

Name: C. Mason

Lesson Plans for Week 30: March 23-27

7th Grade

	Content	Lesson	Learning Format/Technology	Assessment/Check for Understanding
<b>Monday</b>	<p><b>Standard:</b> SS7G12 Analyze the diverse cultures of the people who live in southern and eastern Asia. and contrast the prominent c. Evaluate how the literacy rate affects the standard of living.</p> <p><b>Essential Question:</b> How does literacy rate affect the standard of living?</p> <p><b>Enduring Understanding:</b> Culture: The culture of a society is the product of the religion, beliefs, customs, traditions, and government of that society.</p>	<p><b>Opening:</b> (5-10 minutes) Asia environment review</p> <p><b>Work Period:</b> (35-40 minutes)</p> <p>1) Using their charts, students will work in groups to create bar graphs comparing literacy rates with each country's ranking on the United Nations standard of living index.</p> <p>2) Students will work in groups, using computers and I-Pads, to create a prezi, power point, poster, or public service announcement encouraging governments around the world to do more to ensure that all their children receive a quality education, explaining why it is so important both for the country and for the individuals.</p> <p>3) Teacher will pull out students (individually or in small groups) based on Benchmark 3 assessment data.</p> <p><b>HW:</b> Create your own political cartoon about literacy rates and their connection to standard of living</p> <p><b>Closing:</b> Describe how a high literacy rate helps the entire country.</p> <p><b>Literacy Component</b> (Activities designed to address reading and writing standards): Creating a prezi or power point (or other choice of product) using information learned; closing</p> <p><b>Differentiated Instruction:</b> Collaborative pairs, analyzing data on bar graphs and charts, choice (prezi, power point, or other) creation, pull-out groups based on assessment data; homework assignment (political cartoon)</p> <p><b>Vocabulary:</b> literacy rate; GDP, GDP per capita, standard of living, life expectancy, unemployment rate</p>	<p><u>Whole Group</u></p> <p><u>Cooperative Group</u> Yes</p> <p><u>Flexible Group</u> Yes</p> <p><u>Collaborative Pair</u> Yes</p> <p><u>Centers/Stations</u></p> <p><b>Technology Use:</b> <u>Teacher:</u></p> <p><u>Student:</u> Computer, I-Pad</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>

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<b>Tuesday</b>	<p><b>Standard:</b> SS7G12 Analyze the diverse cultures of the people who live in southern and eastern Asia.</p> <p>c. Evaluate how the literacy rate affects the standard of living.</p> <p><b>Essential Question:</b> How does literacy rate affect the standard of living?</p> <p><b>Enduring Understanding:</b> Culture: The culture of a society is the product of the religion, beliefs, customs, traditions, and government of that society.</p>	<p><b>Opening:</b> (5-10 minutes) Asia geography review</p> <p><b>Work Period:</b> (35-40 minutes)</p> <p>1) Volunteers will share political cartoons; collect                  2) Students will work in groups, using computers and I-Pads, to to complete their choice of product (prezi, power point, poster, or public service announcement) encouraging governments around the world to do more to ensure that all their children receive a quality education, explaining why it is so important both for the country and for the individuals.                  3) Students will share their products.                  4) Teacher will pull out students (individually or in small groups) based on Benchmark 3 assessment data.                  5) After completing pre-viewing discussions, students will watch video "Pennies a Day" about the Nobel Peace Prize winner who started the Grameen bank in Bangladesh.                  6) Post-viewing discussion will be followed by a written set of questions for students to respond to.</p> <p><b>HW:</b> Study for religions of southern and eastern Asia quiz</p> <p><b>Closing:</b> How is literacy rate relevant to the ability to vote? Or is it?                  OR Why do you thnk this man won the Nobel Peace Prize for his banking idea.</p> <p><b>Literacy Component</b> (Activities designed to address reading and writing standards): Literacy rate products, political cartoons, responses to video</p> <p><b>Differentiated Instruction:</b> Video with pre- and post- viewing questions, closing, product choice, political cartoons</p> <p><b>Vocabulary:</b> Literacy rate; GDP, GDP per capita, standard of living, life expectancy, unemployment rate, Grameen Bank, Nobel Peace Prize, microcredit, business venture, entrepreneur</p>	<p><u>Whole Group</u></p> <p><u>Cooperative Group</u> Yes</p> <p><u>Flexible Group</u></p> <p><u>Collaborative Pair</u></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></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>

