Name: C. Mason

Lesson Plans for Week 26: Feb. 23 - 27

7th Grade

	Content	Lesson	Learning Format/Technology	Assessment/Check for
	Standard: SS7G9 Locate selected	Opening: (5-10 minutes) Africa economics		Understanding Student Conferencing
	features in southern and eastern	Opening. (3-10 minutes) Africa economics	Yes	Yes
	Asia.	Work Period: (35-40 minutes)		
	a. Locate on a world and regional	1) Students will label and color code political and physical maps of Asia.	Cooperative Group Yes	Performance Task Yes
	political-physical map: Ganges	2) Students who finish maps will do interactive map (Sheppard Software) OR		163
	River, Huang He (Yellow River),	jigsaw map puzzle	Flexible Group	<u>Project</u>
	Indus River, Mekong River,	3) Use wipe-off map to practice geography skills		
	Yangtze (Chang Jiang) River, Bay of		Collaborative Pair	Class Presentation
	Bengal, Indian Ocean, Sea of	HW: (1) Finish maps if necessary, (2) Current Event # 9 (Asia) (3) 4.5		<u> </u>
	Japan, South China Sea, Yellow	Assessment on Wednesday		
	Sea, Gobi Desert, Taklimakan		Centers/Stations Yes	<u>Test</u>
	Desert, Himalayan Mountains, and	Closing: Describe 2 major differences between the geography of Africa and	res	
		that of Asia	Technology Use:	<u>Quiz</u>
	b. Locate on a world and regional political-physical map the		Teacher:	
	countries of China, India,	Literacy Component (Activities designed to address reading and writing	Student: Interactive geography	Homework
	Indonesia, Japan, North Korea,	standards): Map labeling; closing	games	Yes
;	South Korea, and Vietnam.			
Š	<u>-</u>	Differentiated Instruction: Work with students identified on prior		Ticket Out The Door Yes
, da	Essential Question:	assessments as needing help with mapping skills		163
Ž	Where are the Ganges River,			
	Huang He (Yellow River), Indus	Vocabulary: political map, physical map, regional map, Ganges River, Huang		CPS Response
	River, Mekong River, Yangtze	He (Yellow River), Indus River, Mekong River, Yangtze (Chang Jiang) River,		
		Bay of Bengal, Indian Ocean, Sea of Japan, South China Sea, Yellow Sea,		
		Gobi Desert, Taklimakan Desert, Himalayan Mountains, Korean Peninsula,		
	China Sea, Yellow Sea, Gobi	China, India, Indonesia, Japan, North Korea, South Korea, and Vietnam		
	Desert, Taklimakan Desert, Himalayan Mountains, and Korean			
	Peninsula?			
	r cimisula:			
	Where are the countries of China,			
	India, Indonesia, Japan, North			
	Korea, South Korea, and Vietnam?			
	Enduring Understanding:			
	Location: Location affects a			
	society's economy, culture, and			
	development.			

