Common Core Lesson Planning Template

| Grade Level 7 th | Teacher/ | Room: Miller | Week of: January 13, 2013 | | | | |
|---|---|---|---|--|--|--|--|
| Unit Vocabulary: Ashanti, Bantu, Arab, Swahili | | | | | | | |
| Instructional Strategies Used: Lecture, Book Work, computer lab, quiz, article review | | | | | | | |
| <u>Day 1</u> | <u>Day 2</u> | <u>Day 3</u> | <u>Day 4</u> | <u>Day 5</u> | | | |
| Common Core Standard(s): SS7G4 The student will | Common Core Standard(s): SS7G4 The student will | Common Core Standard(s): SS7G4 The student will describe | Common Core Standard(s): SS7G4 The student will | Common Core Standard(s): SS7G4 The student will | | | |
| describe the diverse | describe the diverse | the diverse cultures of the | describe the diverse cultures | describe the diverse cultures | | | |
| cultures of the people who | cultures of the people who | people who live in Africa. | of the people who live in | of the people who live in | | | |
| live in Africa. | live in Africa. | a. Explain the differences | Africa. | Africa. | | | |
| a. Explain the differences | a. Explain the differences | between an ethnic group and a | a. Explain the differences | a. Explain the differences | | | |
| between an ethnic group | between an ethnic group | religious group. | between an ethnic group and | between an ethnic group and | | | |
| and a religious group. | and a religious group. | b. Explain the diversity of | a religious group. | a religious group. | | | |
| b. Explain the diversity of | b. Explain the diversity of | religions within the Arab, | b. Explain the diversity of | b. Explain the diversity of | | | |
| religions within the Arab, | religions within the Arab, | Ashanti, Bantu, and Swahili | religions within the Arab, | religions within the Arab, | | | |
| Ashanti, Bantu, and Swahili | Ashanti, Bantu, and Swahili | ethnic groups. | Ashanti, Bantu, and Swahili | Ashanti, Bantu, and Swahili | | | |
| ethnic groups. | ethnic groups. | c. Evaluate how the literacy rate | ethnic groups. | ethnic groups. | | | |
| c. Evaluate how the literacy | c. Evaluate how the literacy | affects the standard of living. | c. Evaluate how the literacy | | | | |
| rate affects the standard of | rate affects the standard of | | rate affects the standard of | | | | |
| living. | living. | | living. | | | | |
| EQ Question: | EQ Question: | EQ Question: | EQ Question: | EQ Question: | | | |
| What are the different cultures | How do the cultures of Africa | How does Literacy Rate affect the | Why are cultures in Africa | What do I know about the | | | |
| in Africa today? | differ from one another? | standard of living? | Important? | cultures of Africa? | | | |
| Mini Lesson: | Mini Lesson: | Mini Lesson: | Mini Lesson: | Mini Lesson: | | | |
| Cultures of Africa Power- | Read | Article Review | OAS Benchmark in Computer | African Creation Stories | | | |
| point. | Blue Book Pages 31-37 | "Literacy and Economic | Lab. | | | | |
| Graphic Organizer | Questions 76-99 | Development" | Study Island over African | | | | |
| | | "Use this article to write a one | Geography, Environment, | | | | |
| | | three paragraph explanation of | and Cultures. 15 questions | | | | |
| | | how literacy rate affects the | each. | | | | |
| | | standard of living. | | | | | |
| Differentiation: | Differentiation: | Differentiation: | Differentiation: | Differentiation: | | | |
| | | Gifted students write four paragraphs. | Study Island number of questions is differentiated. | Creation Stories Questions | | | |
| | | | | | | | |

Common Core Lesson Planning Template

| Assessment : Formative: 3-2-1 over African Cultures. | Assessment: Formative: Coach Book Questions | Assessment: Formative: Writing | Assessment: Formative: Study Island Lessons | Assessment: Creation Stories Questions |
|--|---|--------------------------------|---|---|
| Homework: | Homework: | Homework: Finish Writing. | Homework: Finish Study Island | Homework: |

Resources and Reflective Notes: