

Common Core Lesson Planning Template

Grade Level 7	Teacher/Room: Jent rm. 109		Week of: April 10, 2017	
Unit Vocabulary: United Nations, World Bank, civil war, AVTs, traditional economy, tradition, bartering, command economy, market economy, capitalism, free enterprise, laissez-faire, voluntary trade, specialization, trade barriers, tariff, imported protective tariff, quota, embargo, apartheid				
Instructional Strategies Used: small group, whole group, individual assessment				
<u>Day 1</u>	<u>Day 2</u>	<u>Day 3</u>	<u>Day 4</u>	<u>Day 5</u>
Common Core Standard(s): SSCG3a	Common Core Standard(s): SSCG3b	Common Core Standard(s): SS7E1a	Common Core Standard(s): SS7E1b	Common Core Standard(s): SS7E1c
I Can: analyze how politics in Africa impacts the standard of living	I Can: describe the impact of government stability on the distribution of resources to combat AIDS and famine across Africa	I Can: analyze different economic systems	I Can: explain how most countries have a mixed economy located on a continuum between pure market and pure command	I Can: compare and contrast the economic systems in South Africa and Nigeria
Mini Lesson: Famine in South Sudan Fault of government? Activating Strategies: FOX News update Resource/Materials:	Mini Lesson: AIDS epidemic in Africa Activating Strategies: FOX News update Resource/Materials: Guided notes	Mini Lesson: Command vs. Market... Activating Strategies: FOX News update Resource/Materials	Mini Lesson: ...or a combination of the two Activating Strategies: FOX News update Resource/Materials: Guided notes	Mini Lesson: What works and what doesn't in South Africa and Nigeria? Activating Strategies: FOX News update Resource/Materials: Guided notes
Differentiation: <i>Content/Process/Product: guided notes will be fill in the blank for SWD</i> <i>Grouping Strategy:</i> <i>Assessment:</i>	Differentiation: <i>Content/Process/Product: guided notes will be fill in the blank for SWD</i> <i>Grouping Strategy: based on questions from homework from last night – if government terms are not completed, we will small group those students.</i> <i>Assessment:</i>	Differentiation: <i>Content/Process/Product: guided notes will be fill in the blank for SWD</i> <i>Grouping Strategy:</i> <i>Assessment:</i>	Differentiation: <i>Content/Process/Product: guided notes will be fill in the blank for SWD</i> <i>Grouping Strategy:</i> <i>Assessment:</i>	Differentiation: <i>Content/Process/Product: Grouping Strategy: Assessment: fewer answer choices on multiple choice questions for SWD</i>

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Assessment: <i>Pre-Test:</i> <i>Post-Test:</i> <i>Formative:</i> <i>Summative:</i> <i>Performance Based:</i>	Assessment: <i>Pre-Test:</i> <i>Post-Test:</i> <i>Formative: review of government terms</i> <i>Summative:</i> <i>Performance Based:</i>	Assessment: <i>Pre-Test:</i> <i>Post-Test:</i> <i>Formative: acrostic over economics</i> <i>Summative:</i> <i>Performance Based:</i>	Assessment: <i>Pre-Test:</i> <i>Post-Test:</i> <i>Formative:</i> <i>Summative:</i> <i>Performance Based:</i>	Assessment: <i>Pre-Test:</i> <i>Post-Test: economic terms</i> <i>Formative:</i> <i>Summative:</i> <i>Performance Based:</i>
Homework: government terms	Homework: Test Friday	Homework: Test Friday	Homework: Test Friday	Homework:

Resources and Reflective Notes: