

**Glynn County Schools Lesson Plan
Weekly**

Teacher(s): M. Davis, J. Morgan					
Instructional Area: SS 7th Grade					
Dates of Instruction: Lesson Plan 10/20 - 24/24 Southern Asia Believe Systems					
	Monday	Tuesday	Wednesday	Thursday	Friday
Standard/s:	<p>SS7G12 Analyze the diverse cultural characteristics of the people who live in Southern and Eastern Asia.</p> <p>a. Explain the differences between an ethnic group and a religious group.</p> <p>b. Compare and contrast the belief systems originating in Southern and Eastern Asia: Buddhism, Hinduism, Shintoism, and Confucianism.</p>	<p>SS7G12 Analyze the diverse cultural characteristics of the people who live in Southern and Eastern Asia.</p> <p>c. Explain the differences between an ethnic group and a religious group.</p> <p>d. Compare and contrast the belief systems originating in Southern and Eastern Asia: Buddhism, Hinduism, Shintoism, and Confucianism.</p>	<p>SS7G12 Analyze the diverse cultural characteristics of the people who live in Southern and Eastern Asia.</p> <p>e. Explain the differences between an ethnic group and a religious group.</p> <p>f. Compare and contrast the belief systems originating in Southern and Eastern Asia: Buddhism, Hinduism, Shintoism, and Confucianism.</p>	<p>SS7G12 Analyze the diverse cultural characteristics of the people who live in Southern and Eastern Asia.</p> <p>g. Explain the differences between an ethnic group and a religious group.</p> <p>h. Compare and contrast the belief systems originating in Southern and Eastern Asia: Buddhism, Hinduism, Shintoism, and Confucianism.</p>	<p>SS7G12 Analyze the diverse cultural characteristics of the people who live in Southern and Eastern Asia.</p> <p>i. Explain the differences between an ethnic group and a religious group.</p> <p>j. Compare and contrast the belief systems originating in Southern and Eastern Asia: Buddhism, Hinduism, Shintoism, and Confucianism.</p>

Resources/Materials	Whole Group: Cloze Notes CNN 10	Whole Group: Do now CNN 10	Whole Group: Do Now Cloze Notes CNN 10	Cloze Notes Shintoism Video	Cloze Notes Confucianism WS
	Small Group: Religion worksheet packet Intro to Buddhism video CLOZE Notes Graphic Organizer	Small Group: Intro to Hinduism Intro to Hinduism video CLOZE Notes Graphic Organizer	Small Group: Graphic organizer Religion packet CLOZE Notes Graphic Organizer	Small Group: Graphic Organizer Shintoism/Religion packet CLOZE Notes Graphic Organizer Quiz 2 Kahoot	Small Group: Graphic Organizer Test 2
Opening (20 minutes)	Wildcat 10 (10 minutes)	Wildcat 10 (10 minutes)	Wildcat 10 (10 minutes)	Wildcat 10 (10 minutes)	Wildcat 10 (10 minutes)
	Review (10 minutes) CNN 10	Review (10 minutes) CNN 10	Review (10 minutes) CNN 10	Review (10 minutes) CNN 10	Review (10 minutes) CNN 10
Direct Instruction (I Do) (15 minutes)	Learning Target: I can compare and contrast the belief systems that originated	Learning Target: I can compare and contrast the belief systems that originated	Learning Target: I can compare and contrast the belief systems that originated	Learning Target: I can compare and contrast the belief systems that originated	Learning Target: I can compare and contrast the belief systems that originated

<p>An engaging process for lesson introduction that is specifically planned to encourage equitable and purposeful student participation. Describe the instructional process that will be used to introduce the lesson.</p> <p>TKES 1, 2, 3,4,5, 8,10</p>	<p>in Southern and Eastern Asia: Buddhism, Hinduism, Shintoism and the Philosophy of Confucius.</p>	<p>in Southern and Eastern Asia: Buddhism, Hinduism, Shintoism and the Philosophy of Confucius.</p>	<p>in Southern and Eastern Asia: Buddhism, Hinduism, Shintoism and the Philosophy of Confucius.</p>	<p>in Southern and Eastern Asia: Buddhism, Hinduism, Shintoism and the Philosophy of Confucius.</p>	<p>in Southern and Eastern Asia: Buddhism, Hinduism, Shintoism and the Philosophy of Confucius.</p>
	<p>Success Criteria:I will know I'm successful when I can...</p> <ol style="list-style-type: none"> 1. I can describe the origins of Buddhism and Hinduism and Their belief system 2. I can compare and contrast a Religious group with an Ethnic group 	<p>Success Criteria:I will know I'm successful when I can...</p> <ol style="list-style-type: none"> 3. I can describe the origins of Buddhism and Hinduism and Their belief system 4. I can compare and contrast a Religious group with an Ethnic group 3. I can describe 	<p>Success Criteria:I will know I'm successful when I can...</p> <ol style="list-style-type: none"> 5. I can describe the origins of Buddhism and Hinduism and Their belief system 6. I can compare and contrast a Religious group with an Ethnic 	<p>Success Criteria:I will know I'm successful when I can...</p> <ol style="list-style-type: none"> 7. I can describe the origins of Buddhism and Hinduism and Their belief system 8. I can compare and contrast a Religious group with an Ethnic group 	<p>Success Criteria:I will know I'm successful when I can...</p> <ol style="list-style-type: none"> 9. I can describe the origins of Buddhism and Hinduism and Their belief system 10. I can compare and contrast a Religious group with an Ethnic group

