and the following cities on the map: Vienna, Genoa, Rome, Trieste, Antioch, & Jerusalem; What can you tell from the legend on this map? What does each color (yellow and green) represent? What can you tell about these colors? How are Political, Physical, and Thematic Maps helpful? What does each display and represent? - 20 min</p>	<p><i>HMH Western World Geography, Module One, Pages 32-34</i> - Students to read aloud and discuss the various features of the Earth's surface; Teacher to review some of the more commonly-known features, including plateau, isthmus, peninsula, oasis, bluff, coast, strait, and floodplain; discuss other terms that students may already know about - 15 min</p>
	<p>Student pairs will present their city and gathered information; while presenting, they will discuss the absolute location and relative location of their cities - 15 min</p>	<p><i>HMH Western World Geography, Module One Assessment, Page 37</i> - As a class, review #'s 17-19; students in pairs, answer these questions and discuss as a class your responses - 10 min</p>	<p>Teacher to review how Greenland, Alaska, and Siberia all appear much larger than they actually are on a Mercator map; where is Antarctica on a Mercator map? What happens to oceans on a Conic map? What are drawbacks to Flat-plane maps? Discuss as a class - 10 min</p>	<p>Students will Google the following: "Political Map of Tunisia", "Physical Map of Tunisia", and "Thematic Map of Tunisia"; discuss findings as a class of each; how are they each similar yet different? Which shows the most information? - 15 min</p>	<p>(Part I of II) Students to illustrate, color, and label an image of a nature scene including fifteen of the forty-six features from the list on these pages; correctly label and place each feature - 25 min</p>
Bellwork Topic:	<p>What is the difference between absolute location and relative location? Provide an example of each</p>	<p>Name as many of the five themes of geography as you can think of</p>	<p>Why is it easier to read a map when its in color verses black-and-white? What do many colors on a map represent?</p>	<p>What is a Mercator map? What is a Conic map? What is a Flat-plane map?</p>	<p>What is the difference between a political, physical, and thematic map?</p>
Daily Homework:	<p><i>HMH Western World Geography, Module One, Lesson Three Assessment, Page 19</i> - Complete #'s 1-2 in complete sentences are as requested; due tomorrow!</p>	<p><i>HMH Western World Geography, Module One Assessment, Page 36</i> - Complete #'s 11-12 in complete sentences; due tomorrow!</p>	<p><i>HMH Western World Geography, Module One, Lesson Four Assessment, Page 23</i> - Complete #'s 1-3 in complete sentences are as requested; due tomorrow!</p>	<p><i>HMH Western World Geography, Module One Assessment, Page 36</i> - Complete # 13 in complete sentences; due tomorrow!</p>	<p><i>HMH Western World Geography, Module One Assessment, Page 36</i> - Complete # 14 in complete sentences; due tomorrow!</p>
Timeline:	Monday	Tuesday	Wednesday	Thursday	Friday
	<p>Bellwork - 5 min</p>	<p>Bellwork - 5 min</p>	<p>Bellwork - 5 min</p>	<p>Bellwork - 5 min</p>	<p>Quiz on landforms, basic geography, and "Terms to Know from Week Five" - 25 min</p>
	<p>Watch "Landforms, Hey!: Crash Course Kids #17.1" on YouTube (3:38 min) and discuss the different features from the video in relation to the textbook; which features do we commonly see in Northeast Ohio? Are there islands in Lake Erie? Where may a delta be in Cleveland? - 10 min</p>	<p><i>HMH Western World Geography, Module One, Pages 32-33</i> - Teacher to review the major terms from these pages and how to identify them; provide examples from Google Images or Google Earth as seen online - 15 min</p>	<p>Students to go to the following website "https://mocomi.com/wp-content/uploads/2016/10/Mcm_Geo_Landforms/"; read and review through the site; using Google Docs, write three things that you learned for this exercise; submit to your Teacher when complete - 15 min</p>	<p>Watch "Seasons and the Sun: Crash Course Kids 11.1" on YouTube (3:57 min) and discuss how the Sun provides energy & light to Earth but permits seasons; Where is the Earth now in relation to the Sun? What season is it on the other side of the Earth? How do you know? - 10 min</p>	

Week 7	<p><i>HMH Western World Geography, Module One, Lesson Five Assessment, Page 34</i> - Students in pairs, use Google Sheets to create a chart; complete # 6 together outlining the differences in the three types of maps; include what they're based upon, what is shown accurately, and what is distorted; share charts with the Teacher when complete and review together - 20 min</p>	<p>Students to go to the following website "https://mrnussbaum.com/geography/world-landforms-1" and review at least three different areas of landforms; answer the following: what makes each type of landform special? How can you tell it apart for others that are similar? How does this landform relate to water? Answer questions in Google Docs and submit to Teacher - 25 min</p>	<p><i>HMH Western World Geography, Module Two, Pages 41-45</i> - Students to read aloud and discuss how the Sun can alter what happens on Earth; how does the Sun provide energy to Earth? How does the Sun effect seasons at different latitudes? Review the image on page 43, how does the Sun AND the tilt of the Earth create the four seasons? What if the Earth was not tilted on its axis? - 20 min</p>	<p>Students to go to the following website "https://spaceplace.nasa.gov/seasons/en/" and read aloud as a class; discuss what caused the Earth to tilt; (Part I of II) students to illustrate, color, and label how the four seasons are caused by the Earth and Sun - 20 min</p>	<p>In-class Spelling Bee on "Terms to Know from Week Five"; winning students earn extra credit on their quiz - 15 min</p>
	<p>(Part II of II) Complete your illustration, coloring, and labeling of the nature scene of labeling 15 of the 46 features of the Earth's Surface - 20 min</p>	<p>Students to go to the following website and take the online quiz "https://online.seterra.com/en/vgp/3384"; report your score to Teacher - 10 min</p>	<p><i>HMH Western World Geography, Module One Assessment, Page 36</i> - Students in pairs, complete #'s 1-10 by matching the correct terms to their letters; review and discuss as a class - 15 min</p>	<p>Review for quiz tomorrow on landforms, basic geography, and the Terms to Know for Week Five - 20 min</p>	<p>(Part II of II) Complete your illustration, coloring, and labeling of how the Earth and Sun combine to create the four seasons - 15 min</p>
Bellwork Topic:	<p>List five of the Earth's Surface features from the previous lesson and what each resembles</p>	<p>List five of the Earth's Surface features from the previous lesson THAT YOU DID NOT NAME IN THE LAST BELLWORK and what each resembles</p>	<p>How does water shape landforms on Earth? If there was no water, would there still be erosion? Why or why not?</p>	<p>How does the tilt of the Earth on its axis create the four seasons?</p>	<p>None</p>
Daily Homework:	<p><i>HMH Western World Geography, Module One, Lesson Five Assessment, Page 34</i> - Complete #'s 1-3 in complete sentences are as requested; due tomorrow!</p>	<p><i>HMH Western World Geography, Module One, Lesson Five Assessment, Page 34</i> - Complete #'s 4-5 in complete sentences are as requested; due tomorrow!</p>	<p><i>HMH Western World Geography, Module One Assessment, Page 36</i> - Complete # 15 in complete sentences; due tomorrow!</p>	<p>Study for quiz tomorrow on Landforms, basic Geography, and Terms to Know from Week Five! Study how to correctly spell your terms too for extra credit</p>	<p>Complete your illustration, coloring, and labeling of how the Earth and Sun combine to create the four seasons if you're not done already</p>
Terms to Know:	<p><i>Solar Energy, Rotation, Revolution, Tropics, Freshwater, Glaciers, Surface Water, Precipitation, Groundwater, Water Vapor, Water Cycle, Landforms, Continents, Plate Tectonics, Lava, Earthquakes, Weathering, Erosion, Alluvial Deposition,</i></p>				
IEP Student Terms:	<p><i>Rotation, Revolution, Tropics, Freshwater, Glaciers, Precipitation, Groundwater, Water Vapor, Water Cycle, Landforms, Continents, Lava, Earthquakes, Weathering, Erosion</i></p>				
Timeline:	Monday	Tuesday	Wednesday	Thursday	Friday
	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min
	<p>Students in pairs, using a "Cause and Effect" graphic organizer explain how the Sun and Earth work together to create the four seasons; share your graphic organizers with the class - 20 min</p>	<p>(Part II of II) Complete your illustration, coloring, and labeling of a diagram of the water cycle from the previous lesson - 25 min</p>	<p>Students in pairs, using a "Sequence" graphic organizer outline how the water cycle may begin at a specific point and flow through the cycle to that same starting point at the end; share and discuss your organizers with the class when complete - 20 min</p>	<p>(Part II of IV) Continue to work on the in-class mini-project of researching two of the four problems created by water and answering the questions the correlate with them - 20 min</p>	<p>(Part III of IV) Continue to work on the in-class mini-project of researching two of the four problems created by water and answering the questions the correlate with them - 20 min</p>

Week 8	<p>Watch "What are the tropics and the polar circles? What is the equator?" on YouTube (2:14 min) and discuss how the tropics are formed; what type of weather occurs here frequently? What are the solstices? What do we commonly call them? - 10 min</p>	<p>Students to go to the following website "https://climatekids.nasa.gov/water-cycle/" and read about the water cycle; what are evaporation, condensation, and precipitation? How are satellites tracking these changes? - 15 min</p>	<p><i>HMH Western World Geography, Module Two, Page 49-50</i> - In review of problems caused by water, Teacher to display images from Google Images of sinkholes, flooding, contaminated water, and drought - 10 min</p>	<p><i>HMH Western World Geography, Module Two, Pages 52-56 (stop at "Processes on Earth's Surface")</i> - Students to read aloud and Teacher to assist in outlining these pages using the Numbers & Letters format seen commonly in MS Word or Docs; Teacher to assist in helping students gather main ideas from each paragraph to decipher what the main and supporting ideas are in each section; Teacher to review and discuss the important terms as they apply; review images and diagrams as they appear - 30 min</p>	<p><i>HMH Western World Geography, Module Two, Pages 56-59</i> - Students in pairs, read together and practice outlining these pages as was conducted in the previous lesson; Teacher to assist as needed; students to read aloud and write one main idea about each paragraph or section if applicable - 20 min</p>
	<p><i>HMH Western World Geography, Module Two, Pages 46-48</i> - Students to read aloud about the Earth's water and its supply; what is the difference between salt water and freshwater? Why can't you drink salt water? How much of the Earth is made up of water? (Part I of II) Illustrate, color, and label the parts of the water cycle as found in your textbook; illustrate a nature scene with the water flowing through it in the various stages; correctly identify condensation, precipitation, and evaporation as shown in the image - 20 min</p>	<p><i>HMH Western World Geography, Module Two, Pages 49-51</i> - Students read aloud and discuss the benefits of water and how it helps us; what are some general uses of water? How is water used for recreation? For farming? For lifestyles? These questions are NOT in the textbook but please ponder and question: What is irrigation? How did it change the lives of early civilizations? - 10 min</p>	<p>(Part I of IV) Students to use a half-sheet of poster board to outline two of the four types of problems caused by water (sinkhole, flooding, contaminated water, or drought); students will select two of the four types of will explore and document: Describe what your two selected problem are; What effects do they each have on people? How can they each be deadly? What can be done to prevent these both from happening? How can we help others in need when they occur? Where on Earth do you think that they are likely to occur? Include a photo or drawing of each problem on your poster board - 20 min</p>		<p><i>HMH Western World Geography, Module Two, Pages 56-59</i> - Teacher to review student work and discuss the main ideas of paragraphs; Teacher to important ideas and what notes that students found to be important - 10 min</p>
Bellwork Topic:	Brainstorm three ways that water can be a valuable resource to humans	Briefly describe the water cycle	Explain how the same water used for farming also ends up in the atmosphere as rain later	What is a drought? What is a sinkhole?	What forces below the Earth's surface help shape landforms?
Daily Homework:	<i>HMH Western World Geography, Module Two, Lesson One Assessment, Page 45</i> - Complete #'s 1-2 in complete sentences are as requested; due tomorrow!	<i>HMH Western World Geography, Module Two, Lesson Two Assessment, Page 51</i> - Complete #'s 1-2 in complete sentences are as requested; due tomorrow!	<i>HMH Western World Geography, Module Two, Lesson Two Assessment, Page 51</i> - Complete #'s 3-4 in complete sentences are as requested; due tomorrow!	Define ANY FIVE of the "Terms to Know from Week Eight" in your own words; due tomorrow!	<i>HMH Western World Geography, Module Two Assessment, Page 90</i> - Complete #'s 13-14 in complete sentences or as requested; due tomorrow!
Timeline:	Monday	Tuesday	Wednesday	Thursday	Friday
	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Quiz on four seasons, water cycle, erosion, and "Terms to Know from Week Eight" - 25 min
	(Part IV of IV) Complete the in-class mini-project of researching two of the four problems created by water and answering the questions the correlate with them - 20 min	Students to go to the following website "www.onegeology.org/extra/kids/earthprocesses/weathering.html"; review each section; Teacher to lead the conversation and review of sections; how does each image depict weathering and erosion? - 20 min	<i>HMH Western World Geography, Module Two, "Reading Social Studies", Page 40</i> - Students to read aloud and discuss the meanings of the various prefixes, roots, and suffixes; students to practice combining prefixes, roots, and suffixes to make words - 10 min	<i>HMH Western World Geography, Module Two, Pages 62-65</i> - Review the notecards from the previous lesson; Teacher to discuss how wind, weather, and climate shape our lives? How does the Sun and tilt of the Earth effect weather? Review the map on page 64 and discuss how the warm and cool currents effect weather - 15 min	

Week 9	Students to go to the following website "www.nationalgeographic.org/encyclopedia/continental-drift/" and click through each slide to view how continental drift occurred; how do fossils support this theory? What do you think will happen in several million years to the continent placement? Teacher to assist in reviewing each slide - 15 min	Students to go outside to find areas of erosion in the brick, sidewalk, ground, or buildings of the campus; point out and discuss how each area was effected by erosion and how the specific wear may have occurred over time - 20 min	HMH Western World Geography, Module Two Assessment, "Reading Skills", Page 91 - Review together #'s 20-21 and discuss the meanings of each word created in the questions; solve together as a class and review - 10 min	HMH Western World Geography, Module Two, Pages 65-67 - Students to read aloud and continue creating notecards of important facts presented as questions for studying; Teacher to lead the discussion and question creating, pointing out key topics - 15 min	In-class Spelling Bee on "Terms to Know from Week Eight"; winning students earn extra credit on their quiz - 15 min
	Watch "Continental Drift 101 National Geographic" on YouTube (1:22 min) and discuss how the continents move together and apart over time; how quickly are they moving? Teacher to provide a print out of the continents, students to cut out each continent to try to place them together like a puzzle; how may they look as they continue to push in opposite directions? - 15 min	Teacher to display images of Erosion and Weathering via Google Images; Canyonlands National Park in Utah is a good place to start examining - 10 min	HMH Western World Geography, Module Two, Pages 62-65 (stop at "Wind, Water, and Storms") - Using 3" x 5" or 4" x 6" notecards, students to read aloud about how weather and climate shape the Earth; Teacher to help guide the recognition of important facts; students to create questions about the facts on one side of the card with the answer on the other side - 30 min	Review for quiz tomorrow on the four seasons, water cycle, erosion, and "Terms to Know from Week Eight" - 20 min	HMH Western World Geography, Module Two, "Case Study-The Ring of Fire", Pages 60-61 - Students to read aloud and discuss what this name means; discuss the eruption at Mount Saint Helens and how it effected the surrounding land; Explain the need for studying and monitoring volcanoes - 15 min
Bellwork Topic:	Name three common landforms	What are plates on the Earth? What happens when plates collide or separate?	What is erosion? What is weathering?	What is the difference between a prefix, suffix, and a root of a word?	None
Daily Homework:	HMH Western World Geography, Module Two, Lesson Three Assessment, Page 59 - Complete #'s 1-2 in complete sentences as requested; due tomorrow!	HMH Western World Geography, Module Two, Lesson Three Assessment, Page 59 - Complete #'s 3-4 in complete sentences as requested; due tomorrow!	HMH Western World Geography, Module Two Assessment, Page 90 - Complete # 15 in complete sentences or as requested; due tomorrow!	Study for quiz tomorrow on the four seasons, water cycle, erosion, and "Terms to Know from Week Eight"! Practice their spelling for extra credit	Study your notecards from Module Two, Lesson Four about weather and climate
Terms to Know:	<i>Weather, Climate, Prevailing Winds, Ocean Currents, Front, Monsoons, Savannas, Steppes, Permafrost, Environment, Ecosystem, Biome, Habitat, Extinct, Humus, Desertification, Natural Resources, Renewable Resources, Nonrenewable Resources, Deforestation, Reforestation, Fossil Fuels, Hydroelectric Power</i>				
IEP Student Terms:	<i>Weather, Climate, Front, Monsoons, Savannas, Steppes, Environment, Ecosystem, Biome, Habitat, Extinct, Renewable Resources, Nonrenewable Resources, Deforestation, Fossil Fuels, Hydroelectric Power</i>				
Project Theme:	<i>Students will research two of the twelve different climates provided in their textbook. Students MAY NOT select two similar climates, they should be distinctly different. Students will use Google Sheets to express their findings in a presentation. Students will explain what each climate is like in regards to precipitation, where it is located on Earth, what types of plants grow there, three animals that live there, how many seasons are found there, and a brief description of each climate. Students will use the Atlas pages found in the back of the textbook (listed as R1-R59) to locate ten cities found in your climate. Students MUST state the name of the city AND the country it's found in AND the continent that it's found upon. Share your presentation with Teacher when complete or by the due date, whichever comes first.</i>				
Project Topics to Select:	<i>Humid Tropical, Tropical Savanna, Desert, Steppe, Mediterranean, Humid Subtropical, Marine West Coast, Humid Continental, Subarctic, Tundra, Ice Cap, Highland</i>				
Timeline:	Monday	Tuesday	Wednesday	Thursday	Friday
	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min

Week 10	<p><i>HMH Western World Geography, Module Two, "Social Studies Skills", Page 89</i> - As a class, read aloud about the physical map of India and answer together "Learn the Skill, #'s 1-2" and "Practice the Skill #'s 1-3"; Teacher to review responses as a class - 15 min</p>	<p>Students to imagine themselves as a water droplet moving through the air in a weather front or ocean current; write a brief description of your journeys as you circle through the air, ocean, or through the water cycle; BE CREATIVE! Include storms, fish, tornados, etc. in your writing for fun! - 20 min</p>	<p><i>HMH Western World Geography, Module Two, Pages 68-69</i> - Students to read aloud about the major world climate zones; what is climate? How is it different than weather? Review the chart on page 69, what are the major zones? Which one do we live in? - 15 min</p>	<p><i>HMH Western World Geography, Module Two, Page 69</i> - Teacher to review the "Explore ONLINE!" map, students to use their Chromebooks to review features of the map; answer "Interpret Maps #'s 1-2" while Teacher includes other logical questions - 10 min</p>	<p><i>HMH Western World Geography, Module Two, Page 69 & R1-R59</i> - Teacher to create a table on the board with four columns (climate, precipitation, location, city) and select random climates from this chart; students to describe the precipitation, location, and find one city in this climate using the Atlas pages - 15 min</p>
	<p><i>HMH Western World Geography, Module Two Assessment, Page 91 & R10 (Atlas in back of book)</i> - Students in pairs, complete together #'s 22-29 using the atlas and map on the pages provided; review as a class for accuracy and content knowledge - 15 min</p>	<p>Students in groups of 3 or 4, use a "Sequence" graphic organizer to explain how water moves from a lake or ocean onto land in the water cycle but meets a mountain range to form rain; include why the Rain Shadow stays dry! Share your graphic organizers with the class when complete - 20 min</p>	<p>Students to go to the following website "https://climatekids.nasa.gov/" and read about What is Climate Change?, the Greenhouse Effect, Weather or Climate, and How Clouds Effect Climate; students to write two notes about each section and discuss aloud as a class to review - 20 min</p>	<p><i>HMH Western World Geography, Module Two, Pages 70-73</i> - Students to read aloud and discuss the main features of tropical and dry climates as well as temperate climates; use notecards to create questions about important information as you read; review the chart on Mediterranean Climate on page 73, what relationship is there between temperature and precipitation? - 25 min</p>	<p><i>HMH Western World Geography, Module Two, Pages 74-76</i>- Students to read aloud and discuss the main features of polar and highland climates; use notecards to create questions about important information as you read; how are deserts and polar regions similar yet different?; what relationship is there between temperature and elevation? - 20 min</p>
	<p><i>HMH Western World Geography, Module Two, Pages 62-67</i> - Students in pairs, using a pair of "Cause and Effect" graphic organizers outline how weather and climate are created by factors on Earth? What objects on Earth create both weather and climate? How do landforms play a factor in this? Share your graphic organizers with the class - 20 min</p>	<p>Students in groups of 3 or 4 to work together to solve questions from the reading; students to quietly discuss after each question, then answer as groups to test content knowledge: How are weather and climate different? How does Earth's tilt on its axis affect climate? How do ocean currents bring temperature changes across the Earth? How does temperature change with elevation? Why do coastal areas have milder climates than inland areas? Review and discuss as a class as time permits - 10 min</p>	<p>Teacher to introduce project about climate types and the expectations; review the twelve climates found in the textbook; discuss how to set up a presentation on Google Slides; in-class time to begin project - 15 min</p>	<p>In-class time to work on Google Slides Climate Presentation Project - 15 min</p>	<p>In-class time to work on Google Slides Climate Presentation Project - 15 min</p>
Bellwork Topic:	How do notecards make studying material easier than reviewing an entire book?	What is the difference between weather and climate?	Why do areas on the coast have a milder climate than areas that are further inland?	Which climate do we live in? What are three characteristics of it?	What are monsoons? How can they lead to flooding?
Daily Homework:	<i>HMH Western World Geography, Module Two, Lesson Four Assessment, Page 67</i> - Complete #'s 1-2 in complete sentences are as requested; due tomorrow!	<i>HMH Western World Geography, Module Two, Lesson Four Assessment, Page 67</i> - Complete #'s 3-4 in complete sentences are as requested; due tomorrow!	Work on your Google Slides Climate Presentation!	Work on your Google Slides Climate Presentation!	<i>HMH Western World Geography, Module Two, Lesson Five Assessment, Page 76</i> - Complete #'s 1-2 in complete sentences are as requested; due tomorrow!
Timeline:	Monday	Tuesday	Wednesday	Thursday	Friday
	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min

