**Conyers Middle School**

**WEEK 3 AUGUST 11 - 15 (7TH GRADE)**

**ALL LESSON PLANS ARE SUBJECT TO CHANGE**

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| **Standards/Elements** | SS7G5 I can locate selected features in Southwest Asia (Middle East)a. I can locate on a world and regional physical-political map: Euphrates river, Tigris River, Jordan River, Suez Canal, Persian Gulf, Strait of Hormuz, Arabian Sea, Red Sea, and Gaza Strip.b. I can locate on a world and regional political-physical map the nations of: Afghanistan, Iran, Iraq, Israel, Saudi Arabia, and Turkey.SS7G6. I can discuss environmental issues across Southwest Asia.a. I can explain how water pollution and the unequal distribution of water impacts irrigation and drinking water.SS7G7. I can explain the impact of location, climate, physical characteristics, distribution of natural resources, and population distribution on Southwest Asia (Middle East) a. I can explain how the distribution of oil has affected the development of Southwest Asia (Middle East)b. I can describe how the deserts and rivers of Southwest Asia (Middle East) have affected the population in terms of where people live, the type of work they do, and how they travel.SS7G8 I can describe the diverse cultures of the people who live in southwest Asia (Middle East)a. I can explain the difference between an ethnic group and a religious group.b. I can explain the diversity of religions within the Arabs, Persians, and Kurds.c. I can compare and contrast the prominent religions of Southwest Asia (Middle East): Judaism, Islam, and Judaism.d. I can explain the reasons for the division between Sunni and Shia Muslims. |
| **Essential Questions** | Where are the following: Euphrates river, Tigris River, Jordan River, Suez Canal, Persian Gulf, Strait of Hormuz, Arabian Sea, Red Sea, and Gaza Strip?Where are the nations of: Afghanistan, Iran, Iraq, Israel, Saudi Arabia, and Turkey?How has the distribution of oil affected the Middle East?How do deserts and rivers affect the Middle East population in terms of where they live, the type of work they do, and how they travel?What is the difference between an ethnic group and a religious group?What are the similarities and differences between the prominent religions of the Middle East: Judaism, Christianity, and Islam?Why is there a division between Sunni and Shiite Muslims? |
| **Enduring Understandings** | Location affects a society's economy, culture, and development.The movement or migration of people and ideas affects all societies involved.The actions of individuals, groups, and institutions affect society through intended or unintended consequences.Humans, their society, and the environment affect each other. |
| **Essential Vocabulary** | Environment, pollution, distribution, irrigation, prominent, population density, diverse, ethnic group, religious group, Arabs, Persians, Kurds, Judaism, Christianity, Islam, Muslims, Sunni, Shiite  |
| **Learning Format- Highlight All That Apply****Whole Group****Cooperative GroupFlexible GroupCollaborative PairCenters/Stations****Other (Please list):**  | **Technology Usage****Teacher:** Projector**Student:**  | **Assessment - Highlight All That Apply****Student Conferencing TestPerformance Task QuizProject HomeworkClass Presentation Ticket Out Other (Please list): CPS Response** |
|  | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Warm-Up/Hook** | Middle East geography ge | Middle East physical features and environment | Lack of water in the Middle East. | Environment and pollution in the Middle East | Geography puzzle |
| **Resource Materials** | Copies of assessment, passports, 4 large apples, teacher apple notes, bookmark Google Earth view of Middle East. | Maps for remediation, copies of SS7G6 standard, Power Point | Power point, water summit handouts and notes organizer | Graphic organizer and power point notes about oil and OPEC | Graphic organizer and power point notes about oil and OPEC |
| **Instructional Activities/Strategies** | 1) Warm-Up and class discussion about events in Gaza and Iraq.2) Glue "physical features" notes into IN3) Students will take formative assessment on the political and physical features of Southwest Asia (Middle East).4)Students will complete passports for "travel" to the Middle East and begin "journey".5) Apple activity to demonstrate the importance of water to all humans - but especially to inhabitants of the Middle East.6) Google Earth view of the region7) Closing: summarize today's learning (Ticket out the door)8) Collect IN's HW: (1)Current Event due Friday.. | 1) Warm-Up2) Based on assessment, students will work in groups to either remediate (work with teacher) or accelerate (necessity of water - political cartoon, poem, or personal account)3) Students will copy standard SS7G6 into their Interactive Notebooks4) Students will take notes from Power Point in their Interactive Notebooks5) Students will periodically summarize notes with their choice of illustration with caption or two sentence summary.(6) Ticket out the door: Tell 2 things you learned today.HW: (1)Current Event due Friday.  | 1) Warm-Up2) Complete power point notes on water in the Middle East3) Water summit activity4) Time permitting, class will create word splash about the Middle East and its resources5) Closing: 3-2-1(learned, wondered about, didn't understand)HW: Current Event due Friday | 1) Warm-Up2) Students will complete graphic organizer with teacher and power point notes about OPEC.3) Students will work in groups to create either a rap or a parody about OPEC.4) Closing : What was the most interesting thing I learned today?HW: (1) Current Event due tomorrow (2) ALL assignments due no later than tomorrow. | SUBSTITUTE1) Warm-Up2) Volunteers share current events; collect.3) Students will work on group performance about OPEC.4) Groups will present their performances on Monday.6) Closing: One thing that surprised you HW:  |
| **Differentiation** | Visualization, notes | Remediation, choice, power point | Simulation | Group project and performance | Group project and performance |