

Name: C. Mason

Lesson Plans for the week of Oct. 13th-Oct. 17th, 2014

	Content	Lesson	Learning Format/Technology	Assessment/Check for Understanding
Monday	<p>Standard: SS7CG5 The student will explain the structures of the national governments of Southwest Asia (Middle East).</p> <p>a. Compare the parliamentary democracy of the State of Israel, the monarchy of the Kingdom of Saudi Arabia, and the theocracy of the Islamic Republic of Iran, distinguishing the form of leadership and the role of the citizen in terms of voting rights and personal freedoms.</p> <p>Essential Question: What distinguishes the form of leadership, public voting procedures and personal freedoms in the parliamentary democracy of the State of Israel, the monarchy of the Kingdom of Saudi Arabia, and the theocracy of the Islamic Republic of Iran?</p> <p>Enduring Understanding: As a society increases in complexity and interacts with other societies, the complexity of the government also increases.</p>	<p>Opening: (5-10 minutes) Government and distribution of power</p> <p>Work Period: 35-40 minutes 1) Distribute Magic Carpet project and missing assignments 2) Students will complete a graphic organizer about governments in the Middle East</p> <p>HW: (1) Study notes for 20 minutes (2) Current event # 4 due Friday (government in the Middle East)</p> <p>Closing: 5-10 minutes Write 3 things that you learned today.</p> <p>Literacy/WICOR Component: Closing, word wall vocabulary review</p> <p>Formative Assessment: Closing</p> <p>Vocabulary: Unitary, Confederate, Federal, Autocracy, Oligarchy, Democracy, Presidential and Parliamentary Democracy</p> <p>DOK: (1) Charting the basic elements of governments in Southwest Asia (2) Summarizing information (3) Compare and contrast various forms of government</p> <p>Differentiated Instruction: Graphic organizer, illustrations</p>	<p>Whole Group <input checked="" type="checkbox"/> Yes</p> <p>Cooperative Group <input type="checkbox"/> Yes</p> <p>Flexible Group <input type="checkbox"/> Yes</p> <p>Collaborative Pair <input type="checkbox"/> Yes</p> <p>Centers/Stations <input type="checkbox"/> Yes</p> <p>Technology Use: Teacher: Power point</p> <p>Student:</p>	<p>Student Conferencing <input type="checkbox"/> Yes</p> <p>Performance Task <input checked="" type="checkbox"/> Yes</p> <p>Project <input type="checkbox"/> Yes</p> <p>Class Presentation <input type="checkbox"/> Yes</p> <p>Test <input type="checkbox"/> Yes</p> <p>Quiz <input type="checkbox"/> Yes</p> <p>Homework <input type="checkbox"/> Yes</p> <p>Ticket Out The Door <input checked="" type="checkbox"/> Yes</p> <p>CPS Response <input type="checkbox"/> Yes</p>

Name: C. Mason

Lesson Plans for the week of Oct. 13th-Oct. 17th, 2014

Tuesday	<p>Standard: SS7CG5 The student will explain the structures of the national governments of Southwest Asia (Middle East).</p> <p>a. Compare the parliamentary democracy of the State of Israel, the monarchy of the Kingdom of Saudi Arabia, and the theocracy of the Islamic Republic of Iran, distinguishing the form of leadership and the role of the citizen in terms of voting rights and personal freedoms.</p> <p>Essential Question: What distinguishes the form of leadership, public voting procedures and personal freedoms in the parliamentary democracy of the State of Israel, the monarchy of the Kingdom of Saudi Arabia, and the theocracy of the Islamic Republic of Iran?</p> <p>Enduring Understanding: As a society increases in complexity and interacts with other societies, the complexity of the government also increases.</p>	<p>Opening: (5-10 minutes) Government and citizen participation</p> <p>Work Period: 35-40 minutes 1) Government quiz 2) Create government foldable 3) Complete foldable about types of government 4) Determine which country fits in each section</p> <p>HW: Current event # 4 due Friday (government in the Middle East)</p> <p>Closing: 5-10 minutes Write the item(s) you missed on the quiz OR the hardest</p> <p>Literacy/WICOR Component: Determining type of government based on description</p> <p>Formative Assessment: Closing (critical thinking question)</p> <p>Vocabulary: Unitary, Confederate, Federal, Autocracy, Oligarchy, Democracy, Presidential and Parliamentary Democracy</p> <p>DOK: (1) Charting the basic elements of governments in Southwest Asia (2) Summarizing information (3) Compare and contrast various forms of government</p> <p>Differentiated Instruction: Foldable, illustrations</p>	<p>Whole Group <input type="checkbox"/> Yes</p> <p>Cooperative Group <input type="checkbox"/> Yes</p> <p>Flexible Group <input checked="" type="checkbox"/> Yes</p> <p>Collaborative Pair <input type="checkbox"/> Yes</p> <p>Centers/Stations <input checked="" type="checkbox"/> Yes</p> <p>Technology Use: Teacher:</p> <p>Student: E book - Internet</p>	<p>Student Conferencing <input type="checkbox"/> Yes</p> <p>Performance Task <input checked="" type="checkbox"/> Yes</p> <p>Project <input checked="" type="checkbox"/> Yes</p> <p>Class Presentation <input type="checkbox"/> Yes</p> <p>Test <input type="checkbox"/> Yes</p> <p>Quiz <input type="checkbox"/> Yes</p> <p>Homework <input checked="" type="checkbox"/> Yes</p> <p>Ticket Out The Door <input checked="" type="checkbox"/> Yes</p> <p>CPS Response <input type="checkbox"/> Yes</p>

Name: C. Mason

Lesson Plans for the week of Oct. 13th-Oct. 17th, 2014

<p>Wednesday</p>	<p>Standard: SS7CG5 The student will explain the structures of the national governments of Southwest Asia (Middle East).</p> <p>a. Compare the parliamentary democracy of the State of Israel, the monarchy of the Kingdom of Saudi Arabia, and the theocracy of the Islamic Republic of Iran, distinguishing the form of leadership and the role of the citizen in terms of voting rights and personal freedoms.</p> <p>Essential Question: What distinguishes the form of leadership, public voting procedures and personal freedoms in the parliamentary democracy of the State of Israel, the monarchy of the Kingdom of Saudi Arabia, and the theocracy of the Islamic Republic of Iran?</p> <p>Enduring Understanding: As a society increases in complexity and interacts with other societies, the complexity of the government also increases.</p>	<p>Opening: (5-10 minutes) Comparing governments</p> <p>Work Period: 35-40 minutes 1) Complete foldable about types of government 2) Determine which country fits in each section 3) Matching phrases with the correct type of economic system. correct, if time.</p> <p>HW: Current event # 4 due Friday (government in the Middle East)</p> <p>Closing: 5-10 minutes Write the item(s) you missed on the quiz OR the hardest</p> <p>Literacy/WICOR Component: Determining type of government based on description</p> <p>Formative Assessment: Closing (critical thinking question)</p> <p>Vocabulary: Unitary, Confederate, Federal, Autocracy, Oligarchy, Democracy, Presidential and Parliamentary Democracy</p> <p>DOK: (1) Charting the basic elements of governments in Southwest Asia (2) Summarizing information (3) Compare and contrast various forms of government</p> <p>Differentiated Instruction: Foldable, illustrations</p>	<p>Whole Group <input checked="" type="checkbox"/> Yes</p> <p>Cooperative Group <input type="checkbox"/> Yes</p> <p>Flexible Group <input checked="" type="checkbox"/> Yes</p> <p>Collaborative Pair <input type="checkbox"/> Yes</p> <p>Centers/Stations <input checked="" type="checkbox"/> Yes</p> <p>Technology Use: Teacher:</p> <p>Student: E book - Internet</p>	<p>Student Conferencing <input type="checkbox"/> Yes</p> <p>Performance Task <input checked="" type="checkbox"/> Yes</p> <p>Project <input checked="" type="checkbox"/> Yes</p> <p>Class Presentation <input type="checkbox"/> Yes</p> <p>Test <input type="checkbox"/> Yes</p> <p>Quiz <input type="checkbox"/> Yes</p> <p>Homework <input checked="" type="checkbox"/> Yes</p> <p>Ticket Out The Door <input checked="" type="checkbox"/> Yes</p> <p>CPS Response <input type="checkbox"/> Yes</p>
------------------	--	---	---	---