Week 11	Watch "World Biomes: An Introduction to Climate" on YouTube (5:51 min) and discuss how different regions of climates appear; how do ocean currents effect climates? How does the Sun and the latitude on Earth effect climate? - 10 min	In-class time to work on Google Slides Climate Presentation Project - 20 min	In-class time to work on Google Slides Climate Presentation Project - 20 min	In-class time to work on Google Slides Climate Presentation Project - 20 min	In-class time to work on Google Slides Climate Presentation Project - 20 min
	Students to go to the following website "https://kids.nationalgeographic.com/explore/science/climate-change/" and read aloud about climate change; why is this worrisome? What can we do to stop it? What are things that you (as a student) can do to help prevent it? How is this a bad thing for the entire world? - 20 min	<i>HMH Western World Geography, Module Two, Pages 77-80 (stop at "Soil and the Environment")</i> - Students to read aloud and discuss biomes & ecosystems; use notecards as guided by Teacher to create questions about this material; Define vocab terms; what is an ecosystem, biome, and habitat? What does it mean to be extinct? - 20 min	<i>HMH Western World Geography, Module Two, Pages 77-81</i> - Review the previous content and discuss key terms such as environment, extinction, ecosystem, biome, and habitat; read pages 80-81 aloud, students to continue to create notecards about key ideas and terms - 20 min	Students in pairs, using a "Cause and Effect" graphic organizer discuss how changes to the environment or changes to an ecosystem can alter life, climates, or soil; share and discuss your graphic organizers with the class when complete - 20 min	<i>HMH Western World Geography, Module Two, Pages 82-85 (stop at "Renewable Energy Resources")</i> - Students to read aloud and discuss the difference between renewable resources and nonrenewable resources; Teacher to create a T-Chart of renewable (left) and nonrenewable (right) resources; students to name examples to place on the chart - 20 min
	In-class time to work on Google Slides Climate Presentation Project - 20 min	Teacher to use Google Images to display examples of recent extinct animals such as the Dodo, Tasmanian Tiger, Passenger Pigeon, and Great Auk - 10 min	Students in pairs, using the created notecards from class discuss the important terms and ideas from this unit; ask questions based upon vocabulary terms and content; students to quiz each other to examine background knowledge and content learning - 10 min	Students in pairs, using the created notecards from class discuss the important terms and ideas from this unit; ask questions based upon vocabulary terms and content; students to quiz each other to examine background knowledge and content learning - 10 min	Students to go to the following website "www.ohioforest.org/page/Library" and click the "Greening of Ohio" link; watch how forests have been replated in Ohio; discuss the pros and cons of forests in Ohio; what is deforestation? What is reforestation? What type of resource are trees? - 10 min
Bellwork Topic:	How are desert climates and polar regions similar yet different?	Why is climate change a bad thing? What can we do to prevent it from continuing?	What does it mean to be extinct? Provide an example of an extinct animal	<i>HMH Western World Geography, Module Two, Pages 80-81</i> - Read "Soil Factory" and "Soil Layers" and answer the questions	How can one change in the environment alter an entire ecosystem?
Daily Homework:	<i>HMH Western World Geography, Module Two, Lesson Five Assessment, Page 76</i> - Complete #'s 3-4 in complete sentences are as requested; due tomorrow!	Written Response: Should scientists try to clone the DNA of extinct animals to bring them back? Or did God decide that they should be gone and we should leave them extinct? Why do you think this?	<i>HMH Western World Geography, Module Two, Lesson Six Assessment, Page 81</i> - Complete # 1 in complete sentences are as requested; due tomorrow!	<i>HMH Western World Geography, Module Two, Lesson Six Assessment, Page 81</i> - Complete # 2 in complete sentences are as requested; due tomorrow!	<i>HMH Western World Geography, Module Two Assessment, Page 90</i> - Complete #'s 16-17 in complete sentences or as requested; due tomorrow!
Timeline:	Monday	Tuesday	Wednesday	Thursday	Friday
	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	
	In-class time to work on Google Slides Climate Presentation Project - 20 min	Watch "Renewable Energy Sources - Types of Energy for Kids" on YouTube (3:22 min) and discuss how each of the four types shown receives power and then creates it; What are disadvantages of these four types of power? - 10 min	(Part II of II) Students to complete their illustration, coloring, and labeling of three different types of renewable resources; studens may use Google if needed to see solar panels, nuclear energy, geothermal power, and hydroelectric power in use - 20 min		Quiz on weather, climate, types of resources, and "Terms to Know from Week Ten" - 25 min

Week 12	Teacher to review renewable and nonrenewable resources; what are fossils fuels? Students to provide examples of fossil fuels; Students to go to the following website "www.kidcyber.com.au/fossil-fuels" and read aloud about fossil fuels and the problems with coal and oil; why do you think we still use coal and oil if it produces problems? - 20 min	<i>HMH Western World Geography, Module Two, Pages 85-88</i> - Students read aloud and discuss different types of renewable resources; what are some examples? What are minerals? What are your thoughts about rich countries having the most resources? Is this fair? Why or why not? - 20 min	<i>HMH Western World Geography, Module Two, Lesson Seven Assessment, Page 88</i> - Students in pairs, using Google Sheets create a table to complete #5 outlining the pros and cons of fossil fuels, renewable resources, and nuclear energy; use the book to assist; Share the spreadsheet with Teacher when complete; discuss your charts when complete - 25 min	Students to present their Google Slides Climate Presentation Project to the class - 30 min	In-class Spelling Bee on "Terms to Know from Week Ten"; winning students receive extra credit on their quiz - 15 min
	Students to go to the following website "https://wiki.kidzsearch.com/wiki/Kyoto_Protocol" and discuss the Kyoto Protocol; Why does this agreement sound like a good idea? Why would some countries want to not sign it? In your opinion, is not signing the agreement a good idea or a bad idea? Why do you think this? - 15 min	(Part I of II) Illustrate, color, and label three different types of renewable resources; students to use Google if needed to see solar panels, nuclear energy, geothermal power, and hydroelectric power in use - 20 min	Review final requirements for the Google Slides Climate Presentation Project that is due tomorrow; Teacher to answer any questions for students - 5 min	Review for the quiz tomorrow on weather, climate, resources, and "Terms to Know from Week Ten"; study spelling to the terms for extra credit - 20 min	<i>HMH Western World Geography, Module Two, Lesson Seven Assessment, Page 88</i> - Students in pairs, use Google Docs to complete together #'s 1-4; one paper per pair, share with Teacher when completed - 15 min
Bellwork Topic:	What is reforestation? What is deforestation?	What is the Kyoto Protocol? Why should countries join this agreement?	Name two types of renewable resources	Get ready to present your project to the class!	None
Daily Homework:	<i>HMH Western World Geography, Module Two Assessment, Page 90</i> - Complete #'s 18 in complete sentences or as requested; due tomorrow!	Finish your Google Slides Climate Presentation Project; it is due in two days!	Finish your Google Slides Climate Presentation Project; it is due tomorrow!	Study for quiz tomorrow on weather, climate, resources, and "Terms to Know from Week Ten"; study spelling of the terms for extra credit	<i>HMH Western World Geography, Module Two Assessment, Page 91</i> - Complete #'s 19 in complete sentences or as requested; due tomorrow!

