

Name: C. Mason

Lesson Plans for Week 16 Nov. 17th - Nov. 21st, 2014

7TH GRADE

	Content	Lesson	Learning Format/Technology	Assessment/Check for Understanding
Monday	<p>SS7G1 The student will locate selected features of Africa.</p> <p>a. Locate on a world and regional political-physical map: the Sahara, Sahel, savanna, tropical rain forest, Congo River, Niger River, Nile River, Lake Tanganyika, Lake Victoria, Atlas Mountains, and Kalahari Desert.</p> <p>b. Locate on a world and regional political-physical map the countries of Democratic Republic of the Congo (Zaire), Egypt, Kenya, Nigeria, South Africa, Sudan, and South Sudan.</p> <p>Essential Question: Where are the Sahara, Sahel, savanna, tropical rain forest, Congo river, Niger River, Nile River, Lake Tanganyika, Lake Victoria, Atlas Mountains, and Kalahari Desert?</p> <p>Where are the countries of Democratic Republic of the Congo (Zaire), Egypt, Kenya, Nigeria, South Africa, Sudan, and South Sudan?</p> <p>Enduring Understanding: Location: A region's location affects its economy, culture, and development of the region.</p>	<p>Opening: (5-10 minutes) Zionism, creation of Israel, the 6 day war</p> <p>Work Period: 35-40 minutes 1) Collect NHD resources and annotation notes 2) Students will work in groups to record their perceptions of Africa using 8 different categories. 3) Discuss perceptions of Africa 4) Watch video Geography of Africa and take notes</p> <p>Closing: (5-10 minutes) Ticket out the door</p> <p>HW: Political Cartoon # 5 due Friday</p> <p>Literacy Component (Activities designed to address reading and writing standards): recording perceptions; notes</p> <p>Literacy/WICOR Component: Summary of notes, closing</p> <p>Formative Assessment: Summary and closing</p> <p>Vocabulary: Sahara, Sahel, Nile River, Lake Tanganyika, rainforest, Congo River, savanna, Lake Victoria, Atlas Mountains, Kalahari Desert, Mount Kilimanjaro</p> <p>DOK: (Level 1) Categorizing information, notes (Level 2) Summarizing (3) Connecting and relating different topics</p> <p>Differentiated Instruction: 4.5 assessment including multiple choice, constructed response; foldable; Cornell Notes from power point</p>	<p>Whole Group <input checked="" type="checkbox"/> Yes</p> <p>Cooperative Group <input type="checkbox"/> Yes</p> <p>Flexible Group <input type="checkbox"/> Yes</p> <p>Collaborative Pair <input checked="" type="checkbox"/> Yes</p> <p>Centers/Stations <input type="checkbox"/> Yes</p> <p>Technology Use: Teacher: Video</p> <p>Student:</p>	<p>Student Conferencing <input type="checkbox"/> Yes</p> <p>Performance Task <input checked="" type="checkbox"/> Yes</p> <p>Project <input type="checkbox"/> Yes</p> <p>Class Presentation <input type="checkbox"/> Yes</p> <p>Test <input type="checkbox"/> Yes</p> <p>Quiz <input type="checkbox"/> Yes</p> <p>Homework <input checked="" type="checkbox"/> Yes</p> <p>Ticket Out The Door <input checked="" type="checkbox"/> Yes</p> <p>CPS Response <input type="checkbox"/> Yes</p>

