

Name: C. Mason

Lesson Plans for the week of Sept. 2nd-Sept. 5th, 2014

| | Content | Lesson | Learning Format/Technology | Assessment/Check for Understanding |
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| Monday | <u>Standard:</u> | NO SCHOOL : LABOR DAY HOLIDAY | <u>Whole Group</u> <input type="checkbox"/> Yes | <u>Student Conferencing</u> <input type="checkbox"/> Yes |
| | <u>Essential Question:</u> | <u>Opening:</u> (5-10 minutes) | <u>Cooperative Group</u> <input type="checkbox"/> Yes | <u>Performance Task</u> <input type="checkbox"/> Yes |
| | <u>Enduring Understanding:</u> | <u>Work Period:</u> 35-40 minutes | <u>Flexible Group</u> <input type="checkbox"/> Yes | <u>Project</u> <input type="checkbox"/> Yes |
| | | <u>HW:</u> | <u>Collaborative Pair</u> <input type="checkbox"/> Yes | <u>Class Presentation</u> <input type="checkbox"/> Yes |
| | | <u>Closing:</u> 5-10 minutes | <u>Centers/Stations</u> <input type="checkbox"/> Yes | <u>Test</u> <input type="checkbox"/> Yes |
| | | <u>Literacy/WICOR Component:</u> | | <u>Quiz</u> <input type="checkbox"/> Yes |
| | | <u>Formative Assessment:</u> | Technology Use: <u>Teacher:</u> | <u>Homework</u> <input type="checkbox"/> Yes |
| | | <u>Vocabulary:</u> | <u>Student:</u> | <u>Ticket Out The Door</u> <input type="checkbox"/> Yes |
| | | <u>DOK:</u> | | <u>CPS Response</u> <input type="checkbox"/> Yes |
| | | <u>Differentiated Instruction:</u> | | |

