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| **Content Area** | **Social Studies** | | |
| **Grade/Course** | **Seventh/World Studies** | | |
| **Unit of Study** | **Southwest Asia Culture and Religion** | | |
| **Instructional Period** | **1,2,5,6** | | |
| **Insert a standard(s) below (include code). HIGHLIGHT the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know.** | | | |
| **SS7G8 The student will describe the diverse cultures of the people who live in Southwest Asia (Middle East).**  a. Explain the differences between an ethnic group and a religious group.  b. Explain the diversity of religions within the Arabs, Persians, and Kurds.  c. Compare and contrast the prominent religions in Southwest Asia (Middle East): Judaism, Islam, and Christianity.  d. Explain the reason for the division between Sunni and Shia Muslims.  e. Evaluate how the literacy rate affects the standard of living. | | | |
| **List Behaviors**  **(what students should be able to do; focus on verbs)** | **List Content**  **(what students should know; focus on concepts)** | **Determine DOK**  **(align to instruction and assessment)** | |
| |  | | --- | |  |   The student will understand that the culture of a society is the product of the religion, beliefs, customs, traditions, and government of that society. | * Students should have prior knowledge on aspects of cultures. * Students should be able to use the knowledge of their own culture to help understand the culture of others. * Students should be able to explain the differences between an ethnic and religious group. * Students should be able explain the different religions among the major ethnic groups in the Middle East including Kurds, Arabs, and Persians. * Students should be able to compare and contrast the prominent religions in Southwest Asia: Judaism, Islam, and Christianity. * Students should be able to explain the division between the Sunni and Shia Muslim. * Students should be to evaluate how a country’s literacy rate affects the standard of living in that country. | **DOK Levels** | **DOK Ceiling** |
| **1,2,3,4** | **4** |

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| **DOK Level** | **Possible Aligned Activities and Questions** | **Resources**  **TAPS 1, 2**  **TAPS 2, 3, 4, 5**  **(on/offline)** |
| **DOK 1** | Students will be able to recall all vocabulary words associated with ethnic groups, religions, and standard of living in the Middle East by using the choice Tic Tac Toe Board.  Students will describe the features of cultures with the use of handouts, group work, and constructed response questions.   * What is culture? * How does it shape the way we see the world, ourselves, and others? * Despite the differences in culture in our class, what are some things that everyone in our class has in common? | * Multiple primary and secondary sources * ‘Everyone Has A Culture’ handout * Vocabulary handouts * Tic Tac Toe Boards |
| **DOK 2** | Students will organize, represent, and interpret data from 6 different countries to evaluate how the literacy rate affects the standard of living. Students will conduct individual research on a country and will create a chart with a group to present to the class on different statistics.   * How does literacy rate affect the standard of living?   Students will be able identify and summarize the major events leading to the split of the Sunni and Shia Muslims using the Southern Center for International Studies *World in Transition: The Middle East in Transition,* “Who are the Shia within Islam?” (see pages 209-214) lesson plan.   * What is the reason for the division between Sunni and Shia Muslims? | * Maps * www.cia.gov statistics * informational text * charts * Southern Center for International Studies *World in Transition: The Middle East in Transition,* “Who are the Shia within Islam?” (see pages 209-214) |
| **DOK 3** | Student will compare and contrast the diversity of religions among the ethnic groups in SW Asia with graphic organizers, PowerPoints, and informational texts.   * How are the religions of the Arabs, Persians, and Kurds diverse?   Students should be able to explain the differences between an ethnic and religious group by supporting details and examples from multiple informational texts.   * What is the difference between an ethnic and religious group? | * ethnic informational readings * ethnic primary sources * [www.unitedstreaming.org](http://www.unitedstreaming.org) for video clips of ethnic groups * Graphic organizers * PowerPoints * *World in Transition, The Middle East in Transition* section on the Kurds, see pages 203-206. * Informational text * Graphic organizers: Similarities and differences |
| **DOK 4** | Students will describe and illustrate how common themes are found across texts from the different religions in the Middle East: Judaism, Christianity, and Islam.   * What are the similarities and differences between Judaism, Islam, and Christianity? * How does the presence of Judaism, Christianity, and Islam within the same region influence the development of the region? | * PowerPoint * <http://www.religionfacts.com/big_religion_chart.htm> * Venn diagram * Primary and secondary sources * Informational texts |
| **DOK Level** | **Possible Aligned Assessment Items/Tasks** | **Resources**  **TAPS 2, 3, 4, 5**  **(on/offline)** |
| **DOK 1** | Weekly 5 term Vocabulary Progressive  Benchmark assessment  Sunni and Shia Facebook  Profile- Performance Task |  |
| **DOK 2** | 9 week constructed response assessment |  |
| **DOK 3** | 9 week constructed response assessment |  |
| **DOK 4** | Monotheistic Religions Brochure or story book Performance Task | * PowerPoint * <http://www.religionfacts.com/big_religion_chart.htm> * Venn diagram * Primary and secondary sources * Informational texts * Grading Rubric |

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| **Standards (Primary)** | | | | **DOK (Ceiling)** | | | **Integrated** | |
| **SS7G8 The student will describe the diverse cultures of the people who live in Southwest Asia (Middle East).**  a. Explain the differences between an ethnic group and a religious group.  b. Explain the diversity of religions within the Arabs, Persians, and Kurds.  c. Compare and contrast the prominent religions in Southwest Asia (Middle East): Judaism, Islam, and Christianity.  d. Explain the reason for the division between Sunni and Shia Muslims.  e. Evaluate how the literacy rate affects the standard of living. | | | | 4 | | |  | |
| **KNOW/UNDERSTAND**   * Students should have prior knowledge on aspects of cultures. * Students should be able to use the knowledge of their own culture to help understand the culture of others. * Students should be able to explain the differences between an ethnic and religious group. * Students should be able explain the different religions among the major ethnic groups in the Middle East including Kurds, Arabs, and Persians. * Students should be able to compare and contrast the prominent religions in Southwest Asia: Judaism, Islam, and Christianity. * Students should be able to explain the division between the Sunni and Shia Muslim. * Students should be to evaluate how a country’s literacy rate affects the standard of living in that country. | EU/EQ: Culture: The student will understand that the culture of a society is the product of the religion, beliefs, customs, traditions, and government of that society. | | | | | | | |
| **KNOWLEDGE & SKILLS**  **TAPS 2, 3, 5**  (Key Vocabulary) | | | | | | | |
| **Vocabulary- Tier 1**  ***Words using to teach Tiers 2-3***  Identify  Explain  Locate  Recall  Memorize  Who, what, when, where, and why  Define  List  Label  Illustrate  Compare | | **Vocabulary Tier 2**  ***Academic vocabulary across content-areas***  Summarize  Infer  Predict  Classify  Categorize  Identify patterns | | | **Vocabulary Tier 3**  ***Content-specific, domain-specific***   * Monotheistic * Abraham * Patriarch * Hereditary * caliphate * Sunni Muslims * Shia Muslims * ethnic group * religious group * customs * traditions * Arabs * Persians * Kurds * Judaism * Islam * Christianity | | |
| **Pre-assessment to Inform Instruction**  Unit Pre-test | | | | | | | |
| **Assessment for Learning** or **Assessment of Learning**  9 week assessment  Benchmark assessment  Vocabulary Progressives | | | | | | | |
| **DO**  Students will be able to recall all vocabulary words associated with ethnic groups, religions, and standard of living in the Middle East by using the choice Tic Tac Toe Board.  Students will describe the features of cultures with the use of handouts, group work, and constructed response questions.   * What is culture? * How does it shape the way we see the world, ourselves, and others? * Despite the differences in culture in our class, what are some things that everyone in our class has in common?   Students will organize, represent, and interpret data from 6 different countries to evaluate how the literacy rate affects the standard of living. Students will conduct individual research on a country and will create a chart with a group to present to the class on different statistics.   * How does literacy rate affect the standard of living?   Students will be able identify and summarize the major events leading to the split of the Sunni and Shia Muslims using the Southern Center for International Studies *World in Transition: The Middle East in Transition,* “Who are the Shia within Islam?” (see pages 209-214) lesson plan.   * What is the reason for the division between Sunni and Shia Muslims?   Student will compare and contrast the diversity of religions among the ethnic groups in SW Asia with graphic organizers, PowerPoints, and informational texts.   * How are the religions of the Arabs, Persians, and Kurds diverse?   Students should be able to explain the differences between an ethnic and religious group by supporting details and examples from multiple informational texts.   * What is the difference between an ethnic and religious group?   Students will describe and illustrate how common themes are found across texts from the different religions in the Middle East: Judaism, Christianity, and Islam.   * What are the similarities and differences between Judaism, Islam, and Christianity? * How does the presence of Judaism, Christianity, and Islam within the same region influence the development of the region? | **TAPS 2, 3, 4H** | **Content** | | | **Process** | | | **Product** |
| **Advanced** | Students can identify religions within cultures and compare and contrast them to other cultures around the world. | | | Guide students to understand different cultures within the different religions. | | | Students will be able to explain the different cultures within different religions. |
| **Ready** | Students can identify religions within cultures. | | | Guide students identifying religions within cultures. | | | Students will create a Venn Diagram that illustrates the similarities and differences in various religions of the Middle East. |
| **Need Prerequisites** | Students need to understand the features of culture. | | | Guide students through various tasks to identify the selected religions in the Middle East. | | | Students will explain how there are different cultures within the 3 major religions in the Middle East. |
| **Steps to Deliver the Lesson Using WICOR** https://my.avid.org/_images/helper_mascot.pngAVID®  **TAPS 2, 3, 5, 6, 8** | | | | | | | | |
| **Engage**  (Hook, introduction to lesson concepts)  ***WICOR:***   * Journal writing * Asking critical thinking skills * Work together toward a common goal * Interact with the teacher * Use prior knowledge & make connections to text, self, & world | **Warm Up Question**  Students will answer standard based warm up questions in the first 5-7 minutes of class.  Students will complete journal writings a few times to reflect or predict. | | | | | | | |
| **Explore/Explain**  (teaching content all students need to know, understand and be able to do as determined by unpacked standard)  ***WICOR:*** | Discuss the different cultures and religions within the Middle East and their impact on conflict within this region. | | | | | | | |
| **Enrich/Elaborate**  (differentiation of process )  ***WICOR:*** | Students will write on their individual levels and be able to produce a text at their capacity. Students will be supported through the scaffolding of graphic organizers. Students will work in academic groups based on ability and demonstrated skill need. Varying levels of demonstration will be required based on student need and ability. | | | | | | | |
| **Evaluation**  (Formative assessment)  ***WICOR:*** | Students will be able to describe the diverse cultures of the people who live in Southwest Asia, the three major religions in the Middle East, and the split between the Sunni and Shia Muslims.  Week 9 Assessment  Vocabulary Progressives  Benchmark 1 data | | | | | | | |
| **Resources** | * Multiple primary and secondary sources * ‘Everyone Has A Culture’ handout * Vocabulary handouts * Tic Tac Toe Boards * Maps * www.cia.gov statistics * informational text * charts * Southern Center for International Studies *World in Transition: The Middle East in Transition,* “Who are the Shia within Islam?” (see pages 209-214) * ethnic informational readings * ethnic primary sources * [www.unitedstreaming.org](http://www.unitedstreaming.org) for video clips of ethnic groups * Graphic organizers * Ethnic Group PowerPoints * *World in Transition, The Middle East in Transition* section on the Kurds, see pages 203-206. * Informational text * Graphic organizers: Similarities and differences * Religion PowerPoint * <http://www.religionfacts.com/big_religion_chart.htm> * Venn diagram * Primary and secondary sources * Informational texts | | | | | | | |