

Common Core Lesson Planning Template

Grade Level 7	Teacher/Room: Alan Jent rm 109			Week of: August 8, 2016
Unit Vocabulary: conflict and change; time, change, and continuity; governance; production, distribution, and consumption; human environmental interaction; location, movement, migration and movement				
Instructional Strategies Used: Discussion Web, Pair Share, Movement, direct instruction				
<u>Day 1</u>	<u>Day 2</u>	<u>Day 3</u>	<u>Day 4</u>	<u>Day 5</u>
Common Core Standard(s): SS7G5	Common Core Standard(s): SS7G5	Common Core Standard(s): SS7G5	Common Core Standard(s): SS7G5	Common Core Standard(s): SS7G5
EQ Question: Why is important to know locations of important land features in the Middle East?	EQ Question: When there is conflict within a society, is there always change?	EQ Question: How do we, our society, and the environment affect each other?	EQ Question: How does movement and migration affect the societies involved?	EQ Question: How does location affect a society's economy, culture, and development?
Mini Lesson: map challenge of Middle East Activating Strategies: map jam Resource/Materials: maps of the Middle East; notes on connecting themes	Mini Lesson: map challenge of Middle East Activating Strategies: Introduce W2S Resource/Materials: notes on connecting themes	Mini Lesson: map challenge of Middle East Activating Strategies: Practice W2W Resource/Materials: notes on connecting themes	Mini Lesson: Flip book instruction Activating Strategies: Practice W2W Resource/Materials: ipads/computers	Mini Lesson: finish flip book of Middle East Activating Strategies: Practice W2W Resource/Materials: ipads/computers
Differentiation: <i>Content/Process/Product:</i> <i>Grouping Strategy:</i> <i>Assessment:</i>	Differentiation: <i>Content/Process/Product:</i> reading passage for W2W is tiered for reading levels <i>Grouping Strategy:</i> <i>Assessment</i>	Differentiation: <i>Content/Process/Product:</i> reading passage for W2W is tiered for reading levels <i>Grouping Strategy:</i> <i>Assessment</i>	Differentiation: <i>Content/Process/Product:</i> reading passage for W2W is tiered for reading levels <i>Grouping Strategy:</i> <i>Assessment</i>	Differentiation: <i>Content/Process/Product:</i> <i>Grouping Strategy:</i> <i>Assessment will be differentiated for select groups</i>
Assessment : <i>Pre-Test:</i> <i>Post-Test:</i> <u>Formative:</u> <i>Summative:</i> <i>Performance Based:</i>	Assessment: <i>Pre-Test:</i> <i>Post-Test:</i> <i>Summative:</i> <i>Performance Based:</i>	Assessment: <i>Pre-Test:</i> <i>Post-Test:</i> <i>Formative:</i> <i>Summative:</i> <i>Performance Based:</i>	Assessment: <i>Pre-Test:</i> <i>Post-Test:</i> <i>Formative:</i> <i>Summative:</i>	Assessment: <u>Pre-Test:</u> <i>Post-Test:</i> <i>Formative:</i> vocabulary activity <i>Summative:</i> <i>Performance Based:</i>

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Homework:	Homework: vocab quiz Friday	Homework: vocab quiz Friday	Homework: vocab quiz Friday	Homework: None
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Resources and Reflective Notes:

**This one week unit is designed to teach the themes used in the course. There are no standards and elements for this introductory unit.