Unit : The Human World

Terms to Know:	<i>Culture, Culture Trait, Culture Region, Ethnic Group, Multicultural Society, Cultural Diffusion, Social Institutions, Heritage, Universal Theme, Technology, Population, Population Density, Birthrate, Migration, Settlement, Trade Route, Urban, Suburb, Metropolitan Area, Megalopolis, Rural, Spatial Pattern, Linear Settlements, Cluster Settlements, Grid Settlements, Commerce, Terraced Farming, Slash-and-Burn Agriculture, Center-Pivot Irrigation, Fracking</i>
IEP Student Terms:	<i>Culture, Ethnic Group, Multicultural Society, Social Institutions, Heritage, Technology, Population, Birthrate, Migration, Settlement, Urban, Suburb, Metropolitan Area, Linear Settlements, Cluster Settlements, Grid Settlements, Commerce, Terraced Farming, Slash-and-Burn Agriculture, Fracking</i>
Project Theme:	<i>This project will take the place of the test on this unit. Students will design their own city following the requirements below. Many of the terms from this unit will be included in Part I of the project as outlined below. Students will use poster board to design their city, as well as include cultural features from this unit in their city. Students should refer to the website "www.worldometer.com" as used in class and their textbook to help guide their project.</i>

<p>Project Breakdown (Part I):</p>	<p><i>Students will use both sides of their poster board. On one side (part I), students will design the layout of their city using either a linear, cluster, or grid settlement. Students should base their city around a natural, geographical feature that humans typically base their lives around as discussed in class (ex. water source, mountains). Students will determine if their city is rural, urban, or a suburb, as well as if it is a metropolitan area or megalopolis. What State or country is your city located in? Students must have at least three different cultures living in their city to make their city a multicultural society and write a statement about how and when these cultures migrated to their city. Students must name at least ten streets and street names should follow a theme (ex. based upon the cultures in the neighborhoods they created). Students will create a population and population density for their city AND their buildings should reflect their density (ex. a higher density would indicate apartment buildings). Students will provide the birthrate and deathrate of their city. Students will display if their city has a very high or very low use of technology in their city (BE CREATIVE!), as well as how food and goods are brought into your city (ex. do you farm your own food or trade for it? If you farm, where are the farms in your city?). Students will decide if fracking is permitted in their city. What commerce is conducted in your city? Lastly, students will need to plan out and place the following buildings in your city: police station (at least one), fire station (at least one), a clinic (at least one), a hospital (one), school (two), market (two), research & design center (one), city hall (one), church (at least one), community garden (at least one), library (at least one), and a recreation center or sporting stadium (at least one). Students may add other SCHOOL APPROPRIATE buildings and centers as they choose (ex. college, cathedral, workshop, shopping plazas, bank, community centers, or factory). Students should create as many names as possible and be creative! The objective is to be creative, use the terms properly, and display knowledge of the material from class in your work. Evidence can be written on another sheet of paper, the back of the poster board, or along the sides of poster board with arrows displaying knowledge.</i></p>				
<p>Project Breakdown (Part II):</p>	<p><i>On the back side of the poster board (part II), students will define the terms from this unit that are provided as the "Terms to Know". All terms are to be defined and are to be neatly written. Students may type them out and paste/tape the terms to the poster board.</i></p>				
<p>Timeline:</p>	<p>Monday</p>	<p>Tuesday</p>	<p>Wednesday</p>	<p>Thursday</p>	<p>Friday</p>
<p>Week 13</p>	<p>Bellwork - 5 min</p>	<p>Bellwork - 5 min</p>	<p>Bellwork - 5 min</p>	<p>Bellwork - 5 min</p>	<p>Bellwork - 5 min</p>
	<p><i>HMH Western World Geography, Module Three, Pages 92-94</i> - Examine the photos and discuss what you think culture is; what are some cultural aspects that you know? Read "Understand Main Ideas" on page 94, how does the concept map help outline the different Mexican aspects? - 15 min</p>	<p>(Part II of II) Go to the website "www.worldatlas.com/articles/largest-ethnic-groups-and-nationalities-in-the-united-states.html" and complete your bar graph in Google Sheets of the top-12 cultures by percentage in the USA; share with Teacher when completed - 20 min</p>	<p>Teacher to divide the class into three groups; Teacher will assign each group ONE of the following three topics - moving, trade, or war; how does your topic effect how cultures mix together (aka cultural diffusion)? Which method may be more tolerant of a different culture? Which is not? Why do you think this? Share your thoughts with the class - 15 min</p>	<p>Students to go to the following website "www.clevelandart.org/art/collection/search" and explore different cultures' artwork; type in the name of various cultures (Roman, Greek, African, etc) to view examples; what does each type appear to have in common? - 15 min</p>	<p>Students to go to the following website "https://worldpopulationreview.com/country-rankings/most-technologically-advanced-countries" and read aloud; discuss which countries have the most advantages over others in their surrounding geographic region; is this fair? Should countries share resources with others? Why or why not? - 15 min</p>
	<p><i>HMH Western World Geography, Module Three, Pages 95-97 (stop at "Culture Groups")</i> - Students to read aloud and discuss what culture means to them; why is the United States called a melting pot of cultures? Is there a specific culture unique to the United States? Why or why not? What do you think is unique to only the United States as a country? - 20 min</p>	<p><i>HMH Western World Geography, Module Three, Pages 97-101 (stop at "Basic Social Institutions")</i> - Students to read aloud and discuss what makes up groups of cultures; how do world regions shape cultures? How does geography help to shape cultures? Why do you think people with the same culture may act differently in different areas of the world? What is cultural diffusion? - 20 min</p>	<p>Students to go to the following website "http://mlb.mlb.com/memorylab/spread_of_baseball/index.jsp" and read about how baseball spread after the US Civil War to other states and countries; click the link that says "Earliest Game" at the bottom to review the first games in each state or region; how is this an example of cultural diffusion? What was the first game in Ohio? - 15 min</p>	<p>Mini-debate: Some cultures have better access to technology and science than others; is this an unfair advantage? Should technology and scientific advancements be shared with the rest of the world when discovered? Why or why not? - 15 min</p>	<p><i>HMH Western World Geography, Module Three, Pages 106-108</i> - Students in pairs, read these pages and discuss important features; create a list of six important facts from these pages; Teacher to review the material and discuss the important facts for each student pair; what is population density? Why do you think some areas are more dense than others? What advantages may people have by living there? - 25 min</p>

	(Part I of II) Students to go to the following website " www.worldatlas.com/articles/largest-ethnic-groups-and-nationalities-in-the-united-states.html " to review which ethnic groups make up the population of the United States; using Google Sheets, create a bar graph of the top-12 ethnic groups - 15 min	Watch "Animated map shows how religion spread around the world" on YouTube (2:36 min) and discuss how religion spread around the world; how does this example relate to culture spreading? Rewatch the video as needed, what geographic features allowed religion to spread quickly? Which slowed it down? Why do you think this is so? - 10 min	<i>HMH Western World Geography, Module Three, Pages 101-105</i> - Students to read aloud and discuss the different ways that culture is expressed; how do art, music, language, and religion express culture? - 20 min	Quick Write: Students will reflect upon and write about one of the three following topics via Google Docs and share with their Teacher - How does NCAA College Football (or sports) reflect cultural diffusion? How is music a method of cultural expression? How may education be different in other countries versus our own country? - 20 min	Reflect upon the rankings of countries with the most technology advancements from earlier today; what connections to population can you make? Are there are highly populated areas that are not technologically advanced? Why do you think that is so? - 10 min
Bellwork Topic:	What does the word "culture" mean to you?	Define culture and culture trait	What is cultural diffusion?	How can artwork display a culture? Think of paintings, sculptures, and music to help you	Define "universal theme" and "heritage"
Daily Homework:	In your opinion, what are three things that make up the "American culture"? In other words, what are three things that make the USA unique that others do not have?	Think of the video from today, what features in the USA would effect the rate of culture or religion spreading if it occurred like this today? Think of at least three	<i>HMH Western World Geography, Module Three, Lesson One Assessment, Page 105</i> - Complete #'s 1-2 in complete sentences are as requested; due tomorrow!	<i>HMH Western World Geography, Module Three, Lesson One Assessment, Page 105</i> - Complete #'s 3-4 in complete sentences are as requested; due tomorrow!	<i>HMH Western World Geography, Module Three, Lesson One Assessment, Page 105</i> - Complete #'s 5-6in complete sentences are as requested; due tomorrow!
Timeline:	Monday	Tuesday	Wednesday	Thursday	Friday
	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min
	<i>HMH Western World Geography, Module Three, Page 107</i> - Review the map on this page; specifically note India, Germany, China, and Japan; why do you think these regions are so densely populated? Answer "Interpret Maps, #'s 1 2" and discuss - 10 min	Teacher and students to go to the following website " https://www.worldometers.info/world-population/ " and review the current world population; which is higher, the birthrate or deathrate? Which countries have more population than the USA? By how much more are their populations? How much larger is the USA than some other top countries? Review the population density graph, do we live in a high density or low density area? How do you know? What will happen to the world population in the next fifty years? - 15 min	<i>HMH Western World Geography, Module Three, Pages 113-115</i> - Students to read aloud and discuss the difference between urban, suburb, and rural areas; Is Cleveland a metropolitan area or a megalopolis? Name a megalopolis (ex. NYC-Brooklyn, Houston-Ft. Worth, or Chicago-Milwaukee); Review and illustrate the differences between linear, cluster, and grid settlements; Teacher to provide visuals on Google Images of cities that appear in this manner, review and discuss the differences; notice how many smaller cities are linear, while many grid patterns include a design or central region - 20 min	<i>HMH Western World Geography, Module Three, Pages 116-117</i> - Students to read aloud and discuss what commerce is; how does trade help a city grow? How does trade permit cultures to settle in a city or region? How has technology helped to make commerce easier? What are some advances in technology that did not exist 50 years ago? 100 years ago? 200 years ago? How did these expand city growth? - 15 min	Watch "What is Fairtrade?" on YouTube (3:57 min) and discuss how trade operates; what are imports? What are exports? What is a tariff? How does Fair Trade help developing countries to earn more income? Would you purchase Fair Trade items if you could? Why or why not? - 10 min
Week 14	Go to the following website " https://worldpopulationreview.com/us-cities/cleveland-oh-population " to review the population of the City of Cleveland over the last 200 years, as well as the Density, Diversity, and Demographics - 15 min	Watch "America's Sources of Immigration (1850-Today)" on YouTube (4:01 min) and discuss how the groups of people immigrating to our country has changed over the last 150 years; what group of people is migrating to the USA the most currently? What group previously came to Ohio the most over time? - 10 min		Teacher to display a map on Google Maps of several large cities to display how their city design appears; recommended cities to view include Cleveland, Salt Lake City, Washington D.C., New York City, and Chicago - 15 min	<i>HMH Western World Geography, Module Three, Pages 118-121 (stop at "Changing the Environment")</i> - Students to read aloud and discuss the three types of farming provided in the reading; following a model created by the Teacher, students will use a "Concept Map" to outline the differences; share thoughts aloud as a class - 20 min

	<i>HMH Western World Geography, Module Three, Pages 109-112</i> - Students to read aloud and discuss the birthrate of a culture; what happens if the death rate is higher than the birthrate in an area? What factors may lead to a birthrate going up? What may contribute to it going down? - 20 min	Students to select any country in the world EXCEPT for the USA to create a bar graph of their population over the last 100 years; plot data every decade; use Google Sheets to chart the data and create the graph; share your graphs with Teacher when complete; students will write three possible explanations for why they think the country that they chose had the increase (or decrease) that they did - 25 min	Introduce City Building Project and requirements; provide in-class time to begin working on it - 30 min	In-class time to work on your City Building Project - 20 min	In-class time to work on your City Building Project - 20 min
Bellwork Topic:	How can technology and scientific advancements help shape a culture?	What are two factors that can lead to a population of people increasing? What are two factors that can lead to it decreasing?	Define birthrate and population density	Illustrate the difference between a linear, cluster, and grid city design	What is commerce? What is trading?
Daily Homework:	<i>HMH Western World Geography, Module Three Assessment, Page 126</i> - Complete #'s 6-7 in complete sentences or as requested; due tomorrow!	<i>HMH Western World Geography, Module Three, Lesson Two Assessment, Page 112</i> - Complete # 1 in complete sentences as requested; due tomorrow!	<i>HMH Western World Geography, Module Three, Lesson Two Assessment, Page 112</i> - Complete # 2 in complete sentences as requested; due tomorrow!	<i>HMH Western World Geography, Module Three, Lesson Three Assessment, Page 117</i> - Complete #'s 1-2 in complete sentences as requested; due tomorrow!	<i>HMH Western World Geography, Module Three, Lesson Three Assessment, Page 117</i> - Complete #'s 3-4 in complete sentences as requested; due tomorrow!
Timeline:	Monday	Tuesday	Wednesday	Thursday	Friday
Week 15	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min
	Teacher to use Google Images to show the three types of farming discussed (terraced, slash-and-burn, and center-pivot); Teacher to indicate details of specific types of each and what makes each type distinct - 15 min	Students to go to the following website " https://climatekids.nasa.gov/air-pollution/#:~:text=The%20Short%20Answer%3A,mold%20spores%2C%20volcanoes%20and%20wildfires. " and read aloud about what causes pollution, what are aerosols, and what is smog; how are these harmful to humans? What can we do to prevent them? As a class, create a list of things that create air pollution and discuss how these could be removed; do the same with water pollution - 25 min	Students in pairs, create a three-column table using Google Sheets; in the first column label it "Positive Changes", in second column label it "Negative Changes", and in the third column label it "How to Conserve"; think of two parks or general locations in your neighborhood; how are there positive aspects to this area? How are there negative aspects to this area? What is being done to conserve it? Share your thoughts with the class and discuss - 25 min	<i>HMH Western World Geography, Module Three, "Social Studies Skills", Page 125</i> - Read aloud and discuss how to interpret the chart correctly; using the concept map as outlined in "Practice the Skill", as a class read Lesson One "Culture Regions" and outline the information provided together; review as needed - 20 min	Present your City Building Project and share aspects of it with the class - 30 min
	Students in pairs, use a T-Chart to evaluate the pros (left) and cons (right) of one of the three types of farming discussed; Teacher to assign each pair a type of evaluate; share your charts with the class when complete - 15 min			<i>HMH Western World Geography, Module Three Assessment, Page 127</i> - Complete #'s 13-15 and review as a class	Students to go to the following website " https://kids.nationalgeographic.com/explore/nature/save-the-earth-hub/13-ways-to-save-the-earth-from-pollution/ " and discuss how they can reduce pollution in their neighborhoods; how do these thirteen items relate directly to you? Discuss and review as a group; quick write - using Google Docs answer the following statement and submit to your Teacher "How likely are you to work in your community to make it better? Why is that? What may you do to help?" - 25 min
	<i>HMH Western World Geography, Module Three, Pages 121-124</i> - Students to read aloud and discuss the effects of humans on the environment, such as the use of dams, pollution, fracking, and government regulations - 20 min	In-class time to work on your City Building Project - 30 min	In-class time to work on your City Building Project - 30 min	In-class time to work on your City Building Project - 25 min	

