Weather and Geography in the U.S. and Africa  
by Kathleen Spane, Laura Young and Sandra Munoz  

Stage 1  
Students will understand that weather varies in different continents and countries of the Earth, depending upon different environments: desert, rainforest and grasslands.

Essential Questions:

Weather: What different environments exist in the four countries we are studying (U.S., Kenya, Democratic Republic of Congo, and Egypt)? What environment do you live in? Where are similar/different weather patterns and environments?

Geography: Where is North America on the globe? Where is Africa on the globe?

Knowledge & Skill:

Weather: Recognize and differentiate between three climates on the map of Africa, in accordance with California State Content Standards.

Geography: Recognize shapes of continents and relationship to one another, in accordance with California state content standards.

Because of the constructive nature of these activities, students with special needs and English language learners, will have a hands-on, interactive learning experience.

Standards: Life Sciences - Plants and animals meet their needs in different ways. Earth Science - Weather can be observed, measured, and described. Investigation and Experimentation; Students develop their own questions relating to the above standards, and perform investigations. History-Social Science 1.2 - Students compare and contrast the absolute and relative locations of places and people and describe the physical and/or human characteristics of places.

Stage 2  
Students will be assessed while building life-sized globe for recognition of continents and their relationship to one another. Students will also be assessed according to characteristics of each geographical region when creating a class mural.
<table>
<thead>
<tr>
<th>Task</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geographic Understanding</td>
<td>Student recognized all continents, fully participating</td>
<td>Student recognized most continents, mostly participating</td>
<td>Student recognized some continents, somewhat participating</td>
<td>Student recognized few continents, rarely participating</td>
</tr>
<tr>
<td>Weather Understanding</td>
<td>Student demonstrated full understanding of climates and contributed fully</td>
<td>Student demonstrated understanding of climates, and contributed mostly</td>
<td>Student demonstrated some understanding of climates, and contributed somewhat</td>
<td>Student demonstrated little understanding of climates, and contributed rarely</td>
</tr>
</tbody>
</table>

**Stage 3**

**Learning Activities:**

Students will experience visual PowerPoint presentation to entice interest and give clear visual images directly related to instructional content standards and essential questions.

Students will build a life-sized globe with the continents in order to gain spatial understanding of how continents are shaped and where there are in relationship to one another.

Student will experience “Zoom-In” and “Zoom-Out” link in order to experience a visual journey of traveling above the Earth. This will reinforce building the globe.

Students will build a mural, divided into climate regions, which will allow for a development of understanding of what life is like in each region.
Making African Music

Stage 1

Students will experience and create their own African music and dance.

Essential Questions:


Knowledge & Skill:

The skill of listening to music will be used in a historical and cultural context. The skills of artistic perception, creative expression, as well as making connections, relationships and applications will be developed in this lesson.

Standards: Visual and Performance Arts: Music 1.2, 1.3 – Listen to and analyze music forms, and instruments. 2.0 Creative Expressions – Creating, performing, and participating in music. 3.0 – Recognizing historical and cultural context or music. 4.0 Aesthetic Valuing – Derive meaning through creating music and moods with music. Dance 1.0 Artistic Perception – Processing, analyzing, and responding to sensory information through the language and skill unique to dance. 2.0 Creative Expression – Creating, performing, and participating in dance. 3.0 Historical and Cultural Context – Understanding historical contributions and cultural dimensions of dance. 4.0 Aesthetic Value – Responding to, analyzing and making judgments.

Stage 2

Students will build drums and shaker instruments and make their own African music.

<table>
<thead>
<tr>
<th>Score</th>
<th>Grade Level Expectation</th>
<th>Below Grade Level Expectation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening to African Music</td>
<td>Student experienced music and created meaning from it</td>
<td>Student did not experience music and create meaning from it.</td>
</tr>
<tr>
<td>Making and Playing Instruments</td>
<td>Student made and played instrument and described process</td>
<td>Student did not make or play instrument and did not describe process</td>
</tr>
</tbody>
</table>

Stage 3

Students will participate in African music through listening, feeling, and moving to drum rhythms. They will also create and build their own drums and shakers, from which they will make their own music as a class in a drum circle. What better way to appreciate the art of music?
What is Different and What is Similar?

Stage 1

Understandings:

Students will understand that there are similarities and differences among the different cultures of the world and explore some of those similarities and differences as they relate to the cultures of America and Kenya.

Essential Questions:

1. In what ways are the people, places, and ways of living different in Kenya from those where you live?
2. In what ways are they the same or similar?
3. Kenya is far away, but some things about the place are similar to where we live. How does that make you feel, knowing that information?
4. What do the similarities and differences tell us about the two countries?

Knowledge and Skill:

Students will need to view and process the images presented to them and be able to distinguish elements which are different or similar in each presentation. They will need to analyze what the similarities and differences might suggest about the two countries. Students will benefit from an ability to imagine themselves in Kenya with the aid of the visual images presented to them.

Stage 2

1. Students are presented images of people and items in Kenya. They are asked to state what is different or similar to corresponding situations in America. What might be given as a response is not provided to them; therefore, their verbal or written responses to the questions asked in the presentation will serve as a check for understanding.

2. Students are given a few words in Swahili and the corresponding definitions in English. Students are then asked to match the Swahili words with English meanings without further information provided to them. Students self-check their progress by viewing the next slide to see if their responses were correct.

Stage 3

The teacher will post essential questions on the board and the class will discuss their findings as a whole. Students will likely be intrigued by the descriptive images and the use of pictures of children and relatable items. The sequence of images and questions provided in the presentation will guide the students towards consideration of the essential questions. Self-evaluation will aid them in determining whether or not they achieved understanding of those questions.

Money used in the United States and Egypt
Stage 1

Students will understand the similarities and differences between the money in the United States and Egypt. They will understand how to do simple money math problems using Egyptian money.

**Essential Questions:**

**U.S money:**
What does money look like in the United States?
What do coins look like?
What do dollar bills look like?

**Egyptian money:**
What does money look like in Egypt?
Do they use coins like in the United States?
What are the similarities between money from Egypt and the United States?

**Knowledge & Skill:**

**U.S money:**
Student will need to view the PowerPoint presentation in regards to money. The students will recognize money used in the United States and know the values of coins and dollar bills.

**Egyptian money:**
Student will need to view the PowerPoint presentation in regards to money. They will need to analyze the Egyptian money and note the similarities and differences it has with money from the United States.

Stage 2

Students will be assessed while working on a comparison drawing. They will also be assessed while working on simple money math problems using both money American money and Egyptian money.

<table>
<thead>
<tr>
<th>Task</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Understanding</strong></td>
<td>Student recognized all of the money</td>
<td>Student recognized most of the money</td>
<td>Student recognized some of the money</td>
<td>Student recognized little of the money</td>
</tr>
<tr>
<td><strong>U.S. Money</strong></td>
<td>used in the U.S.</td>
<td>used in the U.S.</td>
<td>used in the U.S.</td>
<td>used in the U.S.</td>
</tr>
<tr>
<td><strong>Understanding</strong></td>
<td>Student noticed all of the similarities &amp; differences between Egyptian money</td>
<td>Student noticed most of the similarities &amp; differences between Egyptian money and U.S.</td>
<td>Student noticed some of the similarities &amp; differences between Egyptian money and U.S.</td>
<td>Student noticed few of the similarities &amp; differences between Egyptian money</td>
</tr>
</tbody>
</table>
Stage 3

Learning Activities:

The teacher will present a PowerPoint presentation where the student will be able to visualize the similarities and differences between money used in the United States and Egypt.

The students will discuss the similarities and differences after the presentation then draw a picture of money (1 of Egyptian money and 1 of U.S. money). They will also write a sentence describing at least one similarity or one difference.

