



UNits of Study-3

**7th Grade**

***social studies***

***Teacher Resource Guide***

**Unit THREE – SOUTHWEST ASIA: GEOGRAPHY AND ENVIRONMENTAL ISSUES**

**(September 12-September 23, 2016)**

**In this unit students will gain an understanding of the modern cultural and physical landscape of Southwest Asia (Middle East) and its geography and environmental issues. Students will locate selected countries and physical features in the region and examine how location, climate, and physical characteristics have affected where people live, the types of work they do, and how they travel. Students will compare and assess the human environment interaction of the region by examining the distribution, pollution and use of natural resources in the area.**

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|  | **Duration: 2 Weeks** |
| Standards Addressed | **SS7G5 The student will locate selected features in Southwestern Asia (Middle East).**   1. 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. 2. Locate on a world and regional political-physical map the nations of Afghanistan, Iran, Iraq, Israel, Saudi Arabia, and Turkey.   **SS7G6 The student will discuss environmental issues across Southwest Asia (Middle**  **East).**   1. Explain how water pollution and the unequal distribution of water impacts irrigation and drinking water.   **SS7G7 The student will explain the impact of location, climate, physical characteristics, distribution of natural resources and population distribution on Southwest Asia (Middle East).**   1. 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. |
| Enduring Themes / Understandings | * **Human Environmental Interaction**: The student will understand that humans, their society, and the environment affect each other. * **Location**: The student will understand that location affects a society’s economy, culture, and development. |
| Content Integration | **READING STANDARDS**  **L6-8RH1: Cite specific textual evidence to support analysis of primary and secondary sources.**  **L6-8RH2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.**  **L6-8RH4: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.**  **L6-8RH7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.**  **WRITING STANDARDS**  **L6-8WHST1: Write arguments focused on discipline-specific content.**  **L6-8WHST2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.**  **L6-8WHST7: Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.**  **L6-8WHST8: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.** |
| Additional  Text Resources | The embedded Literacy Integration Guide includes print and non-print resources that may prove useful to support instruction of this unit. The Literacy Integration Guide was compiled by a team of Media Specialists and while useful, should not be seen as required for this unit of study. |
| Interpretations and Reminders for Unit | * Students should have background knowledge of certain environmental issues and geographic concepts from sixth grade. Be sure to gauge prior knowledge with students during lessons when necessary. |

