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| **Grade Level:** | | | 9 | | **Teacher/Room**: | | | | Glazier | | | / | | 125 | **Course(s)/ Period(s):** | | | 1 | | | / | 2 | **Week of:** | | Feb.28-March 3, 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)**: | | | |
| SSWG5 The student will describe the interaction of physical and human systems that have  shaped contemporary South Asia, Southeastern Asia, and Eastern Asia. | | | | | | a. Describe the location of major physical features and their impact on the regions of Asia. | | | | | | | b. Describe the major climates of each region and how they have affected each region’s  development.  c. Analyze the impact of the topography and climate on population distribution in the regions. | | | | | d. Describe the various ethnic and religious groups in the region and the effect of geography on  their development and their major customs and traditions.  e. Analyze the impact of population growth in the region on both the region and on other regions of the world; include China, India, and Japan. | | | | | | f. Explain the division of the Indian subcontinent into India and Pakistan and the eventual  creation of Bangladesh.  g. Describe the Pacific Rim and its cultural, political, and economic significance. | | | |
| **Essential Question:** | | | | | | **Essential Question:** | | | | | | | **Essential Question:** | | | | | **Essential Question:** | | | | | | **Essential Question:** | | | |
| How did the interaction of physical and human systems help shape the Middle East? | | | | | | How did the interaction of physical and human systems help shape Asia? | | | | | | | How did the interaction of physical and human systems help shape Asia? | | | | | How did the interaction of physical and human systems help shape Asia? | | | | | | How did the interaction of physical and human systems help shape Asia? | | | |
| **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:** | | | |
| * Asia 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 Middle East * Introduction to Asia | | | | | | * 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:** | | | | | | | |  | | | | | | | | | | | | | | | | | | | |