Students, in pairs, will use faux money (Egyptian and American) to practice counting money to each other. The students will also do simple money math problems using Egyptian money and U.S. money.
Africa
Integrated Lesson Plan
California State Standards: Grade 1

LANGUAGE ARTS: READING

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

   Concepts of print:
   1.1 Match oral words to printed words
   1.2 Identify the title and author of a reading selection
   1.3 Identify letters, words, and sentences

   Vocabulary and concept development:
   1.17 Classify grade-appropriate categories of words (e.g., concrete collections of animals, foods, toys)

2.0 Reading Comprehension

   Comprehension and Analysis of Grade-Level-Appropriate Text
   2.3 Follow one-step written instructions.
   2.6 Relate prior knowledge to textual information

3.0 Literary Response and Analysis

   Narrative Analysis of Grade-Level Appropriate Text
   3.3 Recollect, talk, and write about books read during the school year

LANGUAGE ARTS: WRITING

1.0 Writing strategies

   Penmanship
   1.4 Print legibly and space letters, words, and sentences appropriately

LANGUAGE ARTS: WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS

1.0 Written and Oral English Language Conventions

   Sentence Structure
1.1 Write and speak in complete, coherent sentences

**Punctuation**
1.5 Use a period, exclamation point, or question mark at the end of sentences
1.6 Use knowledge of the basic rules of punctuation and capitalization when writing

**Spelling**
1.7 Spell three-and four-letter short-vowel words and grade-level-appropriate sight words correctly

**LANGUAGE ARTS: LISTENING AND SPEAKING**

1.0 Listening and Speaking strategies

**Comprehension**
1.1 Listen attentively
1.2 Ask questions for clarification and understanding
1.3 Give, restate, and follow simple two-step directions

**Organization and Delivery of Oral Communication**
1.1 Stay on the topic when speaking
1.2 Use descriptive words when speaking about people, places, things, and events

2.0 Speaking Applications (Genres and Their Characteristics)

2.3 Relate an important life event or personal experience in a simple sequence
2.4 Provide description with careful attention to sensory detail

**MATH: NUMBER SENSE**

1.0 Students understand and use numbers up to 100:

1.1 Count, read, and write whole numbers to 100
1.3 Represent equivalent forms of the same number through the use of physical models, diagrams, and number expressions (to 20) (e.g., 8 may be represented as 4 + 4, 5 + 3, 2 + 2 + 2 + 2, 10 − 2, 11 − 3)
1.5 Identify and know the value of coins and show different combinations of coins that equal the same value

2.0 Students demonstrate the meaning of addition and subtraction and use these operation to solve problems:
2.1 Know the addition facts (sums to 20) and the corresponding subtraction facts and commit them to memory

2.4 Count by 2s, 5s, and 10s to 100

2.5 Show the meaning of addition (putting together, increasing) and subtraction (taking away, comparing, finding the difference)

2.7 Find the sum of three one-digit numbers

MATH: ALGEBRA AND FUNCTIONS

1.0 Students use number sentences with operational symbols and expression to solve problems:

1.2 Understand the meaning of the symbols +, -, =

1.3 Create problem situation that might lead to given number sentences involving addition and subtraction

MATH: MEASUREMENT AND GEOMETRY

2.0 Students identify common geometric figures, classify them by common attributes, and describe their relative position or their location in space:

2.1 Identify, describe, and compare triangles, rectangles, squares, and circles, including the faces of three-dimensional objects

MATH: STATISTICS, DATA ANALYSIS, AND PROBABILITY

1.0 Students organize, represent, and compare data by category on simple graphs and charts:

1.2 Represent and compare data (e.g., largest, smallest) by using pictures, bar graphs, tally charts, picture graphs

MATH: MATHEMATICAL REASONING

1.0 Students make decision about how to set up a problem:

1.1 Determine the approach, materials, and strategies to be used

1.2 Use tools, such as manipulative or sketches, to model problems
SOCIAL STUDIES: A CHILD’S PLACE IN TIME AND SPACE

1.1 Students describe the rights and individual responsibilities of citizenship:

   2. Understand the elements of fair play and good sportsmanship, respect for the rights and opinions of others, and respect for rules by which we live, including the meaning of the “Golden Rule.”

1.2 Students compare and contrast the absolute and relative locations of places and people and describe the physical and/or human characteristics of places:

   1. Locate on maps and globes their local community, California, the United States, the seven continents, and the four oceans

   2. Compare the information that can be derived from a three-dimensional model to the information that can be derived from a picture of the same location

1.5 Students describe the human characteristics of familiar places and the varied backgrounds of American citizens and residents in those places:

   3. Compare and beliefs, customs, ceremonies, traditions, and social practices of the varied cultures, drawing from folklore.

