


**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>Southwest Asia Culture and Religion</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>			
<b>SS7G8</b> The student will <b>describe</b> the diverse cultures of the people who live in Southwest Asia (Middle East). a. <b>Explain</b> the <u>differences between an ethnic group and a religious group.</u> b. <b>Explain</b> the <u>diversity of religions within the Arabs, Persians, and Kurds.</u> c. <b>Compare and contrast</b> the <u>prominent religions in Southwest Asia (Middle East): Judaism, Islam, and Christianity.</u> d. <b>Explain</b> the <u>reason for the division between Sunni and Shia Muslims.</u> e. <b>Evaluate</b> <u>how the literacy rate affects the standard of living.</u>			
<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)	
		<b>DOK Levels</b>	<b>DOK Ceiling</b>
The student will <b>understand</b> that the <b>culture</b> of a society is the product of the religion, beliefs, customs, traditions, and government of that society.	<ul style="list-style-type: none"> <li>Students should have prior knowledge on aspects of cultures.</li> <li>Students should be able to use the knowledge of their own culture to help understand the culture of others.</li> <li>Students should be able to explain the differences between an ethnic and religious group.</li> <li>Students should be able explain the different religions among the major ethnic groups in the Middle East including Kurds, Arabs, and Persians.</li> <li>Students should be able to compare and contrast the prominent religions in Southwest Asia: Judaism, Islam, and Christianity.</li> <li>Students should be able to explain the division between the Sunni and Shia Muslim.</li> <li>Students should be to evaluate how a country’s literacy rate affects the standard of living in that country.</li> </ul>	<b>1,2,3,4</b>	<b>4</b>

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DOK Level	Possible Aligned Activities and Questions	Resources (on/offline)	TAPS 2, 3, 4, 5
 <p><b>DOK 1</b></p>	<p>Students will be able to recall all vocabulary words associated with ethnic groups, religions, and standard of living in the Middle East by using the choice Tic Tac Toe Board.</p> <p>Students will describe the features of cultures with the use of handouts, group work, and constructed response questions.</p> <ul style="list-style-type: none"> <li>• What is culture?</li> <li>• How does it shape the way we see the world, ourselves, and others?</li> <li>• Despite the differences in culture in our class, what are some things that everyone in our class has in common?</li> </ul>	<ul style="list-style-type: none"> <li>• Multiple primary and secondary sources</li> <li>• ‘Everyone Has A Culture’ handout</li> <li>• Vocabulary handouts</li> <li>• Tic Tac Toe Boards</li> </ul>	
<p><b>DOK 2</b></p>	<p>Students will organize, represent, and interpret data from 6 different countries to evaluate how the literacy rate affects the standard of living. Students will conduct individual research on a country and will create a chart with a group to present to the class on different statistics.</p> <ul style="list-style-type: none"> <li>• How does literacy rate affect the standard of living?</li> </ul> <p>Students will be able identify and summarize the major events leading to the split of the Sunni and Shia Muslims using the Southern Center for International Studies <i>World in Transition: The Middle East in Transition</i>, “Who are the Shia within Islam?” (see pages 209-214) lesson plan.</p> <ul style="list-style-type: none"> <li>• What is the reason for</li> </ul>	<ul style="list-style-type: none"> <li>• Maps</li> <li>• www.cia.gov statistics</li> <li>• informational text</li> <li>• charts</li> </ul> <ul style="list-style-type: none"> <li>• Southern Center for International Studies <i>World in Transition: The Middle East in Transition</i>, “Who are the Shia within Islam?” (see pages 209-214)</li> </ul>	

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	the division between Sunni and Shia Muslims?	
<b>DOK 3</b>	<p>Student will compare and contrast the diversity of religions among the ethnic groups in SW Asia with graphic organizers, PowerPoints, and informational texts.</p> <ul style="list-style-type: none"> <li>How are the religions of the Arabs, Persians, and Kurds diverse?</li> </ul> <p>Students should be able to explain the differences between an ethnic and religious group by supporting details and examples from multiple informational texts.</p> <ul style="list-style-type: none"> <li>What is the difference between an ethnic and religious group?</li> </ul>	<ul style="list-style-type: none"> <li>ethnic informational readings</li> <li>ethnic primary sources</li> <li><a href="http://www.unitedstreaming.org">www.unitedstreaming.org</a> for video clips of ethnic groups</li> <li>Graphic organizers</li> <li>PowerPoints</li> <li><i>World in Transition, The Middle East in Transition</i> section on the Kurds, see pages 203-206.</li> <li>Informational text</li> <li>Graphic organizers: Similarities and differences</li> </ul>
<b>DOK 4</b>	<p>Students will describe and illustrate how common themes are found across texts from the different religions in the Middle East: Judaism, Christianity, and Islam.</p> <ul style="list-style-type: none"> <li>What are the similarities and differences between Judaism, Islam, and Christianity?</li> <li>How does the presence of Judaism, Christianity, and Islam within the same region influence the development of the region?</li> </ul>	<ul style="list-style-type: none"> <li>PowerPoint</li> <li><a href="http://www.religionfacts.com/big_religion_chart.htm">http://www.religionfacts.com/big_religion_chart.htm</a></li> <li>Venn diagram</li> <li>Primary and secondary sources</li> <li>Informational texts</li> </ul>
<b>DOK Level</b>	<b>Possible Aligned Assessment Items/Tasks</b>	<b>Resources (on/offline)</b>
<b>DOK 1</b>	<p>Weekly 5 term Vocabulary  Progressive Benchmark assessment  Sunni and Shia Facebook Profile- Performance Task</p>	<b>TAPS 2, 3, 4, 5</b>

