| | Content | Lesson | Learning Format/Technology | Assessment/Check for Understanding | |
|---|---|---|----------------------------|---------------------------------------|--|
| | Standard: SS7E6 Explain how voluntary | Opening: (5-10 minutes) | Whole Group | Student Conferencing | |
| | trade benefits buyers and sellers in | Command, market, traditional, and mixed economies | ✓ Yes | ☐ Yes | |
| | Southwest Asia (Middle East) | | Cooperative Group | Performance Task | |
| | | Work Period: 35-40 minutes | Yes | ✓ Yes | |
| | a. Explain how specialization encourages | 1) Students will locate and shade on a world map the countries having at least 5% | Flexible Group | Project | |
| | trade between countries. | of the world's oil reserves. | | | |
| | 1 0 | 2) Students will track the three different shipping routes for oil from the Persian | Yes | ☐ Yes | |
| | b. Compare and contrast different types of trade barriers, such as tariffs, quotas, | Gulf area and then respond to Level 1, 2, and 3 questions (percentages, choke | Collaborative Pair | Class Presentation | |
| | and embargos. | points ,political implications) | ✓ Yes | ☐ Yes | |
| | and annual gen | 2) Students will view a power point about specialization as it relates to pencils. | Centers/Stations | <u>Test</u> | |
| | c.Explain the primary function of the | INAL (4) Compart as and H.C. does Friday (4) a Naid Ha Fast) | ☐ Yes | ☐ Yes | |
| | Organization of Petroleum Exporting | HW: (1) Current event # 6 due Friday (the Middle East) | | <u>Quiz</u> | |
| | Countries (OPEC). | Closing: 5-10 minutes | Technology Use: | Yes | |
| | | One paragraph explaining the connection between a country's government and its | Teacher: | Homework | |
| | d.Explain why international trade | economy. | Student: | ✓ Yes | |
| - | requires a system for exchanging | economy. | | | |
| | currencies between countries. | Literacy/WICOR Component: Closing | | Ticket Out The Door | |
| 2 | | - Cosmig | | ✓ Yes | |
| | Essential Question: How does specialization encourage trade | Formative Assessment: Categorizing descriptors | | CPS Response | |
| | between countries in Southwest Asia? | Grand has a | | ☐ Yes | |
| | 20110011001110011100111001110011100111 | Vocabulary: Traditional,, command, market, mixed, communism, democracy | | | |
| | How are tariffs, quotas, and embargos | | | | |
| | used to trade in SW Asia? | DOK: (1) Categorizing information (2) Drawing conclusions (3) Connecting and | | | |
| | | relating different topics | | | |
| | What is the primary function of OPEC? | | | | |
| | Enduring Understanding: Production, | <u>Differentiated Instruction</u> : Graphic organizer, illustrations | | | |
| | distribution, and consumption of | | | | |
| | goods/services produced by the society | | | | |
| | are affected by the location, customs, | | | | |
| | beliefs, and laws of the society. | | | | |
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| | Standard: SS7E6 Explain how voluntary | SUBSTITUTE | Whole Group | Student Conferencing |
|---------|---|---|--------------------|----------------------|
| | trade benefits buyers and sellers in | | ☐ Yes | ☐ Yes |
| | Southwest Asia (Middle East) | Opening: (5-10 minutes) | | Performance Task |
| | | Governments of the Middle East | | |
| | a. Explain how specialization encourages | | | ✓ Yes |
| | trade between countries. | Work Period: 35-40 minutes | | <u>Project</u> |
| | | 1) Students will review charts and graphs showing oil production and consumption | ▼ Yes | ☐ Yes |
| | b. Compare and contrast different types | comparisons | Collaborative Pair | Class Presentation |
| | land amharges | 2) Students will create a bar graph from page 2 which shows oil production | ☐ Yes | Yes |
| | | percentages. One color will be used for ALL OPEC countries (both Arab and non- | Centers/Stations | Test |
| | - I · II · · · · · · · · · · · · · · · · | Arab) and a different color for non-OPEC countries. | ☐ Yes | Yes |
| | c. Explain the primary function of the Organization of Petroleum Exporting | 3) Using page 1 charts and graphs, students will copy and respond to the questions | | |
| | Countries (OPEC). | about total energy consumption and imports in the United States. | Technology Use: | <u>Quiz</u> |
| | Countries (Of Ec). | | Teacher: | Yes |
| | d. Explain why international trade | HW: (1) Complete critical thinking questions (2) Current event # 6 due Friday (the | | <u>Homework</u> |
| | requires a system for exchanging | Middle East) | Student: | ✓ Yes |
| аy | currencies between countries. | | | Ticket Out The Door |
| Tuesday | | | | ✓ Yes |
| 2 | Essential Question: | Closing: 5-10 minutes | | CPS Response |