1.6 Students understand the basic economic concepts and the role of individual choices in a free-market economy.

   1. Understand the concepts of exchange and the use of money to purchase goods and services.

________________________________________

FINE ARTS: MUSIC

1.0 Processing, analyzing, and responding to sensory information through the language and skills unique to music.

   Listen to, analyze, and describe music:

   1.3 Identify common instruments visually and aurally in a variety of music

2.0 Creating, performing, and participating in music.

   Compose, arrange, and improvise:

   2.4 Improvise simple rhythmic accompaniments, using body percussion or classroom instruments
### 3.0 Historical and cultural context.

**Diversity of music:**

3.4 Use developmentally appropriate movements in responding to music from various genres, periods, and styles (rhythm, melody, form)

### 4.0 Responding to, analyzing, and making judgments about works of music.

**Derive Meaning:**

4.1 create movements to music that reflect focused listening

---

**FINE ARTS:** DANCE

### 1.0 Processing, analyzing, and responding to sensory information through the language and skills unique to dance.

**Comprehension and analysis of dance elements:**

1.2 Perform short movement problems, emphasizing the element of space (e.g., shapes/lines, big/small, high/low)

### 2.0 Creating, performing, and participating in dance.

**Application of choreographic principles and processes to creating dance:**

2.5 Imitate simple movement patterns

### 3.0 Understanding the historical contributions and cultural dimensions of dance.

**Development of dance:**

3.1 Name and perform folk/traditional dances from other countries

3.2 Describe aspects of the style, costumes, and music of a dance

**History and function of dance:**

3.4 Identify where and when people dance

### 4.0 Responding to, analyzing, and making judgments about works of dance.

**Description, analysis, and criticism of dance:**

4.1 Use basic dance vocabulary to identify and describe a dance observed or performed (e.g., shapes, levels, directions, tempo/fast-slow)
SCIENCE: LIFE SCIENCES

2. Plants and animals meet their needs in different ways. As a basis for understanding this concept:
   
a. Students know different plants and animals inhabit different kinds of environments and have external features that help them thrive in different kinds of places.

b. Students know both plants and animals need water, animals need food, and plants need light.

c. Students know animals eat plants or other animals for food and may also use plants or even other animals for shelter and nesting.

SCIENCE: INVESTIGATION AND EXPERIMENTATION

4. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will:
   
a. Draw pictures that portray some features of the thing being described.

ELD-ELA STANDARDS: GRADE K-2

Listening & Speaking:

Reading Word Analysis:

Reading Fluency & Systematic Vocabulary Development:

Reading Comprehension:

Writing Strategies & Applications:

Writing Conventions:
NETS for Students:

1. Basic operations and concepts
2. Social, ethical, and human issues
3. Technology productivity tools
4. Technology communications tools
5. Technology research tools
6. Technology problem-solving and decision-making tools

Grades Pre K – 2

1. Use input devices (e.g., mouse, keyboard, remote control) and output devices (e.g., monitor, printer) to successfully operate computer, VCRs, audiotapes, and other technologies. (1)

2. Use a variety of media and technology resources for directed and independent learning activities. (1, 3)

3. Communicate about technology using developmentally appropriate and accurate terminology. (1)

4. Use developmentally appropriate multimedia resources (e.g., interactive books, educational software, elementary multimedia encyclopedias) to support learning. (1)

5. Work cooperatively and collaboratively with peers, family members, and others when using technology in the classroom. (2)

6. Demonstrate positive social and ethical behaviors when using technology. (2)

7. Practice responsible use of technology systems and software. (2)

8. Create developmentally appropriate multimedia products with support from teachers, family members, or student partners. (3)

9. Use technology resources (e.g., puzzles, logical thing programs, writing tools, digital cameras, drawing tools) for problem solving, communication, and illustration of thoughts, ideas, and stories. (3, 4, 5, 6)

10. Gather information and communicate with others using telecommunications, with support from teachers, family members, or student partners. (4)
Travel from the U.S. to Africa:
A First Grade UBD Unit

Science
Weather and Geography

Math
Currency, Geometry and Fractions

Visual and Performing Arts
Music, Dance, and

Language Arts
Vocabulary and Comparisons

Social Studies
Language and Culture