Name: C. Mason

Lesson Plans for the week of Oct. 13th-Oct. 17th, 2014

<p>Thursday</p>	<p>SS7E5 The student will analyze different economic systems. a. Compare how traditional, command, and market economies answer the economic questions of (1) what to produce, (2) how to produce, and (3) for whom to produce. b. Explain how most countries have a mixed economy located on a continuum between pure market and pure command. c. Compare and contrast the economic systems in Israel, Saudi Arabia, and Turkey.</p> <p>Essential Question: How do traditional, command, and market economies answer the economic questions of (1) what to produce, (2) how to produce, and (3) for whom to produce> What determines where countries with a mixed economy are located on the continuum between pure market and pure command?? How are the economic systems in Israel, Saudi Arabia, and Turkey alike and how are they different?</p> <p>Enduring Understanding: Production, distribution, and consumption of goods/services produced by the society are affected by the location, customs, beliefs, and laws of the society.</p>	<p>Opening: (5-10 minutes) Forms of government</p> <p>Work Period: 35-40 minutes 1) Finish correcting economies descriptors if necessary from yesterday. 2) Using power point, complete descriptions of the economies of Israel, Saudi Arabia, and Turkey. Determine where each country lies on the economic continuum. 3) Start 4 square vocabulary organizer for economics terms</p> <p>HW: Current event # 4 due TOMORROW (government in the Middle East)</p> <p>Closing: 5-10 minutes 3 sentence summary about what you learned today</p> <p>Literacy/WICOR Component: Vocabulary organizer</p> <p>Formative Assessment: Closing (critical thinking question)</p> <p>Vocabulary: Economic Systems (Israel, Saudi Arabia, Turkey) Traditional, Command, Market, Economic Continuum</p> <p>DOK: Level 1: gathering definitions; Level 3: analyzing mistakes</p> <p>Differentiated Instruction: Individualized analysis of mistakes; graphic organizer</p>	<p>Whole Group <input checked="" type="checkbox"/> Yes</p> <p>Cooperative Group <input type="checkbox"/> Yes</p> <p>Flexible Group <input checked="" type="checkbox"/> Yes</p> <p>Collaborative Pair <input type="checkbox"/> Yes</p> <p>Centers/Stations <input type="checkbox"/> Yes</p> <p>Technology Use: Teacher: Student:</p>	<p>Student Conferencing <input type="checkbox"/> Yes</p> <p>Performance Task <input checked="" type="checkbox"/> Yes</p> <p>Project <input checked="" type="checkbox"/> Yes</p> <p>Class Presentation <input checked="" type="checkbox"/> Yes</p> <p>Test <input type="checkbox"/> Yes</p> <p>Quiz <input type="checkbox"/> Yes</p> <p>Homework <input checked="" type="checkbox"/> Yes</p> <p>Ticket Out The Door <input checked="" type="checkbox"/> Yes</p> <p>CPS Response <input type="checkbox"/> Yes</p>
-----------------	--	---	---	---

Name: C. Mason

Lesson Plans for the week of Oct. 13th-Oct. 17th, 2014

FRIDAY	<p>Standard: SS7E6 The student will explain how voluntary trade benefits buyers and sellers in Southwest Asia (Middle East).</p> <p>a. Explain how specialization encourages trade between countries.</p> <p>b. Compare and contrast different types of trade barriers, such as tariffs, quotas, and embargos.</p> <p>c. Explain the primary function of the Organization of Petroleum Exporting Countries (OPEC).</p> <p>d. Explain why international trade requires a system for exchanging currencies between nations</p> <p>Essential Question: How does specialization encourage trade between countries?</p> <p>What are the various types of trade barriers and how does each affect trade between countries?</p> <p>Why does international trade require a system for exchanging currencies between nations?</p> <p>Enduring Understanding: Production, distribution, and consumption of goods/services produced by the society are affected by the location, customs, beliefs, and laws of the society..</p>	<p>Opening: (5-10 minutes) Economic systems</p> <p>Work Period: 35-40 minutes 1) Share and collect current event # 4 2) Finish 4 square vocabulary organizer for economics terms 3) Time permitting, write a short story using all of the economic terms</p> <p>HW: Current event # 4 due TOMORROW (government in the Middle East)</p> <p>Closing: 5-10 minutes 3 sentence summary about what you learned today</p> <p>Literacy/WICOR Component: Using economics terms to create a story</p> <p>Formative Assessment: Closing (critical thinking question)</p> <p>Vocabulary: Specialization Trade barriers Tariffs Quotas Embargos Currency exchange Gross domestic product Capital investment Entrepreneur</p> <p>DOK: Level 1: gathering definitions; Level 2-3: using words in a sentence, creating a relevant illustration</p> <p>Differentiated Instruction: Individualized analysis of mistakes; graphic organizer Vocabulary organizer, individual story</p>	<p>Whole Group <input checked="" type="checkbox"/> Yes</p> <p>Cooperative Group <input type="checkbox"/> Yes</p> <p>Flexible Group <input type="checkbox"/> Yes</p> <p>Collaborative Pair <input type="checkbox"/> Yes</p> <p>Centers/Stations <input type="checkbox"/> Yes</p> <p>Technology Use: Teacher:</p> <p>Student:</p>	<p>Student Conferencing <input type="checkbox"/> Yes</p> <p>Performance Task <input checked="" type="checkbox"/> Yes</p> <p>Project <input type="checkbox"/> Yes</p> <p>Class Presentation <input checked="" type="checkbox"/> Yes</p> <p>Test <input type="checkbox"/> Yes</p> <p>Quiz <input type="checkbox"/> Yes</p> <p>Homework <input checked="" type="checkbox"/> Yes</p> <p>Ticket Out The Door <input checked="" type="checkbox"/> Yes</p> <p>CPS Response <input type="checkbox"/> Yes</p>
---------------	--	---	---	---