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Τ,	iame. C. Mason	Lessoll I lails for Week 20. 1 eb. 25 - 27		/ til diade
	Standard: SS7G9 Locate selected	Opening: (5-10 minutes) Asia geography	Whole Group	Student Conferencing
	features in southern and eastern			
	Asia.	Work Period: (35-40 minutes)	Cooperative Group	Dorformon on Tools
		1) Collect political and physical Asia.		Performance Task YES
		2) Students will rotate in stations to prepare for 4.5 assessment	1.65	120
		3) Use wipe-off map to practice geography skills for Africa	Flexible Group	<u>Project</u>
	Indus River, Mekong River,	by ose wipe-on map to practice geography skins for Africa		
		HW: (1) Study for 4.5 Assessment tomorrow by completing station work, (2)	Collaborative Pair	Class Presentation
	Bengal, Indian Ocean, Sea of	Current Event # 9 (Asia)	Collaborative Pair	Class Presentation
	Japan, South China Sea, Yellow	Current Event # 5 (Asia)		
	Sea, Gobi Desert, Taklimakan	Clasing, Explain which three tenies you need to study the most for the		<u>Test</u>
	Desert, Himalayan Mountains, and	Closing: Explain which three topics you need to study the most for the	Yes	
	Korean Peninsula.	assessment	Technology Use:	Quiz
	b. Locate on a world and regional		Teacher:	Quiz
	political-physical map the	<u>Literacy Component</u> (Activities designed to address reading and writing	<u> </u>	
	countries of cililla, illula,	standards): Various review stations; closing		Homework
	Indonesia, Japan, North Korea,	Differentiate disconnection. We also with a to dente identified an anion		YES
a <	South Korea, and Vietnam.	<u>Differentiated Instruction:</u> Work with students identified on prior		Ticket Out The Door
sd		assessments as needing help with mapping skills		YES
Tuesday	Essential Question:	L		
F		Vocabulary: political map, physical map, regional map, Ganges River, Huang		ODO D
		He (Yellow River), Indus River, Mekong River, Yangtze (Chang Jiang) River,		CPS Response
		Bay of Bengal, Indian Ocean, Sea of Japan, South China Sea, Yellow Sea,		
		Gobi Desert, Taklimakan Desert, Himalayan Mountains, Korean Peninsula,		
		China, India, Indonesia, Japan, North Korea, South Korea, and Vietnam		
	China Sea, Yellow Sea, Gobi			
	Desert, Taklimakan Desert,			
	Himalayan Mountains, and Korean			
	Peninsula?			
	Where are the countries of China,			
	India, Indonesia, Japan, North			
	Korea, South Korea, and Vietnam?			
	Notea, Journ Rolea, and Vietnam:			
	Enduring Understanding:			
	Location: Location affects a			
	society's economy, culture, and			
	development.			
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	Standard: SS7G11 Explain the		Whole Group	Student Conferencing
	impact of location, climate,		YES	
	physical characteristics, distribution	Work Period: (35-40 minutes)	Cooperative Group	Performance Task
	of natural resources, and nonulation	4) 0(111)	Yes	YES
	distribution on southern and castern	collect assignments.		
	1014.	2) Students will complete 4.5 assessment.	Flexible Group	<u>Project</u>
	a. Describe the impact crimate and	3) Students will complete a chart about the population, major cities,		
			Collaborative Pair	Class Presentation
	distribution in southern und custern		Yes	Class i resentation
	1 10141	4) Students will use atlases to determine climate and population distribution		
		and answer essential question # 1.	Centers/Stations	Test
	southern and eastern Asia have	and answer essential question # 1.		Yes
	affected the population in terms of		Technology Use:	Quiz
			Teacher:	Quiz
ā	work they do, and how they travel.	HW: (1) Finish chart (2) Current Event #9 (Asia) is due Friday		
Wednesday			Student:	<u>Homework</u>
<u>=</u>		Closing: Ticket out the door writing about 3 things you learned about Asia; 2		YES
eg	Essential Question:	things you already knew; and 1 thing you want to know		Ticket Out The Door
≥	What is the impact of climate and			YES
	location on population distribution	<u>Literacy Component</u> (Activities designed to address reading and writing		. =0
		standards): Writing conclusions with reasons for those conclusions;		
		charting information; 4.5 assessment; closing		CPS Response
	How do the mountain, desert, and			
	water features of southern and	<u>Differentiated Instruction:</u> Charting information; study buddies to review;		
	eastern Asia affect the population in terms of where people live, the	analyzing maps		
	types of work they do, and how			
	they travel?	Vocabulary: employment; natural resources, literacy rate, population		
	they traver.	distribution, climate,		
	Enduring Understanding:			
	Location: Location affects a			
	society's economy, culture, and			
	development.			
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	Standard: SS7G11 Explain the	Opening: (5-10 minutes) Asia geography		Student Conferencing
	impact of location, climate,		YES	Yes
	physical characteristics, distribution	Work Period: (35-40 minutes)	Cooperative Group	Performance Task
	of natural resources, and population	1) Students will complete a chart about the population, major cities		YES
	distribution on southern and castern	employment, landforms, climate, natural resources, and literacy rate of the		120
		GPS Asian countries.	Flexible Group	Project
			Yes	
	location have on population	2) Students will use atlases to determine climate and population distribution		
		·	Collaborative Pair	Class Presentation
		3) Teacher will work with students (individually or in small groups) based on		
	,	4.5 assessment data.	Centers/Stations	Test
		4) Go over 4.5 assessment	<u>Genters/Otations</u>	1631
	southern and eastern Asia have			
	affected the population in terms of		Technology Use:	Quiz
_	where people live, the types of	HW: (1) Current Event #9 (Asia) is due Friday	Teacher:	
ay	work they do, and how they travel.			
Thursday		Closing: Ticket out the door about how you could have done better on the		Homework YES
'n		<u> </u>		TES
٦	Essential Question:	assessment.		Ticket Out The Door
-	what is the impact of climate and			YES
	* *	<u>Literacy Component</u> (Activities designed to address reading and writing		
	in southern and eastern Asia?	standards): 4.5 assessment; closing; response to essential question # 1		
				CPS Response
		<u>Differentiated Instruction:</u> Charting information; individually assessing test		
	water features of southern and	performance		
	eastern Asia affect the population in			
	terms of where people live, the	Vocabulary: employment; natural resources, literacy rate, population		
	types of work they do, and now	distribution, climate,		
	they travel?			
	Endon's a Hadanska adia a			
	Enduring Understanding:			
	Location: Location affects a			
	society's economy, culture, and			
	development.			

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Τ,	variic. C. iviasori	Lesson i lans for Week 20: 1 cb: 25 2/		/ til diade
	Standard: SS7G12 Analyze the	Opening: (5-10 minutes) Asia geography	Whole Group	Student Conferencing
	diverse cultures of the people who			
		Work Period: (35-40 minutes)	Cooperative Group	Performance Task
	a. Explain the differences between	1) Volunteers will share current events; collect		YES
	ethnic groups and religious	2) Students will work in pairs to create a bar graph showing literacy rate and		
	groups.	other factors relevant to standard of living.	Flexible Group	<u>Project</u>
	b. Compare and contrast the	3) Students will respond to questions based on the information on their bar		
	prominent religions in southern	graphs.	Collaborative Pair	Class Presentation
	and eastern Asia: Buddhism,	4) Teacher will continue to work with students (individually or in small	Yes	Yes
	Hinduism, Islam, Shinto, and the	groups) based on 4.5 assessment data		_ ,
	philosophy of Confucianism.	5) Students will work in pairs to place descriptors in either the ethnic or	Centers/Stations	<u>Test</u>
	c. Evaluate now the literacy rate	religious group category.		
	affects the standard of living.		Technology Use:	Quiz
	Essential Question:		Teacher:	
_	What are the differences between	HW:	Student:	
<u>a</u>	others groups and religious			Homework
ıΞ	What are the differences between ethnic groups and religious groups?	Closing: How does literacy rate affect standard of living, giving 5 specific		
-	groups:	examples.		
	What are the similarities and the			Ticket Out The Door YES
		Literacy Component (Activities designed to address reading and writing		123
		standards): Closing, bar graph creation and analysis		
	philosophy of Confucianism?	,, <u>-</u>		CPS Response
		Differentiated Instruction: Charting information; oral and written current		
		events, responding to questions based on bar graph data		
	standard of living?	3 · · · · · · · · · · · · · · · · · · ·		
		Vocabulary: Literacy rate, ethnic group, religious group, Buddhism,		
		Hinduism, Islam, Shinto, and the philosophy of Confucianism		
	Enduring Understanding:	, ,		
	Culture: The culture of a society is			
	the product of the religion, beliefs,			
	customs, traditions, and			
	government of that society.			