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Wednesday	<p><b>Standard:</b> 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><b>Opening:</b> (5-10 minutes) Asia religions review</p> <p><b>Work Period:</b> (35-40 minutes)</p> <p>1) Asian religions quiz</p> <p>2) After completing pre-viewing discussions, students will watch video "Pennies a Day" about the Nobel Peace Prize winner who started the Grameen bank in Bangladesh.</p> <p>3) Post-viewing discussion will be followed by a written set of questions for students to respond to.</p> <p>4) Teacher will pull out students (individually or in small groups) based on Benchmark 3 assessment data.</p> <p><b>HW:</b> Finish post-viewing questions</p>	<p><b>Whole Group</b> YES</p> <p><b>Cooperative Group</b></p> <p><b>Flexible Group</b> Yes</p> <p><b>Collaborative Pair</b></p> <p><b>Centers/Stations</b></p> <p><b>Technology Use:</b> Teacher: Video Student: Video</p>	<p><b>Student Conferencing</b> Yes</p> <p><b>Performance Task</b></p> <p><b>Project</b></p> <p><b>Class Presentation</b></p> <p><b>Test</b></p> <p><b>Quiz</b> Yes</p> <p><b>Homework</b> YES</p> <p><b>Ticket Out The Door</b> YES</p> <p><b>CPS Response</b></p>
	<p><b>Essential Question:</b></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><b>Enduring Understanding:</b></p> <p>Culture: The culture of a society is the product of the religion, beliefs, customs, traditions, and government of that society.</p>	<p><b>Closing:</b> Why do you think this man won the Nobel Peace Prize for his banking idea?</p> <p><b>Literacy Component</b> (Activities designed to address reading and writing standards): Responses to video, pre- and post-viewing questions</p> <p><b>Differentiated Instruction:</b> Video with pre- and post- viewing questions, closing; assessment (quiz)</p> <p><b>Vocabulary:</b> Literacy rate; GDP, GDP per capita, standard of living, life expectancy, unemployment rate, Grameen Bank, Nobel Peace Prize, microcredit, business venture, entrepreneur</p>		

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Lesson Plans for Week 30: March 23-27

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Thursday	<p><b>Standard:</b> SS7E8 analyze different economic systems.</p> <p>a. Compare how traditional, command, and market economies answer the questions of what to produce, how to produce, and for whom to produce.</p> <p>b. Explain how most economies have a mixed economy located on a continuum between pure market and pure command.</p> <p>c. Compare and contrast the economic systems in China, India, Japan, and North Korea.</p> <p><b>Essential Question:</b> How do traditional, command, and market economies answer the questions of what to produce, how to produce, and for whom to produce?</p> <p>How do most economies have a mixed economy located on a continuum between pure market and pure command?</p> <p>How are the economies of china, India, Japan, and North Korea alike and how are they different?</p> <p><b>Enduring Understanding:</b> Production, distribution, and consumption</p>	<p><b>Opening: (5-10 minutes) Weakest areas on Religions quiz</b></p> <p><b>Work Period: (35-40 minutes)</b></p> <p>1) Students will take notes on economics in Asia.                  2) Students will summarize notes.                  3) Students will create a moveable continuum.                  4) Students will begin reading about outsourcing and prepare to debate the pros and cons for our country and for individual businesses.                  5) Teacher will pull out students (individually or in small groups) based on religions assessment data.</p> <p><b>HW:</b></p> <p><b>Closing:</b> Describe how an autocratic government can hurt a country's economy.</p> <p><b>Literacy Component (Activities designed to address reading and writing standards):</b> Cornell notes, closing, reading and understanding pros and cons of outsourcing</p> <p><b>Differentiated Instruction:</b> Cornell notes and summary, moveable continuum to facilitate understanding, debate</p> <p><b>Vocabulary:</b> traditional, market, command, mixed, continuum, free market, outsourcing</p>	<p><b>Whole Group</b> YES</p> <p><b>Cooperative Group</b> Yes</p> <p><b>Flexible Group</b></p> <p><b>Collaborative Pair</b></p> <p><b>Centers/Stations</b></p> <p><b>Technology Use:</b> Teacher: Power Point Student:</p>	<p><b>Student Conferencing</b> Yes</p> <p><b>Performance Task</b> YES</p> <p><b>Project</b></p> <p><b>Class Presentation</b></p> <p><b>Test</b></p> <p><b>Quiz</b></p> <p><b>Homework</b></p> <p><b>Ticket Out The Door</b> YES</p> <p><b>CPS Response</b></p>
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