**Lesson One Progression**

**Duration: 2-3 Days**

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| **Standards(s)/Elements** | |
| **SS7G5 The student will locate selected features in Southwestern Asia (Middle East).**   1. 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. 2. Locate on a world and regional political-physical map the nations of Afghanistan, Iran, Iraq, Israel, Saudi Arabia, and Turkey. | |
| **Literacy Standard(s)** | |
| **L6-8RH4: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.**  **L6-8RH7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.** | |
| **Performance-Based Objectives**  **(As a result of their engagement with this unit, students will know and be able to…)** | |
| * **SWBAT** identify selected countries and features of Southwestern Asia **IOT** locate these features on a world and regional map. | |
| **Key Terms and Definitions** | |
| * **Afghanistan** – A landlocked country located east of Iran. * **Arabian Sea** – A body of water in the southern part of Southwest Asia. * **Euphrates River** – A river that begins in Turkey and flows through Syria and Iraq * **Gaza Strip** – A piece of land located on the southern coast of Israel known for many religious conflicts. * **Iran** – A country located west of Afghanistan. * **Iraq** – A country located west of Iran. * **Israel** – A country located south of Lebanon. * **Jordan River** – A river that begins in Lebanon and Syria and flows south through Israel * **Location** - The act of finding where something or someone is. * **Persian Gulf** – A body of water important for shipping in Southwest Asia. * **Red Sea** – A body of water bordered by Saudi Arabia and Egypt. * **Relative Location** – A location of a place in relation to another place. * **Saudi Arabia** – A country located east of the Red Sea. * **Strait of Hormuz** – A waterway that connects the Persian Gulf to the Arabian Sea * **Suez Canal** – A manmade waterway that connects the Red Sea to the Mediterranean Sea. * **Tigris River** – A river that begins in Turkey and flows south through Iraq. * **Turkey** – A country located to the north and west of Iraq. | |
| **Guiding Questions** | |
| * Where are the Suez Canal, Strait of Hormuz, Tigris River, Euphrates River, Jordan River, Red Sea, Arabian Sea, Persian Gulf, and Gaza Strip in relation to direction, on a map? * Where are the Suez Canal, Strait of Hormuz, Tigris River, Euphrates River, Jordan River, Red Sea, Arabian Sea, Persian Gulf, and Gaza Strip, in relation to relative location, on a map? * Where are Turkey, Afghanistan, Iraq, Iran, Israel and Saudi Arabia, in relation to direction, on a map? * Where are Turkey, Afghanistan, Iraq, Iran, Israel and Saudi Arabia, in relation to relative location, on a map? | |
| **Interpretations and Reminders** | |
| * Consider map skills websites such as [www.maps101.com](http://www.maps101.com) and [www.yourchildlearns.com/geography.htm](http://www.yourchildlearns.com/geography.htm) to help students build map skills with countries and physical features. | |
| **Suggested Learning Experiences** | |
| **FOCUS LESSON**   * Before beginning the lesson, students should be versed on map skills and the basic parts of a map (compass, scale, legend, title). Inform students that they will view a map of the United States. Give them four key questions to answer: * How do you get from Georgia to New York? * How far is it from Atlanta to Washington, DC? * What on the map identifies Georgia’s capital? * What kind of map are we looking at?   As students begin to answer the questions, provide students with the correct answers and tell them that there are certain features on a map they can use to find the answers to these questions. Next, show students the YouTube clip on map skills, then provide them the same United States map, but with a different set of questions. Record students’ answers when complete.  [**Geography Skill – Map Skills clip**](https://www.youtube.com/watch?v=5imxnMWuSRY)    **GUIDED LESSON**   * Teachers will present the region of Southwest Asia using either a printed copy or a projected copy to students. The teacher will first identify the countries, and then the physical features based on the elements. [Southwest Asia Map](http://www.nationsonline.org/oneworld/western_asia_map.htm) * Students in pairs will each be presented a blank map of the region, and will use the sites provided by the teacher to locate and label the countries and physical features based on the elements. Each student will create a legend for their map to identify the features. * Once maps are complete, students will create seven map questions that can be answered using the maps that were created by students. Students will then share their questions with the peers for completion.     **COLLABORATIVE LESSON**   * After students have completed maps, the teacher will place numbered pictures of countries and physical features of Southwest Asia around the room and students will receive a matrix containing information about the photos. * The teacher will model how to complete a gallery walk using the photos, and students in groups will complete the matrix, giving information on what country or physical feature is present, the characteristics and what the location is, based on direction or relative location. * Once complete, each student will share information from their matrix while teacher reveals the correct country and physical feature (DOK Level 2). | |
| **Differentiated Supports** | |
| **English Language Learners** | **WIDA English Language Development Standards**  ESOL instruction is guided by the [*WIDA English Language Development Standards*](https://www.wida.us/standards/eld.aspx) and grade-level content area GSE/GPS. English Learners (ELs) must develop proficiency in the language domains of listening, speaking, reading and writing while simultaneously acquiring academic content knowledge and skills.  **Differentiated Learning Tasks**  Learning tasks should be aligned to content standards, but instructional supports should vary according to the student’s language proficiency level. The [*WIDA Can Do Descriptors, Key Uses Edition*](https://www.wida.us/standards/CAN_DOs/)can be used as a starting point to indicate the linguistic performance abilities of ELs at each proficiency level in the areas of speaking, listening, reading, and writing, for the purposes of recounting, explaining, arguing and discussing. For example, a 3rd grade student with an English proficiency level of 2-Emerging can be expected to process arguments by distinguishing opinions from facts from peer’s oral presentations and/or categorizing content-based pictures or objects from oral descriptions (e.g., “animals that form groups to help members survive”).  Additional information, resources, and strategies to differentiate learning tasks for ELs can be found in the “Strategies” category of the APS ESOL Support Site at [tinyurl.com/apsesol](http://apsesol.typepad.com/esol_support/).  **Strategies to Increase Comprehensibility**  In general, ELs benefit from extensive opportunities to build background knowledge, increased focus on the academic language of the discipline, and multiple presentations of content in multiple formats (i.e., repetition, recasting, chunking of information, and step by step modeling). Additional information, resources, and research-based strategies can be found on the APS ESOL Support Site at [tinyurl.com/apsesol](http://apsesol.typepad.com/esol_support/).  With instructional supports, English Learners will be able to produce…  **Advanced ELs (Levels 5-6)**   * Multiple, complex sentences * Organized, cohesive, and coherent expression of ideas   ***Recommended Strategies***   * Explicit support during pre-writing and drafting to support inclusion of adequate detail and development of ideas   **Intermediate ELs (Levels 3-4)**   * Short and some expanded sentences with increasing complexity * Organized expression of ideas with emerging cohesion   ***Recommended Strategies***   * Visual supports (word and phrase banks, tables, graphs, illustrations, maps, etc.) * Graphic organizers * Sentences starters and