**Standard of Living Lesson Cycle**

**Callanan Middle School**

**Patterson**

(W) Means on website

Underline what should be said to the class

If there is a blue word click on it while holding down “ctrl”

The purpose of this lesson cycle is to compare standard of living in different parts of the world. Students will evaluate the reasons why countries become more developed. Students will become familiar how and why the global community has committed to implementing the Sustainable Development Goals. Students will use their knowledge to assess presidential candidate’s plans to raise the quality of life of lower/middle class Americans.

3A - Compare and contrast the standard of living in different parts of the world (SS. 7.14).

* Describe how standard of living is measured (income, years of schooling, and life expectancy).
* Explain why countries with a high or low standard of living are often grouped together.

3B – Evaluate factors that contribute to countries becoming more developed (SS 7.18 & 7.19).

* Describe factors (things) that increase the standard of living of a community/country.
* Explain how countries have changed their policies/laws to increase the standard of living of communities.
* Describe how an overall increase of standard of living impacts a country’s economy.

3C – Evaluate the attainability of the Sustainable Development Goals (SS. 7.15).

* Describe sustainable development goals.
* Explain how the SDGS will be implemented and monitored.
* Critique the idealistic focus of the SDGs

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| **Sections** | **Resources** |
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3A - Compare and contrast the standard of living in different parts of the world (SS. 7.14).

* Describe how standard of living is measured (income, years of schooling, and life expectancy).
* Explain why countries with a high or low standard of living are often grouped together.

**Success Criteria**

Students will form conclusions based on evidence about the value of US aid to Afghanistan (Analysis – Generalization).

Students will become familiar with the definitions of key vocabulary phrases and sort corresponding data points (Retrieval – Executing).

Students will make and defend a claim of why patterns of standard of living exist (Analysis – Specifying).

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| **Day 1** | |
| **Opening Discussion –** If you had to move to the Middle East for a year, would you want to live in Palestine or Israel? Why? (Difference between the quality of life in Israel and Palestine.)  In teams, students should come up with a list of things that a wealthy country would have a lot of. (Collect this piece of paper, create a common list for all your classes. and use it for day 2.)  If we wanted to help countries like Palestine, who are less wealthy, how do we help them improve? What do they need? (Money.) | |
| Standard of Living Visuals (W)  Have students examine US AID explorer website. Discuss as a class, what do they notice?  Examine government waste in Afghanistan. Write paragraph in OneNote or a lined piece of paper. | **Resources/Materials/Extension**  Computers |

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| **Day 2** | |
| **Opening Discussion –** How would it make you feel if we had to sell our school computers because we spent too much money helping other students? Does that mean we shouldn’t help people? How are we going to know if it’s effective? (Need to measure success) | |
| Standard of Living Visuals (W)  Define: Average Income (GDP per Capita), Access to Education (Education Index), Life Expectancy  Use list from day one. Have student’s sort out words and glue underneath the right vocabulary words. For example, access to medicine should be placed under life expectancy. Check with another group.  Foreign Aid Crash Course - [Link](https://www.youtube.com/watch?v=tAvA_cOeeOI) | **Resources/Materials/Extension**  Extension: Average Income, top 10 country vs bottom 10 country. What does the country do with the money? |

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| **Day 3** | |
| **Opening Discussion –** Explain the Human Development Index. Shows all three points. Trends. Examine map on page 9 in common resource. Use videos to explain how history/geography has influenced the HDI map. Timeline Map of Conflicts - [Link](https://www.youtube.com/watch?v=YTRu8eJGC_s) History of Colonization - [Link](https://www.youtube.com/watch?v=ymI5Uv5cGU4) | |
| 3A Assessment, page  Bourdain, Parts Unknown, Amazon, Season 10, Episode 4, Pittsburgh | **Resources/Materials/Extension** |

**Name:**

**Block: Standard of Living - 3A**

**Teacher:**

Your goal is to show that you can:

3A - Compare and contrast the standard of living in different parts of the world (SS. 7.14).

* Describe how standard of living is measured (income, years of schooling, and life expectancy).
* Explain why countries with a high or low standard of living are often grouped together.

