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|  | **Content** | **Lesson** | **Learning Format/Technology** | **Assessment/Check for Understanding** |
| **Monday** | **Standard:**    **Essential Question:**  **Enduring Understanding:** | **NO SCHOOL: TEACHER WORKDAY**  **Opening:  5-10 minutes**  **Work Period:  35-40 minutes**  **Closing:  5-10 minutes**  **Literacy Component (Activities designed to address reading and writing standards):** | **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** |
| **Tuesday** | **Standard: SS7CG3 Analyze how politics in Africa impacts standard of living.**  **b. Describe the impact of government stability on the distribution of resources to combat AIDS and famine across Africa.**    **Essential Question:  What is the impact of government stability on the distribution of resources to combat AIDS and famine across Africa?**  **Enduring Understanding: As a society increases in complexity and interacts with other societies, the complexity of the government also increases.** | **Opening: (5-10 minutes) Weakest questions from Benchmark**  **Work Period:  (35-40 minutes)**  **1) Africa geography pretest (political and physical).**  **2) In pairs, students will discuss reasons that an unstable government might prevent the ability of a country to control a contagious disease. Pair-share.**  **Closing:  (5-10 minutes) Explain how the geography of a country impacts the country's economy, culture, and transportation**  **HW: Friday quiz on Africa geography (physical and political**  **Literacy Component (Activities designed to address reading and writing standards): Closing**  **Differentiation: Pretest for grouping purposes and reteaching, flexible grouping**  **DOK: Levels 1-4 based on group; Level 3 - analyzing to connect cause and effect** | **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** | **Standard:**  **All 1st semester standards covered on Benchmark**  **Essential Question:**  **All 1st semester EQ's covered on Benchmark**  **Enduring Understanding: All 1st semester EU's covered on Benchmark** | **Opening: (5-10 minutes) Weakest questions from Benchmark**  **Work Period:  (35-40 minutes)**  **1) Students will be divided into groups based upon Benchmark scores (low, middle, high) Teacher will work with low group; middle level groups will work together on reasoning out correct answers for benchmark questions; high level groups will address the weak link questions to determine reasons for inaccurate answers and creating study aids for most missed standards.**  **2) New groups based on pretest will be formed to address weaknesses on the geography standard**  **Closing:  (5-10 minutes) Write one thing you understand better after today; write one thing that still confuses you; write one thing YOU can do to help yourself learn.**  **HW: Friday quiz on Africa geography (physical and political)**  **Literacy Component (Activities designed to address reading and writing standards): Closing; creating study aids**  **Differentiation: Grouping based on benchmark data; tasks based on grouping; peer-created study aids; cooperative grouping for recall task**  **DOK: Levels 1-4 based on group; Level 3 - analyzing to connect cause and effect** | **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** | **Standard: SS7CG3 Analyze how politics in Africa impacts standard of living.**  **b. Describe the impact of government stability on the distribution of resources to combat AIDS and famine across Africa.**    **Essential Question:  What is the impact of government stability on the distribution of resources to combat AIDS and famine across Africa?**  **Enduring Understanding: As a society increases in complexity and interacts with other societies, the complexity of the government also increases** | **Opening:  (5-10 minutes) Famine in Africa**  **Work Period:  (35-40 minutes)**  **Students will work in groups to create one of the following:**  **a)Create a power point or informational pamphlet explaining the key terms in the HIV/AIDS pandemic.**  **b)Complete an HIV/AIDS webquest that includes essential vocabulary**  **Closing:  (5-10 minutes) Write 3 things you learned today about HIV/AIDS in Africa; 2 things you want to learn; 1 thing you don't understand**  **HW: Geography quiz Friday (political and physical)**    **Literacy Component (Activities designed to address reading and writing standards):Using a webquest to search for information; creating an informational presentation**  http://www.cnn.com/fyi/backgrounders/aids.africa/stories/women.children/  http://mrmaloney.weebly.com/uploads/5/1/8/9/5189921/aids\_webquest.pdf  http://www.aidsinafrica.net/people\_charts.php | **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** | **Standard: SS7CG3 Analyze how politics in Africa impacts standard of living.**  **b. Describe the impact of government stability on the distribution of resources to combat AIDS and famine across Africa.**    **Essential Question:  What is the impact of government stability on the distribution of resources to combat AIDS and famine across Africa?**  **Enduring Understanding: As a society increases in complexity and interacts with other societies, the complexity of the government also increases** | **Opening:  5-10 minutes**  **Work Period:  35-40 minutes**  **Making of a Pandemic**  **The Grim statistics**  **Pandemic Report**  **Readings about HIV/AIDS and its impact on the people of Africa**  **Closing:  5-10 minutes**  **Literacy Component (Activities designed to address reading and writing standards):** | **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** |