paragraph frames * Explicit teaching of general and content-related terms (war, conflict, outcome, perspective, etc.) * Daily opportunities for oral and written practice   **Beginning ELs (Levels 1-2)**   * Single words, phrases or short sentences * Emerging expression of ideas   ***Recommended Strategies***   * Visual support (word banks with images, tables, graphs, illustrations, maps, etc.) * Graphic organizers pre-populated with key information * Sentence frames to assist with oral and written production * Explicit teaching of general terms (north/south, male/female, skin, water, etc.) * Daily opportunities for oral and written practice   **Assessment** Daily and weekly assessments of ELs’ progress should be differentiated to their specific proficiency level, in the same manner that learning tasks are differentiated. The use of instructional accommodations and modifications *does not* indicate that a student cannot receive the highest grade in the content area. In general, all teachers of ELs should:   * Create and use assignments/assessments that allow students to demonstrate content knowledge, skills, and abilities without language mastery. * Focus on correct answers rather than errors and omissions. * Weight graded components according to students’ linguistic strengths and capabilities. * Make the assignment/assessment process comprehensible by explaining the directions orally and in writing, providing step-by-step instructions, and ensuring visual supports whenever possible (e.g., realia, icons, manipulatives, modeling and exemplars).   Additional information, resources, and strategies to assess and grade ELs’ performance and progress can be found in the “Assessment” category of the APS ESOL Support Site at [tinyurl.com/apsesol](http://apsesol.typepad.com/esol_support/). |
| **Special Education Considerations** | Consult with the Special Education Teachers on IEP modifications.   * Hands-on, multimodal activities * Audiovisual support * Think alouds * Graphic vocabulary cues * Brainstorming / graphic organizers * Music / movement * Alternative methods of representation * Simplified word directions |
| **High- Achieving Students** | **Pace**  Accelerate Georgia Performance Standards  **Complexity**  Examining past, present, and future  Critically examining opposing viewpoints. Ask students to discuss implications of the climate and developed areas of Georgia.  Connecting ideas to another field or discipline  **Depth**  Developing specialized vocabulary of a field beyond simple academic terms  Examining unanswered questions  Developing theories or principles  Creating connections or establishing interrelationships  Determining political or ethical effects  **Integrate**  Use cross-disciplinary content and integrate standards from two or more disciplines  **Curriculum Compacting** (a procedure used to streamline the regular curriculum for students who are capable of mastering it at a faster pace)  Focus on solving complex, open-ended problems  Evaluate situations by analyzing possible consequences and implications  Allow students to think about discrepancies in what is known  Instructional Approaches (such as Socratic Seminar; see Core Six and Strategic Teacher)  Use analogies to introduce new concepts; Ask students to come up with their own  **Account for Characteristics of the Gifted Learner**  Create interdisciplinary product demands to evaluate learning for gifted students and to efficiently address multiple standards at once  Focus on concepts, issues, and themes Providing more open tasks (as opposed to structured) in regard to solutions, decisions, and approaches than less advanced peers Opportunities for creative production (competitions, mentorships, production in public venues, etc.) |
| **Online/Print Resources/References** | |
| **Map skills clip:**  [**https://www.youtube.com/watch?v=5imxnMWuSRY**](https://www.youtube.com/watch?v=5imxnMWuSRY)  **Southwest Asia map:**  [**http://www.nationsonline.org/oneworld/western\_asia\_map.htm**](http://www.nationsonline.org/oneworld/western_asia_map.htm) | |

