

Name: C. Mason

Lesson Plans for the week of Oct. 27th-Oct. 31st, 2014

	Content	Lesson	Learning Format/Technology	Assessment/Check for Understanding
<b>Monday</b>	<p><b>Standard: SS7E6 Explain</b> how voluntary trade benefits buyers and sellers in Southwest Asia (Middle East)</p> <p>a. <b>Explain</b> 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><b>Essential Question:</b> 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><b>Enduring Understanding:</b> 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><b>Opening: (5-10 minutes)</b> Command, market, traditional, and mixed economies</p> <p><b>Work Period: 35-40 minutes</b> 1) Students will locate and shade on a world map the countries having at least 5% of the world's oil reserves. 2) Students will track the three different shipping routes for oil from the Persian Gulf area and then respond to Level 1, 2, and 3 questions (percentages, choke points, political implications) 2) Students will view a power point about specialization as it relates to pencils.</p> <p><b>HW: (1)</b> Current event # 6 due Friday (the Middle East)</p> <p><b>Closing: 5-10 minutes</b> One paragraph explaining the connection between a country's government and its economy.</p> <p><b>Literacy/WICOR Component:</b> Closing</p> <p><b>Formative Assessment:</b> Categorizing descriptors</p> <p><b>Vocabulary:</b> Traditional, command, market, mixed, communism, democracy</p> <p><b>DOK:</b> (1) Categorizing information (2) Drawing conclusions (3) Connecting and relating different topics</p> <p><b>Differentiated Instruction:</b> Graphic organizer, illustrations</p>	<p><b>Whole Group</b> <input checked="" type="checkbox"/> Yes</p> <p><b>Cooperative Group</b> <input type="checkbox"/> Yes</p> <p><b>Flexible Group</b> <input type="checkbox"/> Yes</p> <p><b>Collaborative Pair</b> <input checked="" type="checkbox"/> Yes</p> <p><b>Centers/Stations</b> <input type="checkbox"/> Yes</p> <p><b>Technology Use:</b> <b>Teacher:</b></p> <p><b>Student:</b></p>	<p><b>Student Conferencing</b> <input type="checkbox"/> Yes</p> <p><b>Performance Task</b> <input checked="" type="checkbox"/> Yes</p> <p><b>Project</b> <input type="checkbox"/> Yes</p> <p><b>Class Presentation</b> <input type="checkbox"/> Yes</p> <p><b>Test</b> <input type="checkbox"/> Yes</p> <p><b>Quiz</b> <input type="checkbox"/> Yes</p> <p><b>Homework</b> <input checked="" type="checkbox"/> Yes</p> <p><b>Ticket Out The Door</b> <input checked="" type="checkbox"/> Yes</p> <p><b>CPS Response</b> <input type="checkbox"/> Yes</p>

