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| **Grade Level:** | | | 9 | | **Teacher/Room**: | | | | Glazier | | | / | | 125 | **Course(s)/ Period(s):** | | | 1 | | | / | 3 | **Week of:** | | Sep. 12-16, 2016 | | |
| **Unit Vocabulary:** | | | | economic systyem,religion, rivers, population patterns, birth rate, death rate, migration patterns, colonization, and quality of life | | | | | | | | | | | | | | | | | | | | | | | |
| **Instructional Strategies Used:** | | | | | | | lecture, research, group work, think pair share | | | | | | | | | | | | | | | | | | | | |
| **Day 1** | | | | | | **Day 2** | | | | | | | **Day 3** | | | | | **Day 4** | | | | | | **Day 5** | | | |
| **GSE/GPS Standard(s)**: | | | | | | **GSE/GPS Standard(s)**: | | | | | | | **GSE/GPS Standard(s)**: | | | | | **GSE/GPS Standard(s)**: | | | | | | **GSE/GPS Standard(s)**: | | | |
| SSWG3 The student will describe the interaction of physical and human systems that have shaped contemporary North Africa/Southwest Asia.  a. Describe the location of major physical features and their impact on North Africa/Southwest  Asia. | | | | | | b. Describe the major climates of North Africa/Southwest Asia and how they have affected the  development of North Africa/Southwest Asia.  c. Analyze the impact natural resources, especially oil, have on North Africa/Southwest Asia. | | | | | | | d. Analyze the impact of water supplies on the growth of population centers.  e. Explain the impact of Judaism, Christianity, and Islam on the development of the region’s  culture. | | | | | f. Explain why this region contains areas on two different continents.  g. Describe the major ethnic and cultural groups in North Africa/Southwest Asia; include major customs and traditions.. | | | | | | f. Explain why this region contains areas on two different continents.  g. Describe the major ethnic and cultural groups in North Africa/Southwest Asia; include major customs and traditions.. | | | |
| **Essential Question:** | | | | | | **Essential Question:** | | | | | | | **Essential Question:** | | | | | **Essential Question:** | | | | | | **Essential Question:** | | | |
| How did the interaction of physical and human systems help shape the Africa? | | | | | | How did the interaction of physical and human systems help shape Middle East? | | | | | | | How did the interaction of physical and human systems help shape Middle East? | | | | | How did the interaction of physical and human systems help shape Middle East? | | | | | | How did the interaction of physical and human systems help shape Middle East? | | | |
| **Mini Lesson:** | | | | | | **Mini Lesson:** | | | | | | | **Mini Lesson:** | | | | | **Mini Lesson:** | | | | | | **Mini Lesson:** | | | |
| * Label Maps | | | | | | * Review pictures of holy lad | | | | | | |  | | | | |  | | | | | |  | | | |
| **Activating Strategies:** | | | | | | **Activating Strategies:** | | | | | | | **Activating Strategies:** | | | | | **Activating Strategies:** | | | | | | **Activating Strategies:** | | | |
| * Middle East/ North Africa map | | | | | | * what are the 3 religions that call the middle east home? How does this cause a conflict in the middle east? | | | | | | | * Get with groups to present projects | | | | | * Get project ready to present | | | | | | * Cram for quiz | | | |
| **Lesson:** | | | | | | **Lesson:** | | | | | | | **Lesson:** | | | | | **Lesson:** | | | | | | **Lesson:** | | | |
| * Finish prsenting countries from Africa | | | | | | * Present projects * Introduction to Europe * Maps * Students will work on project | | | | | | | * students work on projects | | | | | * Present Projects | | | | | | * Quiz * present projects | | | |
| **Resource/Materials:** | | | | | | **Resource/Materials:** | | | | | | | **Resource/Materials:** | | | | | **Resource/Materials:** | | | | | | **Resource/Materials:** | | | |
| * book, ppt, computer, cell phones | | | | | | * book, ppt, computer, cell phones | | | | | | | * book, ppt, computer, cell phones | | | | | * book, ppt, computer, cell phones | | | | | | * books, ppt, computer, cell phones | | | |
| **Differentiation:**  ***Content/Process/Product:*** | | | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | | | **Differentiation:**  ***Content/Process/Product:*** | | | |
|  | | | | | | * Product- students will have a choice between different products to demonstrate learning | | | | | | | * Product- students will have a choice between different products to demonstrate learning | | | | | * Product- students will have a choice between different products to demonstrate learning | | | | | |  | | | |
| ***Grouping Strategy:*** | | | | | | ***Grouping Strategy:*** | | | | | | | ***Grouping Strategy:*** | | | | | ***Grouping Strategy:*** | | | | | | ***Grouping Strategy:*** | | | |
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| ***Assessment:*** | | | | | | ***Assessment:*** | | | | | | | ***Assessment:*** | | | | | ***Assessment:*** | | | | | | ***Assessment:*** | | | |
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| **Assessment :** | | | | | | **Assessment :** | | | | | | | **Assessment :** | | | | | **Assessment :** | | | | | | **Assessment :** | | | |
| ***Pre-Test:*** |  | | | | | ***Pre-Test:*** | | | |  | | | ***Pre-Test:*** | | |  | | ***Pre-Test:*** |  | | | | | ***Pre-Test:*** | |  | |
| ***Post-Test:*** |  | | | | | ***Post-Test:*** | | | |  | | | ***Post-Test:*** | | |  | | ***Post-Test:*** |  | | | | | ***Post-Test:*** | |  | |
| ***Formative:*** | |  | | | | ***Formative:*** | | | | |  | | ***Formative:*** | | | |  | ***Formative:*** | |  | | | | ***Formative:*** | | | Map Quiz 7 |
| ***Summative:*** | |  | | | | ***Summative:*** | | | | |  | | ***Summative:*** | | | |  | ***Summative:*** | |  | | | | ***Summative:*** | | |  |
| ***Performance Based:*** | | | | | | ***Performance Based:*** | | | | | | | ***Performance Based:*** | | | | | ***Performance Based:*** | | | | | | ***Performance Based:*** | | | |
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| **Homework:** | | | | | | **Homework:** | | | | | | | **Homework:** | | | | | **Homework:** | | | | | | **Homework:** | | | |
| Label maps and study | | | | | | Label maps and study | | | | | | | Label maps and study | | | | | Label maps and study | | | | | |  | | | |
| **Resources and Reflective Notes:** | | | | | | | |  | | | | | | | | | | | | | | | | | | | |