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| Tuesday | <p>Standard: SS7G8. Describe the diverse cultures of the people who live in southwest Asia (Middle East)</p> <p>a. Explain the differences between an ethnic group and a religious group.</p> <p>c. Compare and contrast the predominant religions in Southwest Asia (Middle East): Judaism, Christianity, and Islam.</p> <p>d. Explain the reason for the division between Sunni and Shia (Shiite) Muslims.</p> <p>Essential Question: What is the difference between an ethnic group and a religious group?</p> <p>What are the similarities and differences between Judaism, Christianity, and Islam?</p> <p>How do the presence of Judaism, Christianity, and Islam within the same region influence the development of the region?</p> <p>What is the reason for the division between Sunni and Shia Muslims?</p> <p>Enduring Understanding: The culture of a society is the product of the religion, customs, traditions, and government of that society.</p> | <p>Opening: 5-10 minutes - (the impact of a country's natural resources on a country's economy)</p> <p>Work Period: 35-40 minutes</p> <p>1) Arabic greeting 2) Introduction to Islamic practices - continue throughout lesson 3) Students will compare their assumptions (based on stereotypes) with the reality as shown in the power point. 4) Students will grade themselves and glue into Interactive Notebook. 5) Students will determine the difference between an ethnic group and a religious group in their Interactive Notebooks (next clean page) and copy the standard. 6) Distribute lyrics for "Land Called Paradise". Play song.</p> <p>Closing: 5-10 – Ticket out the door (Students will write one paragraph setting forth their feelings and reactions to the video.)</p> <p>WICOR: Challenging assumptions, analyzing lyrics.</p> <p>Formative Assessment: Closing assignment</p> <p>Vocabulary: ethnic group, religious group, Judaism, Christianity, Islam, monotheistic, Abraham, patriarch, hereditary, caliphate, Sunni Muslims, Shia Muslims</p> <p>HW: (1) Work on Middle East project (2) Political Cartoon # 1 due Friday.</p> <p>DOK: 2 (compare and contrast assumptions vs. reality; 2 (summarizing information); 3,4 (analyzing lyrics to find metaphors)</p> <p>Differentiated Instruction: Photo analysis; music and lyrics; compare and contrast</p> | <p>Whole Group <input checked="" type="checkbox"/> Yes</p> <p>Cooperative Group <input type="checkbox"/> Yes</p> <p>Flexible Group <input type="checkbox"/> Yes</p> <p>Collaborative Pair <input type="checkbox"/> Yes</p> <p>Centers/Stations <input type="checkbox"/> Yes</p> <p>Technology Use: Teacher: Music Video Student: Music Video</p> | <p>Student Conferencing <input type="checkbox"/> Yes</p> <p>Performance Task <input checked="" type="checkbox"/> Yes</p> <p>Project <input checked="" type="checkbox"/> Yes</p> <p>Class Presentation <input type="checkbox"/> Yes</p> <p>Test <input type="checkbox"/> Yes</p> <p>Quiz <input type="checkbox"/> Yes</p> <p>Homework <input checked="" type="checkbox"/> Yes</p> <p>Ticket Out The Door <input checked="" type="checkbox"/> Yes</p> <p>CPS Response <input type="checkbox"/> Yes</p> |
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| Wednesday | <p>Standard: SS7G8. Describe the diverse cultures of the people who live in southwest Asia (Middle East)</p> <p>a. Explain the differences between an ethnic group and a religious group.</p> <p>c. Compare and contrast the predominant religions in Southwest Asia (Middle East): Judaism, Christianity, and Islam.</p> <p>d. Explain the reason for the division between Sunni and Shia (Shiite) Muslims.</p> | <p>Opening: 5-10 minutes - (ethnic vs. religious group)</p> <p>Work Period: 35-40 minutes</p> <p>1) Arabic greeting 2) Graphic organizer: 5 Pillars of Islam (glue into Interactive Notebook) 3) Students will read about life of Muhammad and will make foldable for storybook.</p> <p>Closing: 5-10 minutes – Students will write at least 3 ways in which Islam is similar to other religions they are familiar with.</p> <p>Homework: (1) Complete storybook about Muhammad. (2) Political Cartoon # 1 due Friday. (3) Work on Middle East project</p> <p>WICOR (Literacy component): Creating a storyboard OR storybook about Mohammed</p> <p>Formative Assessment: Closing assignment and storyboard</p> <p>Vocabulary: Islam, Muslim, monotheistic, Mohammad, 5 Pillars of Islam, jihad, caliphate, Quran, Mecca, kabala, Sunni Muslims, Shia Muslims</p> <p>DOK: 2 (compare and contrast religions; 3 (organizing information to create a sequential storyboard</p> <p>Differentiated Instruction: graphic organizer, compare and contrast, story writing, art</p> | <p>Whole Group <input checked="" type="checkbox"/> Yes</p> <p>Cooperative Group <input type="checkbox"/> Yes</p> <p>Flexible Group <input type="checkbox"/> Yes</p> <p>Collaborative Pair <input type="checkbox"/> Yes</p> <p>Centers/Stations <input type="checkbox"/> Yes</p> <p>Technology Use: Teacher: <input type="checkbox"/> Yes</p> <p>Student:</p> | <p>Student Conferencing <input type="checkbox"/> Yes</p> <p>Performance Task <input checked="" type="checkbox"/> Yes</p> <p>Project <input checked="" type="checkbox"/> Yes</p> <p>Class Presentation <input type="checkbox"/> Yes</p> <p>Test <input type="checkbox"/> Yes</p> <p>Quiz <input type="checkbox"/> Yes</p> <p>Homework <input checked="" type="checkbox"/> Yes</p> <p>Ticket Out The Door <input checked="" type="checkbox"/> Yes</p> <p>CPS Response <input type="checkbox"/> Yes</p> |
| | <p>Essential Question: What is the difference between an ethnic group and a religious group?</p> <p>What are the similarities and differences between Judaism, Christianity, and Islam?</p> <p>How do the presence of Judaism, Christianity, and Islam within the same region influence the development of the region?</p> <p>What is the reason for the division between Sunni and Shia Muslims?</p> <p>Enduring Understanding: The culture of a society is the product of the religion, customs, traditions, and government of that society.</p> | | | |

