

Name: C. Mason

Lesson Plans for the week of Oct. 20th-Oct. 24th, 2014

	Content	Lesson	Learning Format/Technology	Assessment/Check for Understanding
Monday	<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.</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?</p> <p>What determines where countries with a mixed economy are located on the continuum between pure market and pure command??</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) Middle East economic systems</p> <p>Work Period: 35-40 minutes 1) Students will organize fact strips into the appropriate column, designating them as descriptors of either a traditional, command, or market economy. 2) Go over responses and discuss. Place into Interactive Notebooks. 2) Students will write a one-paragraph explanation of how government and economy and intertwined.</p> <p>HW: (1) Study notes for 20 minutes. Those who got below an 80% on government quiz will also do a retake of that (2) Current event # 5 due Friday (economyt in the Middle East)</p> <p>Closing: 5-10 minutes One paragraph explaining the connection between a country's government and its economy.</p> <p>Literacy/WICOR Component: Closing</p> <p>Formative Assessment: Categorizing descriptors</p> <p>Vocabulary: Traditional,, command, market, mixed, communism, democracy</p> <p>DOK: (1) Categorizing information (2) Drawing conclusions (3) Connecting and relating different topics</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 checked="" 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 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>

<p>Tuesday</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>SUBSTITUTE (SCHOOL BUSINESS)</p> <p>Opening: (5-10 minutes) Economies of the Middle East</p> <p>Work Period: 35-40 minutes</p> <ol style="list-style-type: none"> 1) Economy quiz for everyone; government retake quiz for those with less than 80% 2) Discuss imports and exports. Students will guess what percentage of U.S. GDP is imports and what percentage is exports. 3) In groups, students will try to guess the home country of some well-known products and their companies 4) In groups students will find 10 different items (clothing or otherwise), list them, and the country where made. Determine how many fall within the top 10 U.S. import list. 5) Students will individually respond to the 4 critical thinking questions. What they do not finish must be completed for homework. <p>HW: (1) Complete critical thinking questions (2) Current event # 4 due Friday (economies in the Middle East)</p> <p>Closing: 5-10 minutes Critical thinking questions</p> <p>Literacy/WICOR Component: Critical thinking questions</p> <p>Formative Assessment: Closing (critical thinking question)</p> <p>Vocabulary: imports, exports, balance of trade, specialization, trading partners, currency</p> <p>DOK: (2) comparing and drawing conclusions for differences in exports and imports (3) Analyzing data</p> <p>Differentiated Instruction: Real -life charting, group work, writing</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 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 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>
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Wednesday	<p>Standard: SS7E6 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 countries.</p> <p>Essential Question: How does specialization encourage trade between countries in Southwest Asia?</p> <p>How are tariffs, quotas, and embargos used to trade in SW Asia?</p> <p>What is the primary function of OPEC?</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) Factors of production in Saudi Arabia, Israel, and Iran</p> <p>Work Period: 35-40 minutes 1) Collect yesterday's assignment (critical thinking questions) 1) Students will be divided into groups (each representing a country with various resources and differing populations) 2) Students will be instructed to ensure that their country's people can meet their needs and some of their wants. 3) Students will trade to complete the task. 4) Closing - critical thinking questions (might be hw if time is short)</p> <p>HW: (1) Closing assignment, if necessary (2) Current event # 5 due Friday (economies in the Middle East)</p> <p>Closing: 5-10 minutes Write 2 things that either surprised you or that you found especially interesting</p> <p>Literacy/WICOR Component: Summarizing data based on simulation of world trade</p> <p>Formative Assessment: Closing (critical thinking question)</p> <p>Vocabulary: exports, import, trade, currency, specialization, needs, wants</p> <p>DOK: (3) Critical thinking questions</p> <p>Differentiated Instruction: simulation, writing</p>	<p>Whole Group <input type="checkbox"/> Yes</p> <p>Cooperative Group <input checked="" 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: 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 checked="" type="checkbox"/> Yes</p> <p>Ticket Out The Door <input checked="" type="checkbox"/> Yes</p> <p>CPS Response <input type="checkbox"/> Yes</p>

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Thursday	<p>Standard: SS7E6 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 countries.</p> <p>Essential Question: How does specialization encourage trade between countries in Southwest Asia? How are tariffs, quotas, and embargos used to trade in SW Asia? What is the primary function of OPEC?</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) Economies of the Middle Est</p> <p>Work Period: 35-40 minutes 1) Students will work on sorting and matching cards that define vocabulary terms related to trade barriers. Definitions will be written into their interactive Notebooks 2) Students will work in groups to respond to various scenarios that demonstrate how various trade barriers will affect different groups in different ways. 3) Students will look at various scenarios and determine what type of trade barrier has been put into effect. 4) Students will work individually to complete a graphic organizer that shows a cost benefit analysis.</p> <p>HW: Current event # 5 due TOMORROW (economies in the Middle East)</p> <p>Closing: 5-10 minutes Which is the most effective trade barrier and why?</p> <p>Literacy/WICOR Component: Vocabulary matching</p> <p>Formative Assessment: Closing with reasoning</p> <p>Vocabulary: trade barrier, quota, embargo, quota, subsidy, beneficiary</p> <p>DOK: Level 1: definitions; Level 3: matching real-life scenarios with the trade barrier Level 4: Cost benefit analysis</p> <p>Differentiated Instruction: vocabulary matching; graphic organizer; cooperative learning, simulation</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:</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 checked="" type="checkbox"/> Yes</p> <p>Ticket Out The Door <input checked="" type="checkbox"/> Yes</p> <p>CPS Response <input type="checkbox"/> Yes</p>

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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>Opening: (5-10 minutes) Economic systems</p> <p>Work Period: 35-40 minutes 1) Share and collect current event # 5 2) Students will do a tariff simulation role play to determine how a specific tariff impacts different groups related to a specific industry. 3) Students will complete and discuss a debriefing on the simulation</p> <p>HW:</p> <p>Closing: 5-10 minutes Debriefing chart</p> <p>Literacy/WICOR Component: Summarizing activities into logical debriefing organizer</p> <p>Formative Assessment: C;losing</p> <p>Vocabulary: Specialization Trade barriers Tariffs Quotas Embargos Currency exchange Gross domestic product Capital investment Entrepreneur</p> <p>DOK: Level 4: simulation and analysis</p> <p>Differentiated Instruction: role play and simulation, graphic organizer, cooperative groups</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>
	<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>			