

**LESSON PLANNING GUIDE**  
**CONYERS MIDDLE SCHOOL – 2014-2015**

<b>Content Area</b>	<b>Social Studies</b>		
<b>Grade/Course</b>	<b>Seventh/World Studies</b>		
<b>Unit of Study</b>	<b>Geography of Southwest Asia/Environmental Issues/Pop. Distribution</b>		
<b>Instructional Period</b>	<b>1,2,5,6</b>		
<b>Insert a standard(s) below (include code). HIGHLIGHT the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know.</b>			
<p><b>SS7G5 The student will locate selected features in Southwestern Asia (Middle East).</b>  a. Locate on a world and regional political-physical map: Euphrates River, Jordan River, Tigris River, Suez Canal, Persian Gulf, Strait of Hormuz, Arabian Sea, Red Sea, and Gaza Strip.  b. Locate on a world and regional political-physical map the nations of Afghanistan, Iran, Iraq, Israel, Saudi Arabia, and Turkey.</p> <p><b>SS7G6 The student will discuss environmental issues across Southwest Asia (Middle East).</b>  a. Explain how water pollution and the unequal distribution of water impacts irrigation and drinking water.</p> <p><b>SS7G7 The student will explain the impact of location, climate, physical characteristics, Distribution of natural resources and population distribution on Southwest Asia (Middle East).</b>  a. Explain how the distribution of oil has affected the development of Southwest Asia (Middle East).  b. 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.</p>			
<b>List Behaviors</b> (what students should be able to do; focus on verbs)	<b>List Content</b> (what students should know; focus on concepts)	<b>Determine DOK</b> (align to instruction and assessment)	
<p>★ Students should be able to locate selected countries and major physical features in Southwest Asia using a world and regional political-physical map.</p> <p>Students should be able to discuss how the specific environmental issues identified in the elements affect the economies and</p>	<p>Students should know how to use a political-physical or physical map to locate where in Southwest Asia the listed physical features are located.</p> <p>Students should know the specific aspects of the issues in the element, but based on the standard should also be able to provide some background on the issues and their consequences.</p> <p>Students should know that development refers to population and population distribution, changes in standard of living, and overall economic development.</p>	<b>DOK Levels</b>	<b>DOK Ceiling</b>
		<b>1,2,3,4</b>	<b>4</b>

**Strategy 1:** Create a rigorous system of teaching and learning  
**Specific Results:** Institutionalize Cycle for Results

**Action Steps:** 1, 2, 3, 6  
**Performance Indicator:** Teacher lesson plans

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<p>population of Southwest Asia.</p> <p>Students should be able to explain how location, climate, and distribution of natural resources have impacted population distribution and trade in Southwest Asia.</p>			<p><b>TAPS 1, 2</b></p>
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**Pre-Planning Worksheet**

DOK Level	Possible Aligned Activities and Questions	Resources (on/offline)
TAPS 2, 3, 4, 5		
<b>DOK 1</b>	Students will locate and memorize selected features in Southwest Asia.	Maps, PowerPoint, Personal Technology
<b>DOK 2</b>	Students will summarize how location affects a society's economy, culture, and development.	Maps, PowerPoint, Personal Technology
<b>DOK 3</b>	Student will compare/contrast how location affects a society's economy, culture, and development.	Maps, PowerPoint, Personal Technology
<b>DOK 4</b>	Students will analyze how location affects a society's economy, culture, and development.	Maps, PowerPoint, Personal Technology
DOK Level	Possible Aligned Assessment Items/Tasks	Resources (on/offline)
TAPS 2, 3, 4, 5		
<b>DOK 1</b>	Students will identify how water pollution and the unequal distribution of water impacts irrigation and drinking water.	Maps, PowerPoint, Personal Technology
<b>DOK 2</b>	Students will interpret how water pollution and the unequal distribution of water impacts irrigation and drinking water.	Maps, PowerPoint, Personal Technology
<b>DOK 3</b>	Students will investigate how water pollution and the unequal distribution of water impacts irrigation and drinking water.	Maps, PowerPoint, Personal Technology
<b>DOK 4</b>	Students will analyze how water pollution and the unequal distribution of water impacts irrigation and drinking water.	Maps, PowerPoint, Personal Technology