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<b>Tuesday</b>	<p><b>Standard:</b> SS7E6 <b>Explain</b> how voluntary trade benefits buyers and sellers in Southwest Asia (Middle East)</p> <p>a. <b>Explain</b> 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><b>Essential Question:</b> 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><b>Enduring Understanding:</b> 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><b>SUBSTITUTE</b></p> <p><b>Opening: (5-10 minutes)</b> Governments of the Middle East</p> <p><b>Work Period: 35-40 minutes</b> 1) Students will review charts and graphs showing oil production and consumption comparisons 2) Students will create a bar graph from page 2 which shows oil production percentages. One color will be used for ALL OPEC countries (both Arab and non-Arab) and a different color for non-OPEC countries. 3) Using page 1 charts and graphs, students will copy and respond to the questions about total energy consumption and imports in the United States.</p> <p><b>HW: (1) Complete critical thinking questions (2) Current event # 6 due Friday (the Middle East)</b></p> <p><b>Closing: 5-10 minutes</b> Critical thinking questions</p> <p><b>Literacy/WICOR Component:</b> Critical thinking using charts and graphs</p> <p><b>Formative Assessment:</b> Closing (critical thinking question)</p> <p><b>Vocabulary:</b> OPEC, imports, specialization, trade barriers, currency</p> <p><b>DOK:</b> (2-3) converting data into bar graphs, (3-4) Analyzing data from charts and graphs</p> <p><b>Differentiated Instruction:</b> Creating bar graphs, comparing data</p>	<p><b>Whole Group</b> <input type="checkbox"/> Yes</p> <p><b>Cooperative Group</b> <input type="checkbox"/> Yes</p> <p><b>Flexible Group</b> <input checked="" type="checkbox"/> Yes</p> <p><b>Collaborative Pair</b> <input type="checkbox"/> Yes</p> <p><b>Centers/Stations</b> <input type="checkbox"/> Yes</p> <p><b>Technology Use:</b> <b>Teacher:</b></p> <p><b>Student:</b></p>	<p><b>Student Conferencing</b> <input type="checkbox"/> Yes</p> <p><b>Performance Task</b> <input checked="" type="checkbox"/> Yes</p> <p><b>Project</b> <input type="checkbox"/> Yes</p> <p><b>Class Presentation</b> <input type="checkbox"/> Yes</p> <p><b>Test</b> <input type="checkbox"/> Yes</p> <p><b>Quiz</b> <input type="checkbox"/> Yes</p> <p><b>Homework</b> <input checked="" type="checkbox"/> Yes</p> <p><b>Ticket Out The Door</b> <input checked="" type="checkbox"/> Yes</p> <p><b>CPS Response</b> <input type="checkbox"/> Yes</p>

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Lesson Plans for the week of Oct. 27th-Oct. 31st, 2014

