

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: 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) Review Confucianism (whole group)</p> <p>2) Students will complete a graphic organizer about Buddhism, the 4 Noble Truths, and the Eightfold Path.</p> <p>3) In mixed ability groups, students will analyze quotes from Buddhism, the Vedas, and Confucianism.</p> <p>4) Teacher will pull out students (individually or in small groups) based on 4.5 assessment data.</p> <p>HW: Complete Buddhism graphic organizer</p>	<p><u>Whole Group</u> Yes</p> <p><u>Cooperative Group</u> Yes</p> <p><u>Flexible Group</u> Yes</p> <p><u>Collaborative Pair</u></p> <p><u>Centers/Stations</u> Yes</p> <p>Technology Use: <u>Teacher:</u></p> <p><u>Student:</u></p>	<p><u>Student Conferencing</u> Yes</p> <p><u>Performance Task</u> Yes</p> <p><u>Project</u></p> <p><u>Class Presentation</u></p> <p><u>Test</u></p> <p><u>Quiz</u></p> <p><u>Homework</u> Yes</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>Closing: How are Buddhism and Confucianism alike and how are they different?</p> <p>Literacy Component (Activities designed to address reading and writing standards): Analyzing quotes from primary religion sources; closing; graphic organizer</p> <p>Differentiated Instruction: Graphic organizer; small groups, primary sources for various reading levels, pull out groups based on assessment data</p> <p>Vocabulary: Ethnic group, religious group, Buddhism, Hinduism, Islam, Shinto, and the philosophy of Confucianism</p>		

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	<p>Essential Question:</p> <p>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:</p> <p>Culture: The culture of a society is the product of the religion, beliefs, customs, traditions, and government of that society.</p>	<p>Closing: How are Shinto, Buddhism, and Confucianism alike; how are they different?</p> <p>Literacy Component (Activities designed to address reading and writing standards): Closing; graphic organizer</p> <p>Differentiated Instruction: Graphic organizer; small groups, pull out groups based on assessment data, foldables, graphic organizer</p> <p>Vocabulary: Ethnic group, religious group, Buddhism, Hinduism, Islam, Shinto, and the philosophy of Confucianism</p>		

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Wednesday	<p>Standard: SS7G10 The student will discuss environmental issues across Southern and Eastern Asia. a. Describe the causes and effects of pollution on the Yangtze and Ganges Rivers. b. Describe the causes and effects of air pollution and flooding in India and China.</p> <p>Essential Question: How has pollution affected the Yangtze and Ganges Rivers? What are the causes and effects of air pollution and flooding in India and China?</p> <p>Enduring Understanding: Human/Environment Interaction: Humans and their environment affect each other</p>	<p>BENCHMARK: BLOCK SCHEDULE</p> <p>Opening: (5-10 minutes) Religions</p> <p>Work Period: (35-40 minutes) 1) Students will participate in water pollution demo. 2) Students will take notes on water and air pollution in Asia from power point. 3) Students will work in groups (online or with handouts) to create news reports or Prezi or power points about their environmental topic 4) Students will work in groups on Benchmark review. 5) Teacher will work with groups/individuals based on assessment data</p> <p>http://www.ndtv.com/world-news/china-taiwan-brace-for-impact-of-typhoon-soulik-as-flood-toll-exceeds-200-528138</p> <p>http://www.ndtv.com/india-news/global-warming-places-southeast-asia-india-at-higher-risk-of-flood-524885 (online)</p> <p>http://www.vox.com/2014/9/15/6150713/the-deadliest-environmental-problem-today-is-indoor-air-pollution (online best)</p> <p>http://www.who.int/features/2014/clean-household-energy/en/</p> <p>HW: (1) Finish power point notes (2) Study Guides will be due on Friday.</p> <p>Closing: Ticket out the door writing about 2 things you learned about environmental issues in Asia</p> <p>Literacy Component (Activities designed to address reading and writing standards): summarizing information to report to others; closing; notes</p> <p>Differentiated Instruction: Groups; teach the class; primary and secondary sources; groups based on assessment data</p> <p>Vocabulary: air pollution, water pollution, World Health Organization, environment,</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: Power point Student: Internet</p>	<p>Student Conferencing YES</p> <p>Performance Task YES</p> <p>Project</p> <p>Class Presentation Yes</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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Thursday	<p>Standard: SS7G10 The student will discuss environmental issues across Southern and Eastern Asia. a. Describe the causes and effects of pollution on the Yangtze and Ganges Rivers. b. Describe the causes and effects of air pollution and flooding in India and China.</p> <p>Essential Question: How has pollution affected the Yangtze and Ganges Rivers? What are the causes and effects of air pollution and flooding in India and China?</p> <p>Enduring Understanding: Human/Environment Interaction: Humans and their environment affect each other</p>	<p>Opening: (5-10 minutes) Religions</p> <p>Work Period: (35-40 minutes) 1) Students will participate in water pollution demo. 2) Students will take notes on water and air pollution in Asia from power point. 3) Students will work in groups (online or with handouts) to create news reports or Prezi or power points about their environmental topic 4) Students will work in groups on Benchmark review. 5) Teacher will work with groups/individuals based on assessment data</p> <p>http://www.ndtv.com/world-news/china-taiwan-brace-for-impact-of-typhoon-soulik-as-flood-toll-exceeds-200-528138</p> <p>http://www.ndtv.com/india-news/global-warming-places-southeast-asia-india-at-higher-risk-of-flood-524885 (online)</p> <p>http://www.vox.com/2014/9/15/6150713/the-deadliest-environmental-problem-today-is-indoor-air-pollution (online best)</p> <p>http://www.who.int/features/2014/clean-household-energy/en/</p> <p>HW: (1) Finish power point notes (2) Study Guides will be due on Friday.</p> <p>Closing: Ticket out the door writing about 2 things you learned about environmental issues in Asia</p> <p>Literacy Component (Activities designed to address reading and writing standards): summarizing information to report to others; closing; notes</p> <p>Differentiated Instruction: Groups; teach the class; primary and secondary sources; groups based on assessment data</p> <p>Vocabulary: air pollution, water pollution, World Health Organization, environment,</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: Power Point Student: Internet</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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Friday	<p>Standard: All standards covered by benchmark</p> <p>Essential Question: All essential questions covered by benchmark</p> <p>Enduring Understanding: All Enduring Understandings covered by Benchmark</p>	<p>BENCHMARK: BLOCK SCHEDULE</p> <p>Opening: (5-10 minutes) Low-performing topics</p> <p>Work Period: (35-40 minutes) 1) Benchmarks 2) Asia art, ideo clips, origami, Chinese lanterns</p> <p>HW:</p> <p>Closing: How could you have done better on the Benchmark?</p> <p>Literacy Component (Activities designed to address reading and writing standards): Closing, benchmark</p> <p>Differentiated Instruction: Individual test taking analysis</p> <p>Vocabulary: Literacy rate, ethnic group, religious group, Buddhism, Hinduism, Islam, Shinto, and the philosophy of Confucianism</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: 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>