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Wednesday	<p>Standard: SS7G1 The student will locate selected features of Africa.</p> <p>a. Locate on a world and regional political-physical map: the Sahara, Sahel, savanna, tropical rain forest, Congo River, Niger River, Nile River, Lake Tanganyika, Lake Victoria, Atlas Mountains, and Kalahari Desert.</p> <p>b. Locate on a world and regional political-physical map the countries of Democratic Republic of the Congo (Zaire), Egypt, Kenya, Nigeria, South Africa, Sudan, and South Sudan</p>	<p>Opening: (5-10 minutes) U.S. involvement in recent Middle East conflicts</p> <p>Work Period: 35-40 minutes (2 days) 1) Students will take notes on Africa geography and resources 2) Students will summarize their notes 3) Students will work in cooperative groups to create butcher paper posters on various environmental issues in Africa to share with the class</p> <p>HW: (Political Cartoon #5 due Friday)</p> <p>Closing: 5-10 minutes Two things you learned today (complete sentences) (I learned that ... I also learned that)</p> <p>Literacy/WICOR Component: Sharing and teaching information, summarizing key elements of a passage</p> <p>Formative Assessment: Summary and closing</p> <p>Vocabulary: water pollution, irrigation, desertification, deforestation, environment</p> <p>DOK: (Level 1) Categorizing information, questioning (Level 2) Summarizing (Level 3) experiencing</p> <p>Differentiated Instruction: Notes, cooperative groups, poster displays</p>	<p>Whole Group <input type="checkbox"/> Yes</p> <p>Cooperative Group <input checked="" type="checkbox"/> Yes</p> <p>Flexible Group <input type="checkbox"/> Yes</p> <p>Collaborative Pair <input type="checkbox"/> Yes</p> <p>Centers/Stations <input type="checkbox"/> Yes</p> <p>Technology Use:</p> <p>Teacher:</p> <p>Student:</p>	<p>Student Conferencing <input type="checkbox"/> Yes</p> <p>Performance Task <input checked="" type="checkbox"/> Yes</p> <p>Project <input type="checkbox"/> Yes</p> <p>Class Presentation <input type="checkbox"/> Yes</p> <p>Test <input type="checkbox"/> Yes</p> <p>Quiz <input type="checkbox"/> Yes</p> <p>Homework <input checked="" type="checkbox"/> Yes</p> <p>Ticket Out The Door <input checked="" type="checkbox"/> Yes</p> <p>CPS Response <input type="checkbox"/> Yes</p>
	<p>SS7G2. Discuss environmental across Africa</p> <p>Essential Question: Where are the Sahara, Sahel, savanna, tropical rain forest, Congo river, Niger River, Nile River, Lake Tanganyika, Lake Victoria, Atlas Mountains, and Kalahari Desert?</p> <p>Where are the countries of Democratic Republic of the Congo (Zaire), Egypt, Kenya, Nigeria, South Africa, Sudan, and South Sudan?</p> <p>Enduring Understanding: Location: A region's location affects its economy, culture, and development of the region.</p>			

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Thursday	<p>SS7G2. Discuss environmental across Africa</p> <p>a. Explain how water pollution and the unequal distribution of water impacts irrigation, trade, industry, and drinking water.</p> <p>b. Explain the relationship between poor soil and deforestation in sub-Saharan Africa.</p> <p>c. Explain the impact of desertification on the environment of Africa from the Sahel to the rainforest.</p> <p>Essential Question: How do water pollution and the unequal distribution of water impact irrigation, trade, industry, and drinking water?</p> <p>What is the relationship between poor soil and deforestation in sub-Saharan Africa?</p> <p>What is the impact of desertification on the environment of Africa from the Sahel to the rainforest?</p> <p>Enduring Understanding: Location: A region's location affects its economy, culture, and development of the region.</p>	<p>Opening: (5-10 minutes) Africa geography</p> <p>Work Period: 35-40 minutes (2 days) 1) Students will work in cooperative groups to create butcher paper posters on various environmental issues in Africa to share with the class 2) Groups will share their particular environmental issue and class will take notes</p> <p>HW: Political Cartoon #5 due Friday</p> <p>Closing: 5-10 minutes Two things you learned today (complete sentences) (I learned that ... I also learned that)</p> <p>Literacy/WICOR Component: Sharing and teaching information, summarizing key elements of a passage</p> <p>Formative Assessment: Summary and closing</p> <p>Vocabulary: water pollution, irrigation, desertification, deforestation, environment</p> <p>DOK: (Level 1) Categorizing information, questioning (Level 2) Summarizing (Level 3) experiencing</p> <p>Differentiated Instruction: Notes, cooperative groups, poster displays</p>	<p>Whole Group <input checked="" type="checkbox"/> Yes</p> <p>Cooperative Group <input type="checkbox"/> Yes</p> <p>Flexible Group <input checked="" type="checkbox"/> Yes</p> <p>Collaborative Pair <input type="checkbox"/> Yes</p> <p>Centers/Stations <input type="checkbox"/> Yes</p> <p>Technology Use: Teacher:</p> <p>Student:</p>	<p>Student Conferencing <input type="checkbox"/> Yes</p> <p>Performance Task <input checked="" type="checkbox"/> Yes</p> <p>Project <input type="checkbox"/> Yes</p> <p>Class Presentation <input type="checkbox"/> Yes</p> <p>Test <input type="checkbox"/> Yes</p> <p>Quiz <input type="checkbox"/> Yes</p> <p>Homework <input checked="" type="checkbox"/> Yes</p> <p>Ticket Out The Door <input checked="" type="checkbox"/> Yes</p> <p>CPS Response <input type="checkbox"/> Yes</p>