Bellwork Topic:	What are three types of farming discussed in the textbook that people commonly use?	What is fracking?	What are two ways that you could help change your environment or neighborhood for the better?	<i>HMH Western World Geography, Module Three Assessment, Page 126</i> - Complete #'s 1-5 and review as a class	<i>HMH Western World Geography, Module Three Assessment, Page 127</i> - Complete # 11 and review as a class
Daily Homework:	<i>HMH Western World Geography, Module Three Assessment, Page 126</i> - Complete #'s 8-9 in complete sentences or as requested; due tomorrow!	<i>HMH Western World Geography, Module Three, Lesson Four Assessment, Page 124</i> - Complete #'s 1-2 in complete sentences are as requested; due tomorrow!	<i>HMH Western World Geography, Module Three Assessment, Page 126</i> - Complete # 10 in complete sentences or as requested; due tomorrow!	Work on your City Building Project; it is due tomorrow!	None

Unit : Government and Citizenship

Terms to Know:	<i>Borders, Sovereign Nature, Foreign Policy, Diplomacy, National Interest, United Nations, Human Rights, Humanitarian Aid, Limited Government, Constitution, Democracy, Direct Democracy, Representative Democracies, Common Good, Unlimited Government, Totalitarian Governments, Representative Government, Draft, Jury Duty, Political Parties, Interest Groups, Public Opinion, Nonrepresentative Governments,</i>				
IEP Student Terms:	<i>Borders, Foreign Policy, Diplomacy, National Interest, United Nations, Human Rights, Constitution, Democracy, Direct Democracy, Representative Democracies, Common Good, Representative Government, Draft, Jury Duty, Political Parties, Interest Groups, Public Opinion</i>				
Timeline:	Monday	Tuesday	Wednesday	Thursday	Friday
Week 16	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min
	<i>HMH Western World Geography, Module Four, Pages 128-129</i> - Study the photos and discuss how people how contributed to various different lifestyles throughout the world; students to Google how many women are presidents, queens, or rulers of their countries; what percentage of the USA votes in general elections? - 15 min	Teacher to review timelines and how to properly sequence ideas; create an example by listing events that happened today and place them in the correct order - 15 min	Teacher to review what is foreign policy? What is diplomacy? Watch "Can Anyone Become An Ambassador?" on YouTube (3:54 min) and discuss what the requirements are to becoming an ambassador (aka diplomat); should there be requirements? What role does a diplomat/ambassador do for their country? - 15 min		
	<i>HMH Western World Geography, Module Four, Pages 130</i> - Students to read aloud and discuss "Reading Social Studies" and how to create timelines; review the two examples provided and review the timelines - 15 min	<i>HMH Western World Geography, Module Four, Pages 131-134 (stop at "A World Community")</i> - Students to read aloud and discuss what makes up nations, borders, and diplomacy; why is it important to understand how other countries operate? What is national interest? What do you think are national interests of the United States? - 20 min			

	Students in pairs, go to the following website "www.stadalbertschool.net/history-of-stadalbert-school" and work together to create a timeline of events regarding the history of our parish & school; share your timelines with the class and discuss - 20 min	<i>HMH Western World Geography, Module Four, Pages R10-R21</i> - Using the Atlas at the rear of the textbook, examine North America for natural borders and human borders; how can you tell the difference? Review other continents as well, which type of border is easier to spot? Why is that? - 20 min			
Bellwork Topic:	What are three things that you think a government does?	Why is it important for countries to work together and learn to co-exist in the world? Think of three reasons	<i>HMH Western World Geography, Module Four, Pages R30-R31</i> - Study this map and locate five border types; identify them as human or natural and discuss		
Daily Homework:	Write a timeline of seven events that you did today; place each event in order correctly. Do not share anything overly personal	Look at a map of the United States; list a total of eight borders of the USA identifying which is a human border and which is a natural border	<i>HMH Western World Geography, Module Four, Lesson One Assessment, Page 136</i> - Complete #'s 1-2 in complete sentences as requested; due tomorrow!		
Timeline:	Monday	Tuesday	Wednesday	Thursday	Friday
Week 17	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min
Bellwork Topic:					

Daily Homework:					
Timeline:	Monday	Tuesday	Wednesday	Thursday	Friday
Week 18	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min
		Students to go to the following website "www.icivics.org/games" and select the game "Counties Work"; students to read through the interactive features and play the game as though you're a county executive; make choices, balance your budget, and lead your people by solving their problems; email your certificate to your teacher when completed - 30 min	Students to go to the following website "www.icivics.org/games" and select the game "Cast Your Vote"; students to read through the interactive features and play the game as though you're voting and learning about the candidates; research candidates as available and choose your favorites; email your certificate to your Teacher when completed - 30 min	Students to go to the following website "www.icivics.org/games" and select the game "Executive Command"; students to read through the interactive features and play the game as though you're the President of the USA; make choices that will effectively lead your country and try not to let your people down! email your certificate to your Teacher when completed - 30 min	
Bellwork Topic:					
Daily Homework:					

Unit : History of our School and parish

Timeline:	Monday	Tuesday	Wednesday	Thursday	Friday
	Bellwork - 5 min				

Week 19	<p>Teacher-led discussion: Teacher to go to Wikipedia to search for "Adalbert of Prague"; review the article with students, discussing the major points of his life: Adalbert did not want to be a Bishop, he wanted to serve God directly; Answer the questions: how was Adalbert brave? How did he stand up for what was right? What are three adjectives that you'd use to describe him? - 20 min</p>	<p>Review Saint Adalbert and the homework from yesterday; how is Saint Adalbert the person similar to people from Cleveland? Teacher may note that Clevelanders are generally tough people, no nonsense people, but also caring and giving people; Clevelanders typically share even if they have very little but are also hard-nosed people; how is that similar to Saint Adalbert? Discuss these attributes and make a list on the board - 20 min</p>	<p>Teacher to take students to the Sacristy of the church; view BUT DO NOT TOUCH the relics of Saint Adalbert and Saint Martin de Porres (they are located in the Sacristy where the statue of Saint Martin is); these are bone fragments of each Saint; the container is called a reliquary; why do you think Christians honor Saints by keeping their bones? What do the remains of the Saints do at times? Have any miracles ever occurred at our church (yes!)? - 20 min</p>	<p>Teacher-led discussion: Teacher to go to Wikipedia to search for "Katharine Drexel" and discuss: View her photo, how is her image similar to the Sisters currently at our school? Her order was Our Lady of the Blessed Sacrament, this order was very important to our school many years ago; read the section on OLBS and relate to Cleveland and our school's history; Saint Katharine helped establish our school so a Saint was actually here! - 20 min</p>	<p>Continue to read the website from yesterday; why is Our Lady of the Blessed Sacrament important to this community? Why must we never forget their work and heritage? In rereading the article, what "good thing" actually led to the demise of the former school and building? Why was Saint Adalbert Church a logical place for OLBS to merge with? Think of three reasons from the article - 20 min</p>
	<p>Teacher to choose the links on Wikipedia's page for "Adalbert of Prague"; view his statue on the Charles Bridge, his remains in Gniezno, and his image; how was Adalbert viewed by his people? Review what was read about him, what he loved by everyone? Why or why not? 15 min</p>	<p>Students in pairs, answer and discuss: make a Venn Diagram of Saint Adalbert the person compared and contrasted to a typical Clevelander; use the list on the board as an aide; one Venn Diagram per group - 15 min</p>	<p>Return to the classroom; watch "5 Christian Relics With Alleged SUPERNATURAL Powers" on YouTube (7:33 min) and discuss: why are relics important? How are they powerful? What are the purpose of relics? - 15 min</p>	<p>Teacher-led discussion: Teacher to go to Wikipedia to search for "Sisters of the Blessed Sacrament" and discuss: She did a lot of work in Pennsylvania and across the region; a church was founded on East 79th and Quincy that no longer exists - 10 min</p>	<p>Teacher to go to the following website: "https://case.edu/ech/articles/s/st-adalbert-parish" and review with students; Who was Father Gene? Why was he important? How old is the community of Saint Adalbert Parish? How did OLBS become merged with Saint Adalbert? How else may you know the name "Bishop Hoban"? When was our current Upper Campus School finished being built? Our school is built from many of the remains of OLBS School on East 79th and Quincy - 20 min</p>
	<p>Quick Write: What is something about Saint Adalbert that you could admire and try to imitate in him? (one paragraph) - 10 min</p>	<p>Share Venn Diagrams and compare notes about how Saint Adalbert was great; why should we honor him as a person? - 10 min</p>	<p>Discussion: Which relic in the video was most interesting to you? Why? - 10 min</p>	<p>Go to the website "https://case.edu/ech/articles/o/our-lady-blessed-sacrament-parish" and read aloud; discuss as time permits - 10 min</p>	
Bellwork Topic:	<p>What do you know about Saint Adalbert, the person? Who do you know about Saint Adalbert, the church or school?</p>	<p>What are three things that you really like about Cleveland? Why do you like them?</p>	<p>What are relics? What do you know about relics?</p>	<p>Who is Our Lady of the Blessed Sacrament? Try to figure it out based upon the words "Our Lady" if you don't know.</p>	<p>None</p>
Daily Homework:	<p>Written Response: How is Saint Adalbert as a person very similar to the people of Cleveland? What are three traits of people from Cleveland that Saint Adalbert also had?</p>	<p>Written Response: Imagine that you were Adalbert of Prague; would you have gone out to preach or stayed in the city as Bishop? Why? (one paragraph)</p>	<p>Written Response: Which relic in the video that we saw today was most interesting to you? Why is that? (one paragraph)</p>	<p>Written Response: If you could start a church in Cleveland, where would you found it? Why would you select that location? Why is that place important to you? (one paragraph)</p>	<p>Many of our teachers worked here prior to 2012 when the church reopened; ask one of them the following: where was Mass held? Who was Principal at that time? How large was our school? How was it different than now?</p>
Timeline:	Monday	Tuesday	Wednesday	Thursday	Friday
	Bellwork - 5 min	Bellwork - 5 min		Bellwork - 5 min	