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<b>DOK 2</b>	9 week constructed response assessment	
<b>DOK 3</b>	9 week constructed response assessment	
<b>DOK 4</b>	Monotheistic Religions Brochure or story book Performance Task	<ul style="list-style-type: none"> <li>• PowerPoint</li> <li>• <a href="http://www.religionfacts.com/big_religion_chart.htm">http://www.religionfacts.com/big_religion_chart.htm</a></li> <li>• Venn diagram</li> <li>• Primary and secondary sources</li> <li>• Informational texts</li> <li>• Grading Rubric</li> </ul>

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Standards (Primary)	DOK (Ceiling)	Integrated
<p><b>SS7G8</b> The student will <b>describe</b> the diverse cultures of the people who live in Southwest Asia (Middle East).</p> <p>a. <b>Explain</b> the differences between an ethnic group and a religious group.</p> <p>b. <b>Explain</b> the diversity of religions within the Arabs, Persians, and Kurds.</p> <p>c. <b>Compare and contrast</b> the prominent religions in Southwest Asia (Middle East): Judaism, Islam, and Christianity.</p> <p>d. <b>Explain</b> the reason for the division between Sunni and Shia Muslims.</p> <p>e. <b>Evaluate</b> how the literacy rate affects the standard of living.</p>	4	

<p><b><u>KNOW/UNDERSTAND</u></b></p> <ul style="list-style-type: none"> <li>Students should have prior knowledge on aspects of cultures.</li> <li>Students should be able to use the knowledge of their own culture to help understand the culture of others.</li> <li>Students should be able to explain the differences between an ethnic and religious group.</li> <li>Students should be able to explain the different religions among the major ethnic groups in the Middle East including Kurds, Arabs, and Persians.</li> <li>Students should be able to compare and contrast the prominent religions in Southwest Asia: Judaism, Islam, and Christianity.</li> <li>Students should be able to explain the division between the Sunni and Shia Muslim.</li> <li>Students should be able to evaluate how a country's literacy rate affects the standard of living in that country.</li> </ul>	<p>EU/EQ: Culture: The student will understand that the culture of a society is the product of the religion, beliefs, customs, traditions, and government of that society.</p>		
	<p><b>KNOWLEDGE &amp; SKILLS</b> (Key Vocabulary)</p>		
	<p><b>Vocabulary- Tier 1</b> <i>Words using to teach Tiers 2-3</i></p> <p>Identify Explain Locate Recall Memorize Who, what, when, where, and why Define List Label Illustrate Compare</p>	<p><b>Vocabulary Tier 2</b> <i>Academic vocabulary across content-areas</i></p> <p>Summarize Infer Predict Classify Categorize Identify patterns</p>	<p><b>Vocabulary Tier 3</b> <i>Content-specific, domain-specific</i></p> <ul style="list-style-type: none"> <li>Monotheistic</li> <li>Abraham</li> <li>Patriarch</li> <li>Hereditary</li> <li>caliphate</li> <li>Sunni Muslims</li> <li>Shia Muslims</li> <li>ethnic group</li> <li>religious group</li> <li>customs</li> <li>traditions</li> <li>Arabs</li> <li>Persians</li> <li>Kurds</li> <li>Judaism</li> <li>Islam</li> <li>Christianity</li> </ul>
	<p align="center"><b>Pre-assessment to <u>Inform</u> Instruction</b></p> <p>Unit Pre-test</p>		
<p align="center"><b>Assessment <u>for</u> Learning or Assessment <u>of</u> Learning</b></p> <p>9 week assessment Benchmark assessment Vocabulary Progressives</p>			