FRIDAY	<p>SS7G1 The student will locate selected features of Africa.</p> <p>a. Locate on a world and regional political-physical map: the Sahara, Sahel, savanna, tropical rain forest, Congo River, Niger River, Nile River, Lake Tanganyika, Lake Victoria, Atlas Mountains, and Kalahari Desert.</p> <p>b. Locate on a world and regional political-physical map the countries of Democratic Republic of the Congo (Zaire), Egypt, Kenya, Nigeria, South Africa, Sudan, and South Sudan.</p> <p>Essential Question: Where are the Sahara, Sahel, savanna, tropical rain forest, Congo river, Niger River, Nile River, Lake Tanganyika, Lake Victoria, Atlas Mountains, and Kalahari Desert?</p> <p>Where are the countries of Democratic Republic of the Congo (Zaire), Egypt, Kenya, Nigeria, South Africa, Sudan, and South Sudan?</p> <p>Enduring Understanding: Location: A region's location affects its economy, culture, and development of the region.</p>	<p>Opening: (5-10 minutes) Environmental issues in Africa</p> <p>Work Period: 35-40 minutes 1) Share and collect political cartoon #5 2) Pollution demonstration 3) Literacy rate and GDP - giant double bar graph</p> <p>HW:</p> <p>Closing: 5-10 minutes Two things you learned today (complete sentences) (I learned that ... I also learned that)</p> <p>Literacy/WICOR Component: Analyzing political cartoons; using literacy rate and GDP data to create a bar graph</p> <p>Formative Assessment: Summary and closing</p> <p>Vocabulary: water pollution, irrigation, desertification, deforestation, environment, literacy rate, GDP, GDP per capita</p> <p>DOK: (Level 1) Categorizing information, questioning (Level 2) Summarizing (Level 3) experiencing</p> <p>Differentiated Instruction: visual and interactive demonstration, analyzing political cartoon of choice, using data to create bar graphs</p>	<p>Whole Group <input checked="" type="checkbox"/> Yes</p> <p>Cooperative Group <input type="checkbox"/> Yes</p> <p>Flexible Group <input type="checkbox"/> Yes</p> <p>Collaborative Pair <input type="checkbox"/> Yes</p> <p>Centers/Stations <input type="checkbox"/> Yes</p> <p>Technology Use: Teacher:</p> <p>Student:</p>	<p>Student Conferencing <input type="checkbox"/> Yes</p> <p>Performance Task <input checked="" type="checkbox"/> Yes</p> <p>Project <input type="checkbox"/> Yes</p> <p>Class Presentation <input checked="" type="checkbox"/> Yes</p> <p>Test <input type="checkbox"/> Yes</p> <p>Quiz <input type="checkbox"/> Yes</p> <p>Homework <input checked="" type="checkbox"/> Yes</p> <p>Ticket Out The Door <input checked="" type="checkbox"/> Yes</p> <p>CPS Response <input type="checkbox"/> Yes</p>