Week 20	<p>Teacher-led discussion: Why is Father Gene Wilson important to our school and parish history? Why is he important to African-American civil rights? Read the following articles and discuss to provide evidence: "http://cpps-preciousblood.org/2017/03/fr-gene-wilson-c-pp-s-1928-2017/" and "https://georgiabulletin.org/commentary/2009/09/reflection-year-priests/"; what type of man was Father Gene? Why did people respect him? - 25 min</p>	<p>Teacher-led discussion: Review Father Gene Wilson; Read aloud the top-two paragraphs on page 133 of the following article: https://books.google.com/books?id=wYOOG9o4IU8C&pg=PA133&lpg=PA133&dq=father+gene+wilson+black+panther+party&source=bl&ots=wqgNC7GGr7&sig=ACfU3U3KN-zjJaWcIE7--fcqWMq1TAZgWQ&hl=en&sa=X&ved=2ahUKEwiR6tnJr6XkAhUGTKwKHARcD2MQ6AEwFHoECAsQAQ#v=onepage&q=father%20gene%20wilson%20black%20panther%20party&f=false"; How did Father Gene work with local groups to feed children? Where in our current school were community children and the hungry fed? Walk to the first floor of the UC and explain that Rooms 101, 103, and 105 all used to be a giant cafeteria that would feed the hungry in the community in the 1960s, 1970s, and 1980s - 20 min</p>	<p>Who are the Missionaries of the Precious Blood? Read the following: "http://cpps-preciousblood.org/about/history/"; go to the church as a class, locate the Precious Blood symbol in the church; are we a Precious Blood community? How do we live the lives of the Precious Blood in our school? - 20 min</p>	<p>Read aloud the following and discuss: "https://www.dioceseofcleveland.org/news/2019/08/20/new-cletus-jeckering-early-childhood-learning-center-opens-at-st-adalbert-school-in-cleveland"; Who are the Jeckering Family? Who is the new school named after? How are they important to our parish history? - 20 min</p>	<p>Test on the History of our School and Parish Community - 20 min</p>
	<p>As a class, read aloud and discuss "http://www.clevelandmemory.org/pray/traditions/spring2010.pdf"; why is Our Lady of the Blessed Sacrament important to Cleveland? Who is Sister Juanita Shealey? Who is Bishop Schrembs? Look at the time when OLBS was founded, why is this important for Catholics in Cleveland? - 20 min</p>	<p>Walk to the church and review the African-American cultural influence on the church; Make connections to Father Gene and the article from yesterday discussing this - 20 min</p>	<p>Read aloud the reopening letter from Father Gary in 2012: "https://d2wldr9tsuuj1b.cloudfront.net/2224/documents/St.%20Adalbert/Pastor%27s%20Letter%20of%20Introduction.pdf"; how does our school display the characteristics of the Precious Blood? - 15 min</p>	<p>Who is Lydia Harris? Read aloud: "https://ashbrook.org/publications/onprin-v5n6-byrne/"; This article was written in 1997 and Ms. Harris retired shortly thereafter; her portrait hangs in the UC Cafeteria by the doorway; why was she an important person for our school community? Teacher to locate her obituary online and read reviews, she is greatly missed! - 20 min</p>	<p>Read and discuss the following article: "https://www.cleveland.com/galleries/VJVVWHRPGCZHD5G5W3L6ZIT2HBA/"; Why is this a historic time for our school and for the Fairfax community? How is our school helping to lead Fairfax? If time permits, teacher to lead the students on a tour of the Early Learning Center to view the new building and our community's future - 15 min</p>
			<p>Students in pairs, complete and discuss: match the characteristics of the Precious Blood order to what we do in our school; what do we do to live these out? What more could we do? Share and discuss? - 15 min</p>	<p>Review all content for a test on this material tomorrow (in the next lesson) - 10 min</p>	
Bellwork Topic:	<p>Review the homework from the previous day; who was Principal in our school in 2011? What was the school like then?</p>	<p>Write three things that you remember from yesterday's lesson</p>	<p>None</p>	<p>Write three things that you remember from yesterday's lesson</p>	<p>None</p>
Daily Homework:	<p>Written Response: How do you feel to be a part of this parish community that is the oldest African-American Roman Catholic church in Ohio and 2nd-oldest in the country? Why do you feel that way? (one paragraph)</p>	<p>Written Response: Why was Father Gene Wilson important to all people in our school community? (one paragraph)</p>	<p>Written Response: In what ways are you personally living out the ways of the Precious Blood? What ways could you personally improve? (one paragraph)</p>	<p>Study for test tomorrow on the history of our school and parish</p>	<p>None</p>

Unit : African-American History (Research Project affiliated with this unit regarding famous historical African-Americans. Names are below.)

Timeline:	Monday	Tuesday	Wednesday	Thursday	Friday
Week 21					
Week 22					
Week 23					

Project Themes:	Mohammed Ali, Kofi Annan, Toussaint Louverture, Booker T. Washington, Chinua Achebe, Ida Wells, Hattie McDaniel, Rosa Parks, Shirley Chisholm, Billie Holliday, Coretta Scott King, Maya Angelou, Oprah Winfrey, Michelle Obama, Jackie Joyner-Kersey, Kareem Abdul-Jabbar, Clarence Thomas, Stevie Wonder, Condoleezza Rice, Walter Payton, Alex Haley, Toni Morrison, F.W. De Klerk
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