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|  | **Content** | **Lesson** | **Learning Format/Technology** | **Assessment/Check for Understanding** |
| **Monday** | **SS7G3** Explain the impact of location, climate, and physical characteristics on population distribution in Africa.  **a**. Explain how the characteristics in the Sahara, Sahel, savanna, and tropical rain forest affect where people live, the type of work they do, and how they travel.  **Essential Question:**  How have the Sahara and the tropical rain forest affected trade development within Africa?  How has the location of the countries of Africa affected their economic development?  **Enduring Understanding:**  **Location:** A region's location affects its economy, culture, and development of the region.  **.** | **Opening:  (5-10 minutes)**  **Africa physical geography and ethnic groups**  **Work Period:  35-40 minutes**  **1) Return student assignments and working lunch for those without political cartoon #6**  **2)Students will work in jigsaw groups to complete a graphic organizer about each of the four major landforms in Africa.**  **3) Students will return to original groups to share and compare notes.**  **HW:** Start working on December Benchmark Study Guide; NHD project due on Friday.  **Closing:  5-10 minutes**  **How do location, climate, and other physical characteristics affect where people live and how they live? (At least 2 sentences)**  **Literacy/WICOR Component:** Using informational text to complete a graphic organizer, closing  **Formative Assessment: Graphic organizer** and closing  **Vocabulary:**  Sahara, Sahel, savanna, tropical rainforest, pygmies  **DOK: (Level 1) Categorizing information (Level 3) Drawing inferences**  **Differentiated Instruction: Cooperative groups, Jigsaw strategy, graphic organizer** | **Whole Group**  **Cooperative Group**  x  Yes  **Flexible Group**  **Collaborative Pair**  **Centers/Stations**  Yes  **Technology Use:** **Teacher:**   **Student:** | **Student Conferencing**  **Performance Task**  **Project**  **Class Presentation x**  **Yes**  **Test**  **Quiz**  **Homework**  **Ticket Out The Door**  **CPS Response** |
| **Tuesday** | **SS7G4** Describe the diverse cultures of the people who live in Africa  **a.** Explain the differences between an ethnic group and a religious group.  **b.** Explain the diversity of religions within the Arab, Ashanti, Bantu, and Swahili ethnic groups.  **c.** Evaluate how literacy rate affects standard of living  **Essential Question:**  How does literacy rate affect standard of living in Africa?  **Enduring Understanding:**  **Culture:** The culture of a society is a product of the religion, customs, beliefs, traditions, and government of that society. | **Opening:  (5-10 minutes)**  **The four main geographic regions of Africa and ethnic groups**  **Work Period:  35-40 minutes**  **1)Students will work in groups to analyze various articles about literacy in Africa.**  **2)** Students will respond to higher order thinking questions related to their article.  3) Students will work in groups to create bar graphs from literacy rate data.  **HW:** Start working on December Benchmark Study Guide; NHD project due on Friday.  **Closing:  5-10 minutes**  **Two things you learned today. "I learned that....... I also learned that ......."**  **Literacy/WICOR Component:**  Analyzing and summarizing written articles .  **Formative Assessment:** Answers to article questions and closing  **Vocabulary:** literacy rate, gender disparity, numeracy, standard of living, life expectancy, GDP, GDP per capita  **DOK: (Level 3) Responding to questions based on analyzing documents (Level 4)Creating bar graphs from data**  **Differentiated Instruction: Leveled reading texts, creating bar graphs, analyzing data from charts, cooperative groups** | **Whole Group**  **Cooperative Group**  **Flexible Group**  **Collaborative Pair**  **Centers/Stations**  **Technology Use:** **Teacher:**  **Student:** | **Student Conferencing**  **Performance Task**  **Project**  **Class Presentation**  **Test**  **Quiz**  **Homework**  **Ticket Out The Door**  **CPS Response** |
| **Wednesday** | **SS7G4** Describe the diverse cultures of the people who live in Africa  **c.** Evaluate how literacy rate affects standard of living  **SS7G3** Explain the impact of location, climate, and physical characteristics on population distribution in Africa.  **b.** Describe the impact of government stability on the distribution of resources to combat AIDS and famine across Africa.  **Essential Question:**  How does literacy rate affect standard of living in Africa?  How does government stability impact the distribution of resources to combat AIDS and famine across Africa?  **Enduring Understanding:**  **Culture:** The culture of a society is a product of the religion, customs, beliefs, traditions, and government of that society.  **Governance: As a society increases in complexity and interacts with other societies, the complexity of the government also increases.