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<b>DO</b>	<b>TAPS 2, 3,</b>	<b>Content</b>	<b>Process</b>	<b>Product</b>
<p>Students will be able to recall all vocabulary words associated with ethnic groups, religions, and standard of living in the Middle East by using the choice Tic Tac Toe Board.</p> <p>Students will describe the features of cultures with the use of handouts, group work, and constructed response questions.</p> <ul style="list-style-type: none"> <li>• What is culture?</li> <li>• How does it shape the way we see the world, ourselves, and others?</li> <li>• Despite the differences in culture in our class, what are some things that everyone in our class has in common?</li> </ul> <p>Students will organize, represent, and interpret data from 6 different countries to evaluate how the literacy rate affects the standard of living. Students will conduct individual research on a country and will create a chart with a group to present to the class on different statistics.</p> <ul style="list-style-type: none"> <li>• How does literacy rate affect the standard of living?</li> </ul> <p>Students will be able identify and summarize the major events leading to the split of the Sunni and Shia Muslims using the Southern Center for International Studies <i>World in Transition: The Middle East in Transition</i>, “Who are the Shia within Islam?” (see pages 209-214) lesson plan.</p> <ul style="list-style-type: none"> <li>• What is the reason for the division between Sunni and Shia Muslims?</li> </ul> <p>Student will compare and contrast</p>	<b>Advanced</b>	Students can identify religions within cultures and compare and contrast them to other cultures around the world.	Guide students to understand different cultures within the different religions.	Students will be able to explain the different cultures within different religions.
	<b>Ready</b>	Students can identify religions within cultures.	Guide students identifying religions within cultures.	Students will create a Venn Diagram that illustrates the similarities and differences in various religions of the Middle East.
	<b>Need Prerequisites</b>	Students need to understand the features of culture.	Guide students through various tasks to identify the selected religions in the Middle East.	Students will explain how there are different cultures within the 3 major religions in the Middle East.

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<p>the diversity of religions among the ethnic groups in SW Asia with graphic organizers, PowerPoints, and informational texts.</p> <ul style="list-style-type: none"> <li>• How are the religions of the Arabs, Persians, and Kurds diverse?</li> </ul> <p>Students should be able to explain the differences between an ethnic and religious group by supporting details and examples from multiple informational texts.</p> <ul style="list-style-type: none"> <li>• What is the difference between an ethnic and religious group?</li> </ul> <p>Students will describe and illustrate how common themes are found across texts from the different religions in the Middle East: Judaism, Christianity, and Islam.</p> <ul style="list-style-type: none"> <li>• What are the similarities and differences between Judaism, Islam, and Christianity?</li> <li>• How does the presence of Judaism, Christianity, and Islam within the same region influence the development of the region?</li> </ul>				
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TAPS 2, 3, 5, 6, 8



**Steps to Deliver the Lesson Using WICOR**

<p><b>Engage</b> (Hook, introduction to lesson concepts)</p> <p><b>WICOR:</b></p> <ul style="list-style-type: none"> <li>• Journal writing</li> <li>• Asking critical thinking skills</li> <li>• Work together toward a</li> </ul>	<p><b>Warm Up Question</b></p> <p>Students will answer standard based warm up questions in the first 5-7 minutes of class. Students will complete journal writings a few times to reflect or predict.</p>
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<p>common goal</p> <ul style="list-style-type: none"> <li>• Interact with the teacher</li> <li>• Use prior knowledge &amp; make connections to text, self, &amp; world</li> </ul>	
<p><b>Explore/Explain</b>          (teaching content all students need to know, understand and be able to do as determined by unpacked standard)</p> <p><b>WICOR:</b></p>	<p>Discuss the different cultures and religions within the Middle East and their impact on conflict within this region.</p>
<p><b>Enrich/Elaborate</b>          (differentiation of <u>process</u> )</p> <p><b>WICOR:</b></p>	<p>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.</p>
<p><b>Evaluation</b>          (Formative assessment)</p> <p><b>WICOR:</b></p>	<p>Students will be able to describe the diverse cultures of the people who live in Southwest Asia, the three major religions in the Middle East, and the split between the Sunni and Shia Muslims.</p> <p>Week 9 Assessment          Vocabulary Progressives          Benchmark 1 data</p>

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<b>Resources</b>	<ul style="list-style-type: none"><li>• Multiple primary and secondary sources</li><li>• ‘Everyone Has A Culture’ handout</li><li>• Vocabulary handouts</li><li>• Tic Tac Toe Boards</li><li>• Maps</li><li>• <a href="http://www.cia.gov">www.cia.gov</a> statistics</li><li>• informational text</li><li>• charts</li><li>• Southern Center for International Studies <i>World in Transition: The Middle East in Transition</i>, “Who are the Shia within Islam?” (see pages 209-214)</li><li>• ethnic informational readings</li><li>• ethnic primary sources</li><li>• <a href="http://www.unitedstreaming.org">www.unitedstreaming.org</a> for video clips of ethnic groups</li><li>• Graphic organizers</li><li>• Ethnic Group PowerPoints</li><li>• <i>World in Transition, The Middle East in Transition</i> section on the Kurds, see pages 203-206.</li><li>• Informational text</li><li>• Graphic organizers: Similarities and differences</li><li>• Religion PowerPoint</li><li>• <a href="http://www.religionfacts.com/big_religion_chart.htm">http://www.religionfacts.com/big_religion_chart.htm</a></li><li>• Venn diagram</li><li>• Primary and secondary sources</li><li>• Informational texts</li></ul>
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