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|  | **Content** | **Lesson** | **Learning Format/Technology** | **Assessment/Check for Understanding** |
| **Monday** | **Standard** 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.  **Essential Question: How do water pollution and the unequal distribution of water impact irrigation and drinking water in Southwest Asia (Middle East)?**  **How do the deserts and rivers of SW Asia affect the population in terms of where they live, the type of work they do, and how they travel?**  **Enduring Understanding:** Location affects a society's economy, culture, and development.  Humans, their society, and the environment affect each other. | **Opening:  (5-10 minutes) Review current events geography**  **Work Period:  35-40 minutes**  **1)** Apple activity to demonstrate the importance of water to all humans - but especially to inhabitants of the Middle East  **2)** Google Earth view of the region  **3)** Students will copy standard SS7G6 into their Interactive Notebooks  **4)** Students will take notes from Power Point about water in the Middle East in their Interactive Notebooks  **5)** Students will periodically summarize notes with their choice of illustration with caption or two sentence summary  HW: Current Event due Friday; Give students online textbook password  **Closing:  5-10 minutes – Ticket out the door**  **Literacy/WICOR Component: Taking and summarizing notes**  **Formative Assessment:** Sharesummary with neighbor; ticket out the door  **Vocabulary:** Environment, pollution, distribution, irrigation, prominent, population density,    **DOK Levels: 1, 2, 3** | **Whole Group**  **Cooperative Group**    **Flexible Group**  **Collaborative Pair**  **Centers/Stations**  **Technology Use:** **Teacher: Google Earth**  **Student: Internet research** | **Student Conferencing**  **Performance Task**  **Project**  **Class Presentation**  **Test**  **Quiz**  **Homework**  **Ticket Out The Door**  **CPS Response** |
| **Tuesday** | **Standard:**  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.  **Essential Question:**  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?  ?  **Enduring Understanding:**  The movement or migration of people and ideas affects all societies involved.  Location affects a society's economy, culture, and development. | **Opening:  (5-10 minutes) Water in the Middle East**  **Work Period:  35-40 minutes**  **1)Review and summarize major points about water shortages in the Middle East**  **2)** Water summit activity to read, discuss, analyze, and formulate potential solutions to water issues in the Middle East  **3) Conclude summit by sharing solutions and voting on the three best options (considering cost, effectiveness, and do-ability)**  **4) Time permitting**, introduce new standard: oil and its impact in the Middle East  **5)** Students will take notes about oil and OPEC on their graphic organizer  **6)** Students will periodically summarize notes with their choice of illustration with caption or two sentence summary  HW: Current Event due Friday; Give students Middle East project  **Closing:  5-10 minutes – Ticket out the door (3-2-1: Learned, wondered about, didn't understand)**  **Literacy/WICOR Component: Inquiry about problem-solving the water shortage in the Middle East; working together to come up with solutions; writing their thoughts and suggestions in a compact and logical fashion; summarizing notes**  **Formative Assessment:** Sharesummary with neighbor; ticket out the door  **Vocabulary:** Environment, pollution, distribution, irrigation, prominent, population density, | **Whole Group**  **Cooperative Group**    **Flexible Group**  **Collaborative Pair**  **Centers/Stations**  **Technology Use:** **Teacher:**  **Student:** | **Student Conferencing**  **Performance Task**  **Project**  **Class Presentation**  **Test**  **Quiz**  **Homework**  **Ticket Out The Door**  **CPS Response** |
| **Wednesday** | **Standard: SS7G7a. Explain how the distribution of oil has affected the development of SW Asia (Middle East).**  **SS7E6. Explain how voluntary trade benefits buyers and sellers in SW Asia (Middle East).**  **a. Explain how specialization encourages trade between countries.**  **c. Explain the primary function of the Organization of Petroleum Exporting Countries (OPEC)**  **SSE7 c. Explain the role of oil in SW Asian countries' economies.**  **Essential Question:**  How has the distribution of oil affected the development of SW Asia (Middle East)?  What is the primary function of **the Organization of Petroleum Exporting Countries (OPEC)?**  **What is the role of oil in the economies of the countries of SW Asia (Middle East)?**  **Enduring Understanding:**  Humans, their society, and the environment affect each other.  The prodluction, distribution, and consumption of goods/services produced by the society are affected by the location, customs, beliefs, and laws of the society. | **Opening:  5-10 minutes - (the impact of a country's natural resources on a country's economy)**  **Work Period:  35-40 minutes**  **1) I**ntroduce new standard: oil and its impact in the Middle East  **2)** Students will take notes about oil and OPEC on their graphic organizer  **3)** Students will periodically summarize notes with their choice of illustration with caption or two sentence summary  **4)** Students will work in self-selected groups based on style of learning to produce either a rap, a skit, or a mural about OPEC.  **Closing:  5-10 – Ticket out the door (Why is oil important to the Middle East and what role does OPEC play?)**  **WICOR: Note-taking and summarizing about OPEC and oil in the Middle East; gathering information through summit simulation; formulating ideas through discussion and teamwork.**  **Formative Assessment: Closing assignment**    **Vocabulary: petroleum, oil, OPEC, specialization, function**    **HW: (1) Start working on Middle East project (2)Current event #2 due Friday.** | **Whole Group**  **Cooperative Group**    **Flexible Group**  **Collaborative Pair**  **Centers/Stations**  **Technology Use:** **Teacher: Power point**  **Student:** | **Student Conferencing**  **Performance Task**  **Project**  **Class Presentation**  **Test**  **Quiz**  **Homework**  **Ticket Out The Door**  **CPS Response** |
| **Thursday** | **Standard: SS7G7a. Explain how the distribution of oil has affected the development of SW Asia (Middle East).**  **SS7E6. Explain how voluntary trade benefits buyers and sellers in SW Asia (Middle East).**  **a. Explain how specialization encourages trade between countries.**  **c. Explain the primary function of the Organization of Petroleum Exporting Countries (OPEC)**  **SSE7 c. Explain the role of oil in SW Asian countries' economies.**  **Essential Question:**  How has the distribution of oil affected the development of SW Asia (Middle East)?  What is the primary function of **the Organization of Petroleum Exporting Countries (OPEC)?**  **What is the role of oil in the economies of the countries of SW Asia (Middle East)?**  **Enduring Understanding:**  Humans, their society, and the environment affect each other.  The production, distribution, and consumption of goods/services produced by the society are affected by the location, customs, beliefs, and laws of the society. | **Opening:  5-10 minutes : OPEC and its world-wide impact**  **Work Period:  35-40 minutes**  **1)** Students will work in self-selected groups based on style of learning to produce either a rap, a skit, or a mural about OPEC.  **2)** Groups will present when ready. All performances must be done by tomorrow.  **Closing:  5-10 – Ticket out the door (How does OPEC affect economies of the entire world?)**  **WICOR: Utilizing information to prepare a creation that explains the purpose and role of OPEC and oil both to the Middle East and to the world**  **Formative Assessment: Closing assignment; project presentations**    **Vocabulary: petroleum, oil, OPEC, specialization, function**    **HW: (1) Work on Middle East project (2)Current event #2 due tomorrow.** | **Whole Group**  **Cooperative Group**    **Flexible Group**  **Collaborative Pair**  **Centers/Stations**  **Technology Use:** **Teacher:**   **Student:** | **Student Conferencing**  **Performance Task**  **Project**  **Class Presentation**  **Test**  **Quiz**  **Homework**  **Ticket Out The Door**  **CPS Response** |
| **Friday** | **Standard: SS7G7a. Explain how the distribution of oil has affected the development of SW Asia (Middle East).**  **SS7E6. Explain how voluntary trade benefits buyers and sellers in SW Asia (Middle East).**  **a. Explain how specialization encourages trade between countries.**  **c. Explain the primary function of the Organization of Petroleum Exporting Countries (OPEC)**  **SSE7 c. Explain the role of oil in SW Asian countries' economies.**  **Essential Question:**  How has the distribution of oil affected the development of SW Asia (Middle East)?  What is the primary function of **the Organization of Petroleum Exporting Countries (OPEC)?**  **What is the role of oil in the economies of the countries of SW Asia (Middle East)?**  **Enduring Understanding:**  Humans, their society, and the environment affect each other.  The production, distribution, and consumption of goods/services produced by the society are affected by the location, customs, beliefs, and laws of the society. | **Opening:  5-10 minutes (Middle East geography, water and oil in the Middle East, OPEC))**  **Work Period:  35-40 minutes**  **1) Students will present their creations for the class**  **2) Class will use rubric to evaluate the various presentations.**  **3) Current Events: volunteer students will present**  **Closing:  5-10 minutes ticket out the door (the 3 most important things you have learned about the resources of the Middle East)**  **WICOR: Utilizing information to prepare a creation that explains the purpose and role of OPEC and oil both to the Middle East and to the world**  **Formative Assessment: Closing assignment; project presentations**    **Vocabulary: petroleum, oil, OPEC, specialization, function**    **HW: (1) Work on Middle East project**    Vocabulary for next week: diverse, ethnic group, religious group, Arabs, Persians, Kurds, Judaism, Christianity, Islam, Muslims, Sunni, Shiite | **Whole Group**  **Cooperative Group**    **Flexible Group**  **Collaborative Pair**  **Centers/Stations**  **Technology Use:** **Teacher:**  **Student:** | **Student Conferencing**  **Performance Task**  **Project**  **Class Presentation**  **Test**  **Quiz**  **Homework**  **Ticket Out The Door**  **CPS Response** |