

**Glynn County Schools Lesson Plan
Weekly**

Teacher(s): M. Davis, J. Morgan					
Instructional Area: SS 7th Grade					
Dates of Instruction: Lesson Plan 9/23-27/24 Religion in SW Asia					
	Monday	Tuesday	Wednesday	Thursday	Friday
Standard/s:	SS7G8 Analyze the diverse cultural characteristics of the people who live in Southwest Asia (Middle East).	SS7G8 Analyze the diverse cultural characteristics of the people who live in Southwest Asia (Middle East).	SS7G8 Analyze the diverse cultural characteristics of the people who live in Southwest Asia (Middle East).	SS7G8 Analyze the diverse cultural characteristics of the people who live in Southwest Asia (Middle East).	SS7G8 Analyze the diverse cultural characteristics of the people who live in Southwest Asia (Middle East).
Resources/Materials	Whole Group:	Black History Month Project (Morgan) Do now CNN 10	Whole Group: Cloze Notes Factors Judaism Worksheet Judaism Video	Cloze Notes Judaism Worksheet Quiz 10	Intro to Islam Video Cloze Notes
	Small Group:	Small Group: Graphic Organizer	Small Group: Graphic organizer Three religions WS	Small Group: Graphic Organizer 3 religions WS	Religion Packate
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
<p>Direct Instruction (I Do) (15 minutes)</p> <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>Learning Target: I can Compare and contrast the prominent religions in Southwest Asia (Middle East): Judaism, Islam, and Christianity</p>	<p>Learning Target: I can Compare and contrast the prominent religions in Southwest Asia (Middle East): Judaism, Islam, and Christianity</p>	<p>Learning Target: I can Compare and contrast the prominent religions in Southwest Asia (Middle East): Judaism, Islam, and Christianity</p>	<p>Learning Target: I can Compare and contrast the prominent religions in Southwest Asia (Middle East): Judaism, Islam, and Christianity</p>	<p>Learning Target: I can Compare and contrast the prominent religions in Southwest Asia (Middle East): Judaism, Islam, and Christianity</p>
	<p>Success Criteria:I will know I'm successful when I can...</p> <ul style="list-style-type: none"> · I can Define Monotheism · I can name 3 	<p>Success Criteria:I will know I'm successful when I can...</p> <ul style="list-style-type: none"> · I can Define Monotheism · I can name 3 	<p>Success Criteria:I will know I'm successful when I can...</p> <ul style="list-style-type: none"> · I can Describe Judaism · I can explain who Abraham 	<p>Success Criteria:I will know I'm successful when I can...</p> <ul style="list-style-type: none"> • I can describe the importance of Jesus 	<p>Success Criteria:I will know I'm successful when I can...</p> <ul style="list-style-type: none"> • I can identify Muhammad and his significance with Islam

	<p>Monotheistic Religions</p> <p>I can describe similarities between Judaism, Christianity, and Islam</p>	<p>Monotheistic Religions</p> <p>I can describe similarities between Judaism, Christianity, and Islam</p>	<p>was</p> <p>I can describe the Sacred texts, prophets, traditions and holidays of Judaism</p>	<ul style="list-style-type: none"> ● I can Identify the beginnings of Christianity ● I can name historical important religious holidays, sacred texts and historical figures 	<ul style="list-style-type: none"> ● I can explain the origins of Islam ● I can identify historical figures, the sacred text and holidays of Islam
	<p>Skill/Lesson Focus Economics in the middle east</p>	<p>Skill/Lesson Focus Economics in the middle east</p>	<p>Skill/Lesson Focus</p> <ul style="list-style-type: none"> ● Anchor Chart ● Judaism ● Religion introduction 	<p>Skill/Lesson Focus</p> <ul style="list-style-type: none"> ● Anchor Chart ● Christianity 	<p>Skill/Lesson Focus Islam</p>
<p>Guided Practice (We Do) (10 minutes)</p> <p>Students learning by doing/demonstrating learning expectations with teacher support..</p> <p>Describe the instructional process that will be used to engage the students in the work period.</p> <p>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 independently. Describe student assignment/practice opportunity.</p> <p>TKES 1, 2, 3, 4, 5, 7, 8,10</p>	<p>Independent Practice</p> <ul style="list-style-type: none"> • Complete missing assignments 	<p>Independent Practice</p> <ul style="list-style-type: none"> • Skill practice • Formative or Summative • Quiz 10 Judaism • 	<p>Independent Practice</p>	<p>Independent Practice</p> <ul style="list-style-type: none"> • Graphic Organizer • Christianity Worksheet <p>Quiz 9</p>	<p>Independent Practice</p>
	<p><u>Differentiated Instruction (Data Driven)</u></p> <p>Small Groups or Individual Conferences</p> <p>Strategy:</p> <ul style="list-style-type: none"> • Reteach • Remediate • Accelerate 	<p><u>Differentiated Instruction (Data Driven)</u></p> <p>Small Groups or Individual Conferences</p> <p>Strategy:</p> <ul style="list-style-type: none"> • Reteach • Remediate • Accelerate 	<p><u>Differentiated Instruction (Data Driven)</u></p> <p>Small Groups or Individual Conferences</p> <p>Strategy:</p> <ul style="list-style-type: none"> • Reteach • Remediate • Accelerate 	<p><u>Differentiated Instruction (Data Driven)</u></p> <p>Small Groups or Individual Conferences</p> <p>Strategy:</p> <ul style="list-style-type: none"> • Reteach • Remediate • Accelerate 	<p><u>Differentiated Instruction (Data Driven)</u></p> <p>Small Groups or Individual Conferences</p> <p>Strategy:</p>
<p>Closing (We Check) (5 minutes)</p> <p>Describe the instructional process that will be used to close the lesson and check for student understanding.</p> <p>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