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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**xYes**Flexible Group** **Collaborative Pair****Centers/Stations**Yes**Technology Use:****Teacher:** **Student:**  | **Student Conferencing****Performance Task****Project****Class Presentationx****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** |

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| **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** |