	3. I can describe the origins of Shintoism and Confucianism and their belief system	the origins of Shintoism and Confucianism and their belief system	group 3. I can describe the origins of Shintoism and Confucianism and their belief system	3. I can describe the origins of Shintoism and Confucianism and their belief system	3. I can describe the origins of Shintoism and Confucianism and their belief system
	Skill/Lesson Focus Buddhism	Skill/Lesson Focus Hinduism	Skill/Lesson Focus <ul style="list-style-type: none"> Shinto /Confucianism 	Skill/Lesson Focus <ul style="list-style-type: none"> All Religions 	Skill/Lesson Focus All Religions
<p>Guided Practice (We Do) (10 minutes)</p> <p>Students learning by doing/demonstrating learning expectations with teacher support.. Describe the instructional process that will be used to engage the students in the work period. TKES 1, 2, 3, 4, 5, 7, 8,10</p>	<p>Collaboration/Discourse Strategy</p> <ul style="list-style-type: none"> Turn & Talk Peer Review Think, Pair, Share Quick Check Graphic Organizer Annotations 	<p>Collaboration/Discourse Strategy</p> <ul style="list-style-type: none"> Turn & Talk Peer Review Think, Pair, Share Quick Check Graphic Organizer Annotations 	<p>Collaboration/Discourse Strategy</p> <ul style="list-style-type: none"> Turn & Talk Peer Review Think, Pair, Share Quick Check Graphic Organizer Annotations 	<p>Collaboration/Discourse Strategy</p> <ul style="list-style-type: none"> Turn & Talk Peer Review Think, Pair, Share Quick Check Graphic Organizer Annotations kahoot 	<p>Collaboration/Discourse Strategy</p> <ul style="list-style-type: none"> Turn & Talk Peer Review Think, Pair, Share Quick Check Graphic Organizer
<p>Independent Practice (You Do) (40 minutes)</p> <p>Students learn by practicing learning expectations</p>	<p>Independent Practice</p> <ul style="list-style-type: none"> Buddhism worksheet packet 	<p>Independent Practice</p> <ul style="list-style-type: none"> Skill practice Formative or Summative 	<p>Independent Practice</p>	<p>Independent Practice</p> <ul style="list-style-type: none"> Graphic Organizer Map Reveal 	<p>Independent Practice Map Reveal</p>

<p>independently. Describe student assignment/practice opportunity. TKES 1, 2, 3, 4, 5, 7, 8,10</p>	<p><u>Differentiated Instruction (Data Driven)</u> Small Groups or Individual Conferences Strategy:</p> <ul style="list-style-type: none"> ● Reteach ● Remediate ● Accelerate 	<p><u>Differentiated Instruction (Data Driven)</u> Small Groups or Individual Conferences Strategy:</p> <ul style="list-style-type: none"> ● Reteach ● Remediate ● Accelerate 	<p><u>Differentiated Instruction (Data Driven)</u> Small Groups or Individual Conferences Strategy:</p> <ul style="list-style-type: none"> ● Reteach ● Remediate ● Accelerate 	<p><u>Differentiated Instruction (Data Driven)</u> Small Groups or Individual Conferences Strategy:</p> <ul style="list-style-type: none"> ● Reteach ● Remediate ● Accelerate 	<p><u>Differentiated Instruction (Data Driven)</u> Small Groups or Individual Conferences Strategy:</p>
<p>Closing (We Check) (5 minutes) Describe the instructional process that will be used to close the lesson and check for student understanding. TKES : 1,2,3, 4,5,6,7,8</p>	<p>Summarizer</p> <ul style="list-style-type: none"> ● Exit Ticket ● 3-2-1 ● Graphic Organizer ● Quick Check 	<p>Summarizer</p> <ul style="list-style-type: none"> ● Exit Ticket ● 3-2-1 ● Graphic Organizer ● Quick Check 	<p>Summarizer</p> <ul style="list-style-type: none"> ● Exit Ticket ● 3-2-1 ● Graphic Organizer ● Quick Check 	<p>Summarizer</p> <ul style="list-style-type: none"> ● Exit Ticket ● 3-2-1 ● Graphic Organizer ● Quick Check ● Kahoot 	<p>Summarizer</p> <ul style="list-style-type: none"> ● Exit Ticket ● 3-2-1 ● Graphic Organizer ● Quick Check