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| Thursday | <p>Standard: SS7G8. Describe the diverse cultures of the people who live in southwest Asia (Middle East)</p> <p>a. Explain the differences between an ethnic group and a religious group.</p> <p>c. Compare and contrast the predominant religions in Southwest Asia (Middle East): Judaism, Christianity, and Islam.</p> <p>d. Explain the reason for the division between Sunni and Shia (Shiite) Muslims.</p> | <p>Opening: 5-10 minutes - (5 Pillars of Islam)</p> <p>Work Period: 35-40 minutes</p> <p>1) Arabic greeting 2) Collect storybooks 3) Students will take notes about difference between Sunni and Shia Muslims 4) Read about Sharia (Islamic law), take notes, and respond to questions 5) Students will begin working in groups to create skits for the Qudi to decide</p> <p>Closing: 5-10 minutes – Students will write at least 3 things they have learned about Islam</p> <p>Homework: (1) Political Cartoon # 1 due Friday. (3)) Work on Middle East project</p> | <p>Whole Group <input checked="" type="checkbox"/> Yes</p> <p>Cooperative Group <input checked="" type="checkbox"/> Yes</p> <p>Flexible Group <input type="checkbox"/> Yes</p> <p>Collaborative Pair <input type="checkbox"/> Yes</p> <p>Centers/Stations <input type="checkbox"/> Yes</p> <p>Technology Use: Teacher: Student:</p> | <p>Student Conferencing <input type="checkbox"/> Yes</p> <p>Performance Task <input checked="" type="checkbox"/> Yes</p> <p>Project <input checked="" type="checkbox"/> Yes</p> <p>Class Presentation <input checked="" type="checkbox"/> Yes</p> <p>Test <input type="checkbox"/> Yes</p> <p>Quiz <input type="checkbox"/> Yes</p> <p>Homework <input checked="" type="checkbox"/> Yes</p> <p>Ticket Out The Door <input checked="" type="checkbox"/> Yes</p> <p>CPS Response <input type="checkbox"/> Yes</p> |
| | <p>Essential Question: What is the difference between an ethnic group and a religious group?</p> <p>What are the similarities and differences between Judaism, Christianity, and Islam?</p> <p>How do the presence of Judaism, Christianity, and Islam within the same region influence the development of the region?</p> <p>What is the reason for the division between Sunni and Shia Muslims?</p> <p>Enduring Understanding: The culture of a society is the product of the religion, customs, traditions, and government of that society.</p> | <p>WICOR (Literacy component): Creating a storyboard OR storybook about Mohammed; Cornell notes and summary</p> <p>Formative Assessment: Closing assignment and storyboard</p> <p>Vocabulary: Islam, Muslim, monotheistic, Mohammad, 5 Pillars of Islam, jihad, caliphate, Quran, Mecca, kabala, Sunni Muslims, Shia Muslims</p> <p>DOK: 1 (notes about religion; 2 (responding to critical thinking questions)</p> <p>Differentiated Instruction: Cornell notes, working in groups to create skits</p> | | |

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| FRIDAY | <p>Standard: SS7G8. Describe the diverse cultures of the people who live in southwest Asia (Middle East)</p> <p>a. Explain the differences between an ethnic group and a religious group.</p> <p>c. Compare and contrast the predominant religions in Southwest Asia (Middle East): Judaism, Christianity, and Islam.</p> <p>d. Explain the reason for the division between Sunni and Shia (Shiite) Muslims.</p> <p>Essential Question: What is the difference between an ethnic group and a religious group?</p> <p>What are the similarities and differences between Judaism, Christianity, and Islam?</p> <p>How do the presence of Judaism, Christianity, and Islam within the same region influence the development of the region?</p> <p>What is the reason for the division between Sunni and Shia Muslims?</p> <p>Enduring Understanding: The culture of a society is the product of the religion, customs, traditions, and government of that society.</p> | <p>Opening: 5-10 minutes - (reasons for difference between Sunni and Shia Muslims)</p> <p>Work Period: 35-40 minutes</p> <p>1) Arabic greeting 2) Share and collect political cartoons 3) Give students final instruction page for Magic Carpet project 4) Continue working in groups to create skits for the Qudi to decide 5) Share skits with class to decide the outcome based on Sharia law</p> <p>Closing: 5-10 minutes – Students will write at least 2 things they learned about Sharia law</p> <p>Homework: Work on Middle East project</p> <p>WICOR (Literacy component): Analyzing political cartoons, creating skits from a collection of facts</p> <p>Formative Assessment: Closing assignment, skits</p> <p>Vocabulary: Islam, Muslim, monotheistic, Mohammad, 5 Pillars of Islam, jihad, caliphate, Quran, Mecca, kabala, Sunni Muslims, Shia Muslims</p> <p>DOK: 3 (creating skits from a set of facts)</p> <p>Differentiated Instruction: Political cartoons, working in groups to create skits</p> | <p>Whole Group <input checked="" type="checkbox"/> Yes</p> <p>Cooperative Group <input type="checkbox"/> Yes</p> <p>Flexible Group <input checked="" type="checkbox"/> Yes</p> <p>Collaborative Pair <input type="checkbox"/> Yes</p> <p>Centers/Stations <input type="checkbox"/> Yes</p> <p>Technology Use: Teacher: Student:</p> | <p>Student Conferencing <input type="checkbox"/> Yes</p> <p>Performance Task <input checked="" type="checkbox"/> Yes</p> <p>Project <input checked="" type="checkbox"/> Yes</p> <p>Class Presentation <input checked="" type="checkbox"/> Yes</p> <p>Test <input type="checkbox"/> Yes</p> <p>Quiz <input type="checkbox"/> Yes</p> <p>Homework <input type="checkbox"/> Yes</p> <p>Ticket Out The Door <input checked="" type="checkbox"/> Yes</p> <p>CPS Response <input type="checkbox"/> Yes</p> |
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