1. Standard of living is the quality of life available to a person or community. **Describe how standard of living is measured (income, years of schooling, and life expectancy).** What do these data points reveal about a country? Good writers make claims, provide evidence, explain the evidence, and form conclusions.

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2. If you examine the map on page 8 in the Standard of Living textbook, you will notice several trends/patterns. **Why are countries with high or low standards of living often grouped together**? Why do countries in Europe and North America have a higher standard of living compared to countries on other continents? Good writers make claims, provide evidence, explain the evidence, and form conclusions.

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**3B Resources** [Previous](#A) [Home](#Home) [Next](#C)

3B – Evaluate factors that contribute to countries becoming more developed (SS 7.18 & 7.19).

* Describe factors (things) that increase the standard of living of a community/country.
* Explain how countries have changed their policies/laws to increase the standard of living of communities.
* Describe how an overall increase of standard of living impacts a country’s economy.

**Success Criteria**

Students will examine case studies from around the world focused on standard of living. Students will describe how and why the events of a country have impacted the quality of life in a community/country (Comprehension – Integrating).

Students will answer questions that show their understanding of how the standard of living in a community can be increased (Retrieval – Recalling).

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| **Day 4** | |
| **Opening Discussion –** | |
| Standard of Living Visuals (W)  Graphic Organizer/Readings  SOL Positive Examples UAE (Green), Costa Rica (Orange), Turkey (Blue)  What is happening in the country to raise access to education, healthcare, or income? | **Resources/Materials/Extension**  If scaffold is needed, see example in Modern China lesson cycle.  Extension: Share out answers, answer two questions at the end of the case study. Research, how have things changed in this country since 2014? |

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| **Day 5** | |
| **Opening Discussion –** | |
| Standard of Living Visuals (W)  SOL Negative Examples Haiti (Blue), Dominican Republic (Green), Afghanistan (Orange)  What is happening in the country to hurt access to education, healthcare, or income? | **Resources/Materials/Extension**  Extension: Share out answers, answer two questions at the end of the case study. Research, how have things changed in this country since 2014? |

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| **Day 6** | |
| **Opening Discussion –** Which is more important? Education, GDP per Capita, Healthcare? Which one would you want your leader to focus on first? How do they all interconnect? | |
| 3B Assessment, page  Anthony Bourdain | **Resources/Materials/Extension**  Create a final product? |

**Name:**

**Block: Standard of Living – 3B**

**Teacher:**

Your goal is to show that you can:

3B – Evaluate factors that contribute to countries becoming more developed (SS 7.18 & 7.19).

* Describe factors (things) that increase the standard of living of a community/country.
* Explain how countries have changed their policies/laws to increase the standard of living of communities.
* Describe how an overall increase of standard of living impacts a country’s economy.

1. **Describe factors (things) that increase the standard of living of a community/country.** Good writers make claims, provide evidence, explain the evidence, and form conclusions.

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2. **Explain how countries have changed their policies/laws to increase the standard of living of communities.** Good writers make claims, provide evidence, explain the evidence, and form conclusions.

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3. **Describe how an overall increase of standard of living impacts a country’s economy (ability to make and sell things).** Good writers make claims, provide evidence, explain the evidence, and form conclusions.

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**3C Resources** [Previous](#B) [Home](#Home) [Next](#RigorousTask)

3C - Evaluate the attainability of the Sustainable Development Goals (SS. 7.15).

* Describe sustainable development goals.
* Explain how the SDGS will be implemented and monitored.
* Critique the idealistic focus of the SDGs

**Success Criteria**

In teams, students will define and examine the Sustainable Development Goals (Retrieval – Recognizing).

In teams, students will rank the SDGs by importance (Analysis – Classifying).

Students will create a poster that subliminally promotes pro-SDG behavior (Comprehension – Symbolizing).

Students will critique (give judgment on) the idealistic nature of SDGs (Analysis – Analyzing Errors).