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Standards (Primary)		DOK (Ceiling)	Integrated
<p><b><u>KNOW/UNDERSTAND</u></b></p>	<p><b>Essential Question/Enduring Understanding:</b></p> <p><b>EU-</b>  <b>Location: The student will understand that location affects a society's economy, culture, and development.</b></p> <p align="right" style="background-color: yellow;"><b>TAPS 2, 3</b></p> <p><b>EQ: 1. Where are selected features located in Southwest Asia?</b></p> <p><b>EU -</b>  <b>Human Environmental Interaction: The student will understand that humans, their society, and the environment affect each other.</b></p> <p><b>EQ: How does the interaction of humans, their society, and the environment affect each other?</b></p>		
	KNOWLEDGE & SKILLS (Key Vocabulary)		
	<p><b>Vocabulary- Tier 1</b> <i>Words using to teach Tiers 2-3</i></p> <p align="center">Identify Explain Locate</p>	<p><b>Vocabulary Tier 2</b> <i>Academic vocabulary across content-areas</i></p> <p align="center">Summarize Infer Predict Classify Categorize</p>	<p><b>Vocabulary Tier 3</b> <i>Content-specific, domain-specific</i></p> <p align="center">Human Environment Interaction Physical Geography Movement Migration Population Distribution Location Distribution of Natural Resources Physical Characteristics Climate Oil Agriculture Pollution Irrigation</p> <p align="right" style="background-color: yellow;"><b>TAPS 2, 3, 5</b></p>




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	<b>Pre-assessment to <u>Inform</u> Instruction</b>			
	Unit Pre-test			
	<b>Assessment <u>for</u> Learning or Assessment <u>of</u> Learning</b>			
	Unit Post-test			

<b><u>DO</u></b>		<b>TAPS 2, 3,</b>	<b>Content</b>	<b>Process</b>	<b>Product</b>
		<b>Advanced</b>	Students can identify selected locations in Southwest Asia.	Guide students to understand where various locations are located.	Students will complete a map locating selected features in Southwest Asia.
		<b>Ready</b>	Students understand the interaction of humans and their society.	Guide students to create various graphs and charts.	Students will create a Venn Diagram that illustrates the similarities and differences in various regions of the Middle East.
		<b>Need Prerequisites</b>	Students need understanding of map skills.	Guide students through various tasks to identify the selected locations in the Middle East.	Students will explain how the environment and humans impact each other.

**TAPS 2, 3, 5, 6, 8**



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**Steps to Deliver the Lesson Using WICOR**

<p><b>Engage</b> (Hook, introduction to lesson concepts)</p> <p><b>WICOR:</b></p>	<p><b>Warm Up Question</b></p> <p>Students will answer standard based warm up questions in the first 5-7 minutes of class.</p>
<p><b>Explore/Explain</b> (teaching content all students need to know, understand and be able to do)</p>	<p>Discuss map skills and the human and environment interactions that impact society.</p>

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is determined by unpacked standard)

<p><b>WICOR:</b></p>	
<p><b>Enrich/Elaborate</b> (differentiation of <u>process</u> )</p> <p><b>WICOR:</b></p>	<p><b>Students will write on their individual levels and be able to produce a text at their capacity. Students will be supported through the scaffolding of graphic organizers. Students will work in academic groups based on ability and demonstrated skill need. Varying levels of demonstration will be required based on student need and ability.</b></p>
<p><b>Evaluation</b> (Formative assessment)</p> <p><b>WICOR:</b></p>	<p>Students will be able to locate selected features in Southwest Asia and create charts and diagrams that explain and illustrate the environmental issues in Southwest Asia.</p> <p>Unit 1 Post Assessment</p>
<p><b>Resources</b></p>	<p>Articles, Vocabulary Words, Group Activities, PowerPoint, Students Personal Technology, Maps</p>

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