

Name: C. Mason

Lesson Plans for Week 26: Feb. 23 - 27

7th Grade

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

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Tuesday	<p>Standard: SS7G9 Locate selected features in southern and eastern Asia.</p> <p>a. Locate on a world and regional political-physical map: Ganges River, Huang 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, and Korean Peninsula.</p> <p>b. Locate on a world and regional political-physical map the countries of China, India, Indonesia, Japan, North Korea, South Korea, and Vietnam.</p> <p>Essential Question: Where are the Ganges River, Huang 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, and Korean Peninsula?</p> <p>Where are the countries of China, India, Indonesia, Japan, North Korea, South Korea, and Vietnam?</p> <p>Enduring Understanding: Location: Location affects a society's economy, culture, and development.</p>	<p>Opening: (5-10 minutes) Asia geography</p> <p>Work Period: (35-40 minutes)</p> <p>1) Collect political and physical Asia. 2) Students will rotate in stations to prepare for 4.5 assessment 3) Use wipe-off map to practice geography skills for Africa</p> <p>HW: (1) Study for 4.5 Assessment tomorrow by completing station work, (2) Current Event # 9 (Asia)</p> <p>Closing: Explain which three topics you need to study the most for the assessment</p> <p>Literacy Component (Activities designed to address reading and writing standards): Various review stations; closing</p> <p>Differentiated Instruction: Work with students identified on prior assessments as needing help with mapping skills</p> <p>Vocabulary: political map, physical map, regional map, Ganges River, Huang 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, India, Indonesia, Japan, North Korea, South Korea, and Vietnam</p>	<p>Whole Group</p> <p>Cooperative Group Yes</p> <p>Flexible Group</p> <p>Collaborative Pair</p> <p>Centers/Stations Yes</p> <p>Technology Use: Teacher: Student:</p>	<p>Student Conferencing</p> <p>Performance Task YES</p> <p>Project</p> <p>Class Presentation</p> <p>Test</p> <p>Quiz</p> <p>Homework YES</p> <p>Ticket Out The Door YES</p> <p>CPS Response</p>

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Wednesday	<p>Standard: SS7G11 Explain the impact of location, climate, physical characteristics, distribution of natural resources, and population distribution on southern and eastern Asia.</p> <p>a. Describe the impact climate and location have on population distribution in southern and eastern Asia.</p> <p>b. Describe how the mountain, desert, and water features of southern and eastern Asia have affected the population in terms of where people live, the types of work they do, and how they travel.</p>	<p>Opening: (5-10 minutes) The Berlin conference</p> <p>Work Period: (35-40 minutes)</p> <p>1) Students will have 5-10 minute review period using station assignments; collect assignments.</p> <p>2) Students will complete 4.5 assessment.</p> <p>3) Students will complete a chart about the population, major cities, employment, landforms, climate, natural resources, and literacy rate of the GPS Asian countries.</p> <p>4) Students will use atlases to determine climate and population distribution and answer essential question # 1.</p>	<p>Whole Group YES</p> <p>Cooperative Group Yes</p> <p>Flexible Group</p> <p>Collaborative Pair Yes</p> <p>Centers/Stations</p> <p>Technology Use: Teacher:</p> <p>Student:</p>	<p>Student Conferencing</p> <p>Performance Task YES</p> <p>Project</p> <p>Class Presentation</p> <p>Test Yes</p> <p>Quiz</p> <p>Homework YES</p> <p>Ticket Out The Door YES</p> <p>CPS Response</p>
	<p>Essential Question: What is the impact of climate and location on population distribution in southern and eastern Asia?</p> <p>How do the mountain, desert, and water features of southern and eastern Asia affect the population in terms of where people live, the types of work they do, and how they travel?</p> <p>Enduring Understanding: Location: Location affects a society's economy, culture, and development.</p>	<p>HW: (1) Finish chart (2) Current Event #9 (Asia) is due Friday</p> <p>Closing: Ticket out the door writing about 3 things you learned about Asia; 2 things you already knew; and 1 thing you want to know</p> <p>Literacy Component (Activities designed to address reading and writing standards): Writing conclusions with reasons for those conclusions; charting information; 4.5 assessment; closing</p> <p>Differentiated Instruction: Charting information; study buddies to review; analyzing maps</p> <p>Vocabulary: employment; natural resources, literacy rate, population distribution, climate,</p>		

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Thursday	<p>Standard: SS7G11 Explain the impact of location, climate, physical characteristics, distribution of natural resources, and population distribution on southern and eastern Asia.</p> <p>a. Describe the impact climate and location have on population distribution in southern and eastern Asia.</p> <p>b. Describe how the mountain, desert, and water features of southern and eastern Asia have affected the population in terms of where people live, the types of work they do, and how they travel.</p>	<p>Opening: (5-10 minutes) Asia geography</p> <p>Work Period: (35-40 minutes)</p> <p>1) Students will complete a chart about the population, major cities, employment, landforms, climate, natural resources, and literacy rate of the GPS Asian countries.</p> <p>2) Students will use atlases to determine climate and population distribution and answer essential question # 1.</p> <p>3) Teacher will work with students (individually or in small groups) based on 4.5 assessment data.</p> <p>4) Go over 4.5 assessment</p>	<p>Whole Group YES</p> <p>Cooperative Group Yes</p> <p>Flexible Group Yes</p> <p>Collaborative Pair</p> <p>Centers/Stations</p> <p>Technology Use: Teacher:</p> <p>Student:</p>	<p>Student Conferencing Yes</p> <p>Performance Task YES</p> <p>Project</p> <p>Class Presentation</p> <p>Test</p> <p>Quiz</p> <p>Homework YES</p> <p>Ticket Out The Door YES</p> <p>CPS Response</p>
	<p>Essential Question: What is the impact of climate and location on population distribution in southern and eastern Asia?</p> <p>How do the mountain, desert, and water features of southern and eastern Asia affect the population in terms of where people live, the types of work they do, and how they travel?</p> <p>Enduring Understanding: Location: Location affects a society's economy, culture, and development.</p>	<p>HW: (1) Current Event #9 (Asia) is due Friday</p> <p>Closing: Ticket out the door about how you could have done better on the assessment.</p> <p>Literacy Component (Activities designed to address reading and writing standards): 4.5 assessment; closing; response to essential question # 1</p> <p>Differentiated Instruction: Charting information; individually assessing test performance</p> <p>Vocabulary: employment; natural resources, literacy rate, population distribution, climate,</p>		

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