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| **Day 7** | |
| **Opening Discussion –** Introduce SDGs, show video Define SDGs 1 minute [Link](https://www.youtube.com/watch?v=5G0ndS3uRdo&feature=emb_title), Examples of SDGs in Papua New Guinea [Link](https://www.youtube.com/watch?v=3VbLIz9SaaY) | |
| SOL Visuals (W)  Students define goals, identify how they how are they being measured, Wall – E Destroyed Earth [Link](https://www.youtube.com/watch?v=nLx_7wEmwms) | **Resources/Materials/Extension**  Need to create example of team sheet.  Scaffold: Define SDGs, 5min [Link](https://www.youtube.com/watch?v=9-xdy1Jr2eg)  Malala Intro to SDGs [Link](https://vimeo.com/138852758) |

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| **Day 8** | |
| **Opening Discussion –** Opening Discussion: Give five minutes for students to organize their top three most important SDGs. Have students share on notecard what they think is most important. | |
| SOL Visuals (W)  Students individually make posters, promoting goal and why it is important. Example needed. No colored pencils/markers until second day. | **Resources/Materials/Extension** |

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| **Day 9** | |
| **Opening Discussion –** Examine Young CNN Heroes website. How are these students making a difference? SOL Visuals (W) | |
| Finish poster | **Resources/Materials/Extension**  Computers/Headphones  Extension: Who is Greta Thunberg? What is she promoting? How did she become famous? |

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| **Day 10** | |
| **Opening Discussion –** Examine specific goal. Idealistic vs. Specific goals. Implement, monitoring SDGs | |
| 3C Assessment, page | **Resources/Materials/Extension**  Bourdain? |

**Name:**

**Block: Standard of Living – 3C**

**Teacher:**

Your goal is to show that you can:

3C – Evaluate the attainability of the Sustainable Development Goals (SS. 7.15).

* Describe sustainable development goals.
* Explain how the SDGS will be implemented and monitored.
* Critique the idealistic focus of the SDGs



1. **Explain the purpose of the Sustainable Development Goals.** Why would countries want to write and agree to working towards these goals? Good writers make claims, provide evidence, explain the evidence, and form conclusions.

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More room on the back…

2. **Explain how the SDGs will be implemented and monitored.** In your opinion, is this an effective and accurate process? Good writers make claims, provide evidence, explain the evidence, and form conclusions.

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3. **Critique the idealistic focus of the SDGs**. In your opinion, is it a strength or weakness that SDGs aren’t very specific? Good writers make claims, provide evidence, explain the evidence, and form conclusions.

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**Rigorous Task** [Previous](#C) [Home](#Home)

**Middle School Option**

3B – Evaluate factors that contribute to countries becoming more developed (SS 7.18 & 7.19).

* Describe factors (things) that increase the quality of life for a community/country.
* Explain how countries have changed their policies/laws to improve the quality of life in communities.

Students will examine an academic text to answer questions about health in communities around the world (Retrieval – Recalling).

Students will use text and picture evidence to make a professional presentation about healthcare in different countries (Retrieval – Executing).

Students will look for common trends/indicators in countries that have quality healthcare (Analysis – Generalizing).

**High School Option**

3B – Evaluate proposals/plans to increase the standard of living in the United States (SS 7.18 & 7.19).

* Compare and contrast plans to increase GDP per Capita of lower/middle class families.
* Compare and contrast plans to improve access to quality education.
* Compare and contrast plans to increase access to doctors/medicine.
* Based off your research, make the case for which candidate would make the better president.

In teams, students will examine the economic and healthcare plans for 2020 presidential candidates. Students will establish criteria to determine which candidate would make the better president (Knowledge Utilization – Decision Making).

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| **Days 11 - 13** | |
| **Opening Discussion –** | |
| Middle School/Highschool Options | **Resources/Materials/Extension**  Peer review of work? |

**Health Power Point - Middle School Option**

Create a PowerPoint presentation that meets the below requirements. When you are finished, send your PowerPoint to [Andrew.patterson@dmschools.org](mailto:Andrew.patterson@dmschools.org). Teams can help each other, but each person is expected to turn in their own project. Make sure that you grab the same color book every day. Each slide is expected to look professional (proper spelling, formatting, relevant pictures, and complete sentences).

|  |  |  |  |
| --- | --- | --- | --- |
| Slide 1 | Title Slide | Name, Block, Teacher, Title |  |
| Slide 2 | Introduction | What is life expectancy?  What