| | How does specialization encourage trade | Critical thinking questions | | |
| | between countries in Southwest Asia? | | | Yes |
| | | <u>Literacy/WICOR Component</u> : Critical thinking using charts and graphs | | |
| | How are tariffs, quotas, and embargos used to trade in SW Asia? | | | |
| | used to trade in SW Asia! | Formative Assessment: Closing (critical thinking question) | | |
| | What is the primary function of OPEC? | Masshulamu ODEC imports anasislimation toods having assured | | |
| | · | Vocabulary: OPEC, imports, specialization, trade barriers, currency | | |
| | Enduring Understanding: Production, | DOK: (2-3) converting data into bar graphs, (3-4) Analyzing data from charts and | | |
| | distribution, and consumption of | graphs | | |
| | goods/ services produced by the society | graphs | | |
| | are affected by the location, customs, | Differentiated Instruction: Creating bar graphs, comparing data | | |
| | beliefs, and laws of the society. | | | |
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| | Standard: SS7E6 Explain how voluntary | SUBSTITUTE | Whole Group | Student Conferencing |
|-----|---|--|--------------------|----------------------|
| | trade benefits buyers and sellers in | | Yes | ☐ Yes |
| | Southwest Asia (Middle East) | Opening: (5-10 minutes) | Cooperative Group | Performance Task |
| | | Factors of production in Saudi Arabia, Israel, and Iran | _ | |
| | a. Explain how specialization encourages | | | ✓ Yes |
| | trade between countries. | Work Period: 35-40 minutes | | <u>Project</u> |
| | b. Compare and contrast different types of trade barriers, such as tariffs, quotas, | 1) Students will use data from page 2 and from their individual bar graphs to copy | ☐ Yes | ☐ Yes |
| | | and respond to critical thinking questions. | Collaborative Pair | Class Presentation |
| | | 2) Students will write a paragraph (a minimum of 7 sentences) responding to the | Yes | ☐ Yes |
| | | questions:(1) " Do you think it is important for the United States to drill for oil in our | Centers/Stations | |
| | c. Explain the primary function of the | own country? Explain your answer. (2) Do you think it is more important to drill for | Yes | <u>Test</u> |
| | Organization of Petroleum Exporting | oil OR explore alternate energy sources? Explain your answer. | 100 | Yes |
| | Countries (OPEC). | 3) If time permits, students will create a political cartoon about OPEC and how it | Technology Use: | Quiz |
| | , , , , , , , , , , , , , , , , , , , | impacts the United States. | Teacher: | Yes |
| | d. Explain why international trade | | a. d. d | Homework |
| | requires a system for exchanging currencies between countries. | HW: (1) Finish paragraph and political cartoon, if necessary (2) Current event # 6 | Student: | |
| gg | | due Friday (economies in the Middle East) | | ✓ Yes |
| nes | | | | Ticket Out The Door |
| _ | Essential Question: | | | ✓ Yes |
| | riow does specialization encourage trade | Closing: 5-10 minutes | | CPS Response |
| | between countries in Southwest Asia? | Write 2 things that either surprised you or that you found especially interesting | | ☐ Yes |
| | How are tariffs, quotas, and embargos | Litarian (MAUCOR Commonwest) Written recommon to critical thinking conception | | 100 |
| | used to trade in SW Asia? | <u>Literacy/WICOR Component</u> : Written response to critical thinking question | | |
| | asea to trade in 500 Asia. | Formative Assessment: Closing (critical thinking question) | | |
| | What is the primary function of OPEC? | Formative Assessment. Closing (critical trilliking question) | | |
| | | Vocabulary: OPEC, imports, specialization, trade barriers, currency, | | |
| | Enduring Understanding: Production, | interdependence | | |
| | distribution, and consumption of | | | |
| | goods/services produced by the society are affected by the location, customs, | DOK: (3) Critical thinking questions | | |
| | l carected by the location, castorns, | (-) | | |
| | beliefs, and laws of the society. | Differentiated Instruction: analyzing data, writing | | |
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Name: C. Mason Lesson Plans for the week of Oct. 27th-Oct. 31st, 2014