** | **Opening:  (5-10 minutes)**  **Ethnic and religious groups in Africa**  **Work Period:  35-40 minutes (2 days)**  **1) Complete literacy rate assignments, including questions from chart.**  **2) In groups, students will play the Famine Game to see how much the life of a subsistence farmer in Africa depends on luck.**  **3) Students will speculate about life in a refugee camp and then be shown a NY Times photo**  **4) Students will be asked to hypothesize as to reasons a child would be in a refugee camp**  **5) Students will read the article "Experiencing Hunger" and respond to critical thinking questions.**  **HW:** Complete all unfinished assignments; Start working on December Benchmark Study Guide; NHD project due on Friday.  **Closing:  5-10 minutes**  **Two things you learned today (complete sentences) (I learned that ... I also learned that ....)**  **Literacy/WICOR Component:** Critical thinking questions  **Formative Assessment:** Discussions and closing  **Vocabulary:**  famine, drought, refugee, refugee camp, starvation, harvest, hunger  **DOK: (Level 3) Hypothesizing; critical thinking quesstions (Level 4) simulation and response**  **Differentiated Instruction: gaming, analyzing photos (primary source document), reading for critical thinking, simulation**  http://learning.blogs.nytimes.com/2011/09/23/crisis-in-the-horn-of-africa-understanding-the-famine-in-somalia/ | **Whole Group**  **Cooperative Group**  **Flexible Group**  **Collaborative Pair**  **Centers/Stations**  **Technology Use:** **Teacher:**  **Student:** | **Student Conferencing**  **Performance Task**  **Project**  **Class Presentation**  **Test**  **Quiz**  **Homework**  **Ticket Out The Door**  **CPS Response** |
| **Thursday** | **SS7G3** Explain the impact of location, climate, and physical characteristics on population distribution in Africa.  **b.** Describe the impact of government stability on the distribution of resources to combat AIDS and famine across Africa.  **Essential Question:**  How does literacy rate affect standard of living in Africa?  How does government stability impact the distribution of resources to combat AIDS and famine across Africa?  **Enduring Understanding:**  **Culture:** The culture of a society is a product of the religion, customs, beliefs, traditions, and government of that society.  **Governance: As a society increases in complexity and interacts with other societies, the complexity of the government also increases.** | **Opening:  (5-10 minutes)**  **Africa literacy rate and gender disparity**  **Work Period:  35-40 minutes (2 days)**  **1) Students will complete "Hot Spots of Hunger" and look for patterns**  **2) Students will be asked to work with a partner to think about the reasons for these patterns (geography, government, education, climate, poverty, education etc.)**  **3) Students will work in groups to come up with solutions to the various causes of the hunger problem in Africa.**  **4) Students will individually write a response to the essential question.**  **HW:** Complete all unfinished assignments; Start working on December Benchmark Study Guide; NHD project due TOMORROW.  **Closing:  5-10 minutes**  **Two things you learned today (complete sentences) (I learned that ... I also learned that ....)**  **Literacy/WICOR Component:** devising and writing strategies for dealing with hunger; response to essential question  **Formative Assessment:** Summary and closing  **Vocabulary:**  famine, drought, refugee, refugee camp, starvation, harvest, hunger  **DOK: (Level 2) Finding patterns (Level 4) Creating solutions to real-life problems**  **Differentiated Instruction: Maps and patterns, working with groups and partners, primary source documents (video and NY Times photos)** | **Whole Group**  **Cooperative Group**  **Flexible Group**  **Collaborative Pair**  **Centers/Stations**  **Technology Use:** **Teacher:**   **Student:** | **Student Conferencing**  **Performance Task**  **Project**  **Class Presentation**  **Test**  **Quiz**  **Homework**  **Ticket Out The Door**  **CPS Response** |
| **FRIDAY** | **All standards, essential questions and enduring understandings to be tested on December Benchmark** | |  | | --- | | **Opening:  (5-10 minutes)**  **Middle East and Africa**  **Work Period:  35-40 minutes (2 days)**  **1) NHD projects are due**  **2) Complete Famine in Africa activities**  **3) Benchmark review games and puzzles**  **HW:** Study for benchmark  **Closing:  5-10 minutes**  **The topic that I need to study the most are ....**  **Literacy/WICOR Component:** History project, devising solutions to famine  **Formative Assessment:** Games and closing  **Vocabulary:**  All Benchmark topics  **DOK: (Level 1-4) Reviewing information**  **Differentiated Instruction: Games and puzzles** |   **Kente cloth pattern.** | **Whole Group**  **Cooperative Group**  **Flexible Group**  **Collaborative Pair**  **Centers/Stations**  **Technology Use:** **Teacher:**  **Student:** | **Student Conferencing**  **Performance Task**  **Project**  **Class Presentation**  **Test**  **Quiz**  **Homework**  **Ticket Out The Door**  **CPS Response** |