**Lesson Two Progression**

**Duration: 3-4 Days**

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| **Standards(s)/Elements** | |
| **SS7G6 The student will discuss environmental issues across Southwest Asia (Middle East).**   1. Explain how water pollution and the unequal distribution of water impacts irrigation and drinking water. | |
| **Literacy Standard(s)** | |
| **L6-8RH2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.**  **L6-8RH7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.**  **L6-8WHST1: Write arguments focused on discipline-specific content.** | |
| **Performance-Based Objectives**  **(As a result of their engagement with this unit, students will know and be able to…)** | |
| * **SWBAT** describe the impact of irrigation systems and clean drinking water on citizens in Southwest Asia **IOT** explain how water pollution and the unequal distribution of water lead to conflict in the region. | |
| **Key Terms and Definitions** | |
| * **Desalination –** The process of removing salt and other chemicals from seawater * **Irrigation –** Providing water for crops. * **Hydroelectric power –** Electricity produced from the energy of running water. * **Water pollution –** The contamination of water supplies due to chemicals, fertilizer, sewage and other garbage. * **Unequal distribution –** When resources are not given out evenly. | |
| **Guiding Questions** | |
| * How has the unequal distribution of water impacted citizens in Southwest Asia? * What are some causes and effects of water pollution in Southwest Asia? * Why are irrigation systems important for agriculture in Southwest Asia? * What problems arise when Southwest Asia does not have clean drinking water? | |
| **Interpretations and Reminders** | |
| * Being that this lesson begins the task of looking at political cartoons, model the process for students and/or help students answer guided questions by choosing some questions to answer during a whole class discussion. | |
| **Suggested Learning Experiences** | |
| **FOCUS LESSON**  The teacher will divide students into groups and inform them that they will be looking at the importance of water. Print each of the two articles and have students read the articles. Once students have finished, provide them with the GIST matrix, and have each student write down five important ideas from the text. Have students discuss as a class their ideas, and make one master list of ideas.    **VOCABULARY ACQUISITION**   * Provide each student in the group with a concept of definition matrix below. Assign student groups one of five terms:   + Desalination   + Irrigation   + Hydroelectric power   + Water pollution   + Unequal distribution * Have the students complete the matrix located below. Provide each group the definition of their word, and then have students give the synonym (what is it like?) and the example drawings.     **GUIDED LESSON**   * Once each student in the group is finished, give groups a piece of chart paper or a large white board and have them collaborate on which drawings they will use as well as which synonym they will use. Groups will complete one large and final concept definition matrix, and will finalize by having two students from each group teach the other groups their terms. Have students make a vocabulary list on their own after words have been taught.   **COLLABORATIVE LESSON**   * Have students in groups view the two political cartoons below, one on water pollution and one on water scarcity. Assign two groups as a group of Southwest Asian citizens that have a high amount of water in their possession, and the other groups as citizens that are lacking drinking water. From those perspectives, have students complete the cartoon analysis matrix below as a group and allow students to discuss their answers.     **INDEPENDENT PRACTICE**   * Once both cartoons have been analyzed, students will write a one paragraph reflection dealing with their own personal views about the issue (for example, the groups that are without drinking water, have them reflect on the cartoon that dealt with water pollution, and for the groups that have an abundance of water, reflect on the cartoon that deals with water scarcity) (DOK Level 2). | |
| **Differentiated Supports** | |
| **English Language Learners** | **WIDA English Language Development Standards**  ESOL instruction is guided by the [*WIDA English Language Development Standards*](https://www.wida.us/standards/eld.aspx) and grade-level content area GSE/GPS. English Learners (ELs) must develop proficiency in the language domains of listening, speaking, reading and writing while simultaneously acquiring academic content knowledge and skills.  **Differentiated Learning Tasks**  Learning tasks should be aligned to content standards, but instructional supports should vary according to the student’s language proficiency level. The [*WIDA Can Do Descriptors, Key Uses Edition*](https://www.wida.us/standards/CAN_DOs/)can be used as a starting point to indicate the linguistic performance abilities of ELs at each proficiency level in the areas of speaking, listening, reading, and writing, for the purposes of recounting, explaining, arguing and discussing. For example, a 3rd grade student with an English proficiency level of 2-Emerging can be expected to process arguments by distinguishing opinions from facts from peer’s oral presentations and/or categorizing content-based pictures or objects from oral descriptions (e.g., “animals that form groups to help members survive”).  Additional information, resources, and strategies to differentiate learning tasks for ELs can be found in the “Strategies” category of the APS ESOL Support Site at [tinyurl.com/apsesol](http://apsesol.typepad.com/esol_support/).  **Strategies to Increase Comprehensibility**  In general, ELs benefit from extensive opportunities to build background knowledge, increased focus on the academic language of the discipline, and multiple presentations of content in multiple formats (i.e., repetition, recasting, chunking of information, and step by step modeling). Additional information, resources, and research-based strategies can be found on the APS ESOL Support Site at [tinyurl.com/apsesol](http://apsesol.typepad.com/esol_support/).  With instructional supports, English Learners will be able to produce…  **Advanced ELs (Levels 5-6)**   * Multiple, complex sentences * Organized, cohesive, and coherent expression of ideas   ***Recommended Strategies***   * Explicit support during pre-writing and drafting to support inclusion of adequate detail and development of ideas   **Intermediate ELs (Levels 3-4)**   * Short and some expanded sentences with increasing complexity * Organized expression of ideas with emerging cohesion   ***Recommended Strategies***   * Visual supports (word and phrase banks, tables, graphs, illustrations, maps, etc.) * Graphic organizers * Sentences starters and paragraph frames * Explicit teaching of general and content-related terms (war, conflict, outcome, perspective, etc.) * Daily opportunities for oral and written practice   **Beginning ELs (Levels 1-2)**   * Single words, phrases or short sentences * Emerging expression of ideas   ***Recommended Strategies***   * Visual support (word banks with images, tables, graphs, illustrations, maps, etc.) * Graphic organizers pre-populated with key information * Sentence frames to assist with oral and written production * Explicit teaching of general terms (north/south, male/female, skin, water, etc.) * Daily opportunities for oral and written practice   **Assessment** Daily and weekly assessments of ELs’ progress should be differentiated to their specific proficiency level, in the same manner that learning tasks are differentiated. The use of instructional accommodations and modifications *does not* indicate that a student cannot receive the highest grade in the content area. In general, all teachers of ELs should:   * Create and use assignments/assessments that allow students to demonstrate content knowledge, skills, and abilities without language mastery. * Focus on correct answers rather than errors and omissions. * Weight graded components according to students’ linguistic strengths and capabilities. * Make the assignment/assessment process comprehensible by explaining the directions orally and in writing, providing step-by-step instructions, and ensuring visual supports whenever possible (e.g., realia, icons, manipulatives, modeling and exemplars).   Additional information, resources, and strategies to assess and grade ELs’ performance and progress can be found in the “Assessment” category of the APS ESOL Support Site at [tinyurl.com/apsesol](http://apsesol.typepad.com/esol_support/). |
| **Special Education Considerations** | Consult with the Special Education Teachers on IEP modifications.   * Hands-on, multimodal activities * Audiovisual support * Think alouds * Graphic vocabulary cues * Brainstorming / graphic organizers * Music / movement * Alternative methods of representation * Simplified word directions |
| **High- Achieving Students** | **Pace**  Accelerate Georgia Performance Standards  **Complexity**  Examining past, present, and future  Critically examining opposing viewpoints. Ask students to discuss implications of the climate and developed areas of Georgia.  Connecting ideas to another field or discipline  **Depth**  Developing specialized vocabulary of a field beyond simple academic terms  Examining unanswered questions  Developing theories or principles  Creating connections or establishing interrelationships  Determining political or ethical effects  **Integrate**  Use cross-disciplinary content and integrate standards from two or more disciplines  **Curriculum Compacting** (a procedure used to streamline the regular curriculum for students who are capable of mastering it at a faster pace)  Focus on solving complex, open-ended problems  Evaluate situations by analyzing possible consequences and implications  Allow students to think about discrepancies in what is known  Instructional Approaches (such as Socratic Seminar; see Core Six and Strategic Teacher)  Use analogies to introduce new concepts; Ask students to come up with their own  **Account for Characteristics of the Gifted Learner**  Create interdisciplinary product demands to evaluate learning for gifted students and to efficiently address multiple standards at once  Focus on concepts, issues, and themes Providing more open tasks (as opposed to structured) in regard to solutions, decisions, and approaches than less advanced peers Opportunities for creative production (competitions, mentorships, production in public venues, etc.) |
| **Online/Print Resources/References** | |
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**Lesson Three Progression**

**Duration: 2-3 Days**

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| --- | --- |
| **Standards(s)/Elements** | |
| **SS7G7 The student will explain the impact of location, climate, physical characteristics, distribution of natural resources and population distribution on Southwest Asia (Middle East).**   1. 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. | |
| **Literacy Standard(s)** | |
| **L6-8RH2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.**  **L6-8RH4: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.**  **L6-8RH7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.**  **L6-8WHST2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.**  **L6-8WHST7: Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.**  **L6-8WHST8: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.** | |
| **Performance-Based Objectives**  **(As a result of their engagement with this unit, students will know and be able to…)** | |
| * **SWBAT** describe the importance of key rivers and deserts in Southwest Asia **IOT** explain their impact on where citizens live, their occupation and their means of travel. | |
| **Key Terms and Definitions** | |
| * **Nomad** – A person who travels from place to place, usually travelling by camel, looking for water or food. * **Subsistence farming** – A practice of growing a small amount of crops for need. | |
| **Guiding Questions** | |
| * How has subsistence farming benefited families in Southwest Asia? * What major rivers in Southwest Asia are important for trade and travel? * What role do deserts play in the lives of nomads who live in that area? * Why is the population usually lower around deserts, but significantly higher near rivers? | |
| **Interpretations and Reminders** | |
| * If technology is not available for this lesson, it can be modified by printing out map views of the physical features for the students to view. | |
| **Suggested Learning Experiences** | |
| **FOCUS LESSON**   * The teacher will introduce new vocabulary by giving the students two scenarios in the manner of “Choose Your Own Adventure,” Where the teacher will provide students with a scene. Scenario one begins with the teacher informing students that they are farmers in a land with little to no rainfall. They have a family of four to feed and they must grow crops to eat. Students can choose either to find another source of food or grow just enough for the family. Scenario two begins with the teacher informing students that they are living near rivers, and they are not equipped to live during the winter. They have stayed in their land for a few months, but winter is coming and food is scarce. Students can choose either to move to another location before winter comes or to stay and to maintain during the cold. Have students write down their answers for a discussion. Once finished, the teacher will identify the idea of subsistence farming and what nomads are through definitions.   **VOCABULARY ACQUSITION**   * The teacher will provide students with a Frayer model template and inform them that they will be looking at subsistence farming and nomads. Assign each student one of two words: subsistence farming or nomads. Students will provide the definition, characteristics, an example or examples and non-examples. Students will provide their Frayer models and the teacher will have students record the terms.   [**Subsistence farming article**](http://www.britannica.com/topic/subsistence-farming)**;** [**Nomad article**](http://www.britannica.com/topic/nomadism)  **COLLABORATIVE LESSON**   * Students in pairs will use Chrome books or lap tops and will analyze the deserts and rivers in the regions of Southwest Asia by logging on to Google Earth and typing in the following places: * Tigris River * Euphrates River * Jordan River * Arabian Desert * As the pairs are viewing the physical features, have them discuss with each other the size of the features and location of the features in the region. Next, have each pair view the two links below on deserts of Southwest Asia and rivers of Southwest Asia. Pairs should read each description on the rivers and deserts and discuss the characteristics of the features**.** * [**Deserts of Southwest Asia**](http://www.worldatlas.com/webimage/countrys/asia/middleeast/melnd.htm)   [**Rivers of Southwest Asia**](http://www.worldatlas.com/webimage/countrys/meriv.htm)  [**Google Earth**](file:///C:\Users\mxdelancy\Dropbox\Public\earth.google.com)  **INDEPENDENT PRACTICE**   * Once complete, each pair will be assigned the role of a subsistence farmer or a nomad. The students will then write a journal entry discussing life in Southwest Asia. Students will write about how their life is affected by deserts and rivers in terms of their occupation, how they live each day and how they travel (DOK Level 3). | |
| **Differentiated Supports** | |
| **English Language Learners** | **WIDA English Language Development Standards**  ESOL instruction is guided by the [*WIDA English Language Development Standards*](https://www.wida.us/standards/eld.aspx) and grade-level content area GSE/GPS. English Learners (ELs) must develop proficiency in the language domains of listening, speaking, reading and writing while simultaneously acquiring academic content knowledge and skills.  **Differentiated Learning Tasks**  Learning tasks should be aligned to content standards, but instructional supports should vary according to the student’s language proficiency level. The [*WIDA Can Do Descriptors, Key Uses Edition*](https://www.wida.us/standards/CAN_DOs/)can be used as a starting point to indicate the linguistic performance abilities of ELs at each proficiency level in the areas of speaking, listening, reading, and writing, for the purposes of recounting, explaining, arguing and discussing. For example, a 3rd grade student with an English proficiency level of 2-Emerging can be expected to process arguments by distinguishing opinions from facts from peer’s oral presentations and/or categorizing content-based pictures or objects from oral descriptions (e.g., “animals that form groups to help members survive”).  