Standard: Whole Group Opening: (5-10 minutes) Student Conferencing **SS7H2** Analyze continuity and change in Economics and the Middle East ✓ Yes Yes the Middle East leading to the 21st Cooperative Group Performance Task century. Work Period: 35-40 minutes Yes ✓ Yes 1) Students will work in collaborative pairs to summarize a reading about the **b**. explain historical reasons for the Flexible Group Project history of the conflict between Jews and Arabs. establishment of the modern State of 2)Students pairs will present their posters (using word splashes and pictures) to the Ves Yes Israel in 1948: include the Jewish class. Class will take notes as posters are presented. Collaborative Pair religious connection to the land, the Class Presentation Holocaust, anti-Semitism, and Zionism in 3)Students will define vocabulary words [↑] Yes Yes Europe. Centers/Stations Test **HW:** Current event # 5 due TOMORROW (economies in the Middle East) Yes c. Describe how land and religion are Yes reasons for continuing conflicts in the Closing: 5-10 minutes Quiz Technology Use: Middle East. Which is the most effective trade barrier and why? Teacher: Yes **d**. Explain U.S. presence and interest in Homework Student: Literacy/WICOR Component: Vocabulary matching Southwest Asia; include the Persian Gulf ✓ Yes conflict and invasions of Afghanistan and Formative Assessment: Closing with reasoning Ticket Out The Door ✓ Yes **Vocabulary:** Jewish Diaspora, pogrom, ethnic cleansing, anti-Semitism, Arab CPS Response **Essential Question:** Nationalism, Zionism, Balfour Declaration, partition, Holocaust How does anti-Semitism, the Holocaust, Yes and Zionism relate to the establishment DOK: Level 1: definitions; Level 3: summarizing and illustrating readings; Level 4: of the modern state of Israel? Cost benefit analysis How are land and religion reasons for **Differentiated Instruction:** vocabulary mat,; poster presentation, cooperative pairs continuing conflicts in Southwest Asia (Middle East)? What are factors that led to the U.S. participation in the Persian Gulf conflict and the invasions of Afghanistan and Iraq? **Enduring Understanding:** Conflict, between or within societies, results in change.

| | | Opening: (5-10 minutes) | Whole Grou | ar | Student Co | onferencing |
|--------|--|---|--------------|----------------|----------------|-------------------|
| | SS7H2 Analyze continuity and change in | Roots of Arab-Israeli conflict | ✓ Yes | | ☐ Yes | |
| | the Middle East leading to the 21st | | Cooperative | e Group | Performan | nce Task |
| | century. | Work Period: 35-40 minutes | ☐ Yes | | ✓ Yes | ioc rasic |
| | b . explain historical reasons for the | 1) Share and collect current event # 6 | Flexible Gro | NUM. | | |
| | establishment of the modern State of | 2)Students will take notes comparing the different viewpoints of Arabs and Jews | | <u>,αρ</u> | <u>Project</u> | |
| | Israel in 1948; include the Jewish | 3) Call and response activity | ☐ Yes | | ☐ Yes | |
| | religious connection to the land, the | 4) Written reflection | Collaborati | <u>ve Pair</u> | Class Prese | entation entation |
| | Holocaust, anti-Semitism, and Zionism in | | ☐ Yes | | ✓ Yes | |
| | Europe. | | Centers/Sta | | Test | |
| | c. Describe how land and religion are | HW: | ☐ Yes | | | |
| | reasons for continuing conflicts in the | Clasing, F 40 minutes | | | ☐ Yes | |
| | Middle East. | <u>Closing</u> : 5-10 minutes Write a brief summary of your thoughts on today's lesson | Technology | Use: | <u>Quiz</u> | |
| | | write a brief suffillary of your thoughts on today's lesson | Teacher: | | ☐ Yes | |
| | d . Explain U.S. presence and interest in | Literacy/WICOR Component: Notes and summarizing; comparing viewpoints | Student: | | Homeworl | <u>k</u> |
| | Southwest Asia; include the Persian Gulf conflict and invasions of Afghanistan and | Total and sammanamy, comparing viewpoints | | | ✓ Yes | |
| | lraq. | Formative Assessment: Closing | | | Ticket Out | The Door |
| ¥ | iraq. | - Ormania 7 Dagasmana | | | ✓ Yes | THE DOOL |
| FRIDAY | | Vocabulary: | | | | |
| ш | Essential Question: | Jewish Diaspora, pogrom, ethnic cleansing, anti-Semitism, Arab Nationalism, | | | CPS Respo | <u>nse</u> |
| | How does anti-Semitism, the Holocaust, | Zionism, Balfour Declaration, partition, Holocaust | | | ☐ Yes | |
| | and Zionism relate to the establishment | | | | | |
| | of the modern state of Israel? | DOK: Level 3: Comparing viewpoints | | | | |
| | How are land and religion reasons for | | | | | |
| | continuing conflicts in Southwest Asia | <u>Differentiated Instruction</u> : call and response; written reflection | | | | |
| | (Middle East)? | | | | | |
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| | What are factors that led to the U.S. participation in the Persian Gulf conflict | | | | | |
| | and the invasions of Afghanistan and | | | | | |
| | Iraq? | | | | | |
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| | Enduring Understanding: | | | | | |
| | Conflict, between or within | | | | | |
| | societies, results in change. | | | | | |
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