Thursday	<p><b>Standard:</b>  <b>SS7H2</b> Analyze continuity and change in the Middle East leading to the 21st century.</p> <p>b. explain historical reasons for the establishment of the modern State of Israel in 1948; include the Jewish religious connection to the land, the Holocaust, anti-Semitism, and Zionism in Europe.</p> <p>c. Describe how land and religion are reasons for continuing conflicts in the Middle East.</p> <p>d. Explain U.S. presence and interest in Southwest Asia; include the Persian Gulf conflict and invasions of Afghanistan and Iraq.</p> <p><b>Essential Question:</b>  <b>How does anti-Semitism, the Holocaust, and Zionism relate to the establishment of the modern state of Israel?</b></p> <p><b>How are land and religion reasons for continuing conflicts in Southwest Asia (Middle East)?</b></p> <p><b>What are factors that led to the U.S. participation in the Persian Gulf conflict and the invasions of Afghanistan and Iraq?</b></p> <p><b>Enduring Understanding:</b>  <b>Conflict, between or within societies, results in change.</b>          :</p>	<p><b>Opening: (5-10 minutes)</b>          Economics and the Middle East</p> <p><b>Work Period: 35-40 minutes</b>          1) Students will work in collaborative pairs to summarize a reading about the history of the conflict between Jews and Arabs.          2) Students pairs will present their posters (using word splashes and pictures) to the class. Class will take notes as posters are presented.          3) Students will define vocabulary words</p> <p><b>HW:</b> Current event # 5 due TOMORROW (economies in the Middle East)</p> <p><b>Closing: 5-10 minutes</b>          Which is the most effective trade barrier and why?</p> <p><b>Literacy/WICOR Component:</b> Vocabulary matching</p> <p><b>Formative Assessment:</b> Closing with reasoning</p> <p><b>Vocabulary:</b> Jewish Diaspora, pogrom, ethnic cleansing, anti-Semitism, Arab Nationalism, Zionism, Balfour Declaration, partition, Holocaust</p> <p><b>DOK:</b> Level 1: definitions; Level 3: summarizing and illustrating readings; Level 4: Cost benefit analysis</p> <p><b>Differentiated Instruction:</b> vocabulary mat,; poster presentation, cooperative pairs</p>	<p><b>Whole Group</b>  <input checked="" type="checkbox"/> Yes</p> <p><b>Cooperative Group</b>  <input type="checkbox"/> Yes</p> <p><b>Flexible Group</b>  <input checked="" type="checkbox"/> Yes</p> <p><b>Collaborative Pair</b>  <input type="checkbox"/> Yes</p> <p><b>Centers/Stations</b>  <input type="checkbox"/> Yes</p> <p>Technology Use:  <b>Teacher:</b></p> <p><b>Student:</b></p>	<p><b>Student Conferencing</b>  <input type="checkbox"/> Yes</p> <p><b>Performance Task</b>  <input checked="" type="checkbox"/> Yes</p> <p><b>Project</b>  <input type="checkbox"/> Yes</p> <p><b>Class Presentation</b>  <input type="checkbox"/> Yes</p> <p><b>Test</b>  <input type="checkbox"/> Yes</p> <p><b>Quiz</b>  <input type="checkbox"/> Yes</p> <p><b>Homework</b>  <input checked="" type="checkbox"/> Yes</p> <p><b>Ticket Out The Door</b>  <input checked="" type="checkbox"/> Yes</p> <p><b>CPS Response</b>  <input type="checkbox"/> Yes</p>
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FRIDAY	<p><b>Standard:</b>  <b>SS7H2</b> Analyze continuity and change in the Middle East leading to the 21st century.</p> <p>b. explain historical reasons for the establishment of the modern State of Israel in 1948; include the Jewish religious connection to the land, the Holocaust, anti-Semitism, and Zionism in Europe.</p> <p>c. Describe how land and religion are reasons for continuing conflicts in the Middle East.</p> <p>d. Explain U.S. presence and interest in Southwest Asia; include the Persian Gulf conflict and invasions of Afghanistan and Iraq.</p> <p><b>Essential Question:</b>  <b>How does anti-Semitism, the Holocaust, and Zionism relate to the establishment of the modern state of Israel?</b></p> <p><b>How are land and religion reasons for continuing conflicts in Southwest Asia (Middle East)?</b></p> <p><b>What are factors that led to the U.S. participation in the Persian Gulf conflict and the invasions of Afghanistan and Iraq?</b></p> <p><b>Enduring Understanding:</b>  <b>Conflict, between or within societies, results in change.</b></p>	<p><b>Opening: (5-10 minutes)</b>            Roots of Arab-Israeli conflict</p> <p><b>Work Period: 35-40 minutes</b>            1) Share and collect current event # 6            2) Students will take notes comparing the different viewpoints of Arabs and Jews            3) Call and response activity            4) Written reflection</p> <p><b>HW:</b></p> <p><b>Closing: 5-10 minutes</b>            Write a brief summary of your thoughts on today's lesson</p> <p><b>Literacy/WICOR Component:</b> Notes and summarizing; comparing viewpoints</p> <p><b>Formative Assessment:</b> Closing</p> <p><b>Vocabulary:</b>            Jewish Diaspora, pogrom, ethnic cleansing, anti-Semitism, Arab Nationalism, Zionism, Balfour Declaration, partition, Holocaust</p> <p><b>DOK:</b> Level 3: Comparing viewpoints</p> <p><b>Differentiated Instruction:</b> call and response; written reflection</p>	<p><b>Whole Group</b>  <input checked="" type="checkbox"/> Yes</p> <p><b>Cooperative Group</b>  <input type="checkbox"/> Yes</p> <p><b>Flexible Group</b>  <input type="checkbox"/> Yes</p> <p><b>Collaborative Pair</b>  <input type="checkbox"/> Yes</p> <p><b>Centers/Stations</b>  <input type="checkbox"/> Yes</p> <p>Technology Use:  <b>Teacher:</b></p> <p><b>Student:</b></p>	<p><b>Student Conferencing</b>  <input type="checkbox"/> Yes</p> <p><b>Performance Task</b>  <input checked="" type="checkbox"/> Yes</p> <p><b>Project</b>  <input type="checkbox"/> Yes</p> <p><b>Class Presentation</b>  <input checked="" type="checkbox"/> Yes</p> <p><b>Test</b>  <input type="checkbox"/> Yes</p> <p><b>Quiz</b>  <input type="checkbox"/> Yes</p> <p><b>Homework</b>  <input checked="" type="checkbox"/> Yes</p> <p><b>Ticket Out The Door</b>  <input checked="" type="checkbox"/> Yes</p> <p><b>CPS Response</b>  <input type="checkbox"/> Yes</p>
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