Additional information, resources, and strategies to differentiate learning tasks for ELs can be found in the “Strategies” category of the APS ESOL Support Site at [tinyurl.com/apsesol](http://apsesol.typepad.com/esol_support/).  **Strategies to Increase Comprehensibility**  In general, ELs benefit from extensive opportunities to build background knowledge, increased focus on the academic language of the discipline, and multiple presentations of content in multiple formats (i.e., repetition, recasting, chunking of information, and step by step modeling). Additional information, resources, and research-based strategies can be found on the APS ESOL Support Site at [tinyurl.com/apsesol](http://apsesol.typepad.com/esol_support/).  With instructional supports, English Learners will be able to produce…  **Advanced ELs (Levels 5-6)**   * Multiple, complex sentences * Organized, cohesive, and coherent expression of ideas   ***Recommended Strategies***   * Explicit support during pre-writing and drafting to support inclusion of adequate detail and development of ideas   **Intermediate ELs (Levels 3-4)**   * Short and some expanded sentences with increasing complexity * Organized expression of ideas with emerging cohesion   ***Recommended Strategies***   * Visual supports (word and phrase banks, tables, graphs, illustrations, maps, etc.) * Graphic organizers * Sentences starters and paragraph frames * Explicit teaching of general and content-related terms (war, conflict, outcome, perspective, etc.) * Daily opportunities for oral and written practice   **Beginning ELs (Levels 1-2)**   * Single words, phrases or short sentences * Emerging expression of ideas   ***Recommended Strategies***   * Visual support (word banks with images, tables, graphs, illustrations, maps, etc.) * Graphic organizers pre-populated with key information * Sentence frames to assist with oral and written production * Explicit teaching of general terms (north/south, male/female, skin, water, etc.) * Daily opportunities for oral and written practice   **Assessment** Daily and weekly assessments of ELs’ progress should be differentiated to their specific proficiency level, in the same manner that learning tasks are differentiated. The use of instructional accommodations and modifications *does not* indicate that a student cannot receive the highest grade in the content area. In general, all teachers of ELs should:   * Create and use assignments/assessments that allow students to demonstrate content knowledge, skills, and abilities without language mastery. * Focus on correct answers rather than errors and omissions. * Weight graded components according to students’ linguistic strengths and capabilities. * Make the assignment/assessment process comprehensible by explaining the directions orally and in writing, providing step-by-step instructions, and ensuring visual supports whenever possible (e.g., realia, icons, manipulatives, modeling and exemplars).   Additional information, resources, and strategies to assess and grade ELs’ performance and progress can be found in the “Assessment” category of the APS ESOL Support Site at [tinyurl.com/apsesol](http://apsesol.typepad.com/esol_support/). |
| **Special Education Considerations** | Consult with the Special Education Teachers on IEP modifications.   * Hands-on, multimodal activities * Audiovisual support * Think alouds * Graphic vocabulary cues * Brainstorming / graphic organizers * Music / movement * Alternative methods of representation * Simplified word directions |
| **High- Achieving Students** | **Pace**  Accelerate Georgia Performance Standards  **Complexity**  Examining past, present, and future  Critically examining opposing viewpoints. Ask students to discuss implications of the climate and developed areas of Georgia.  Connecting ideas to another field or discipline  **Depth**  Developing specialized vocabulary of a field beyond simple academic terms  Examining unanswered questions  Developing theories or principles  Creating connections or establishing interrelationships  Determining political or ethical effects  **Integrate**  Use cross-disciplinary content and integrate standards from two or more disciplines  **Curriculum Compacting** (a procedure used to streamline the regular curriculum for students who are capable of mastering it at a faster pace)  Focus on solving complex, open-ended problems  Evaluate situations by analyzing possible consequences and implications  Allow students to think about discrepancies in what is known  Instructional Approaches (such as Socratic Seminar; see Core Six and Strategic Teacher)  Use analogies to introduce new concepts; Ask students to come up with their own  **Account for Characteristics of the Gifted Learner**  Create interdisciplinary product demands to evaluate learning for gifted students and to efficiently address multiple standards at once  Focus on concepts, issues, and themes Providing more open tasks (as opposed to structured) in regard to solutions, decisions, and approaches than less advanced peers Opportunities for creative production (competitions, mentorships, production in public venues, etc.) |
| **Online/Print Resources/References** | |
| **Subsistence farming article:**  [**http://www.britannica.com/topic/subsistence-farming**](http://www.britannica.com/topic/subsistence-farming)  **Nomads article:**  [**http://www.britannica.com/topic/nomadism**](http://www.britannica.com/topic/nomadism)  **Deserts of Southwest Asia website:**  [**http://www.worldatlas.com/webimage/countrys/asia/middleeast/melnd.htm**](http://www.worldatlas.com/webimage/countrys/asia/middleeast/melnd.htm)  **Rivers of Southwest Asia website:**  [**http://www.worldatlas.com/webimage/countrys/meriv.htm**](http://www.worldatlas.com/webimage/countrys/meriv.htm)  **Google Earth:**  [**http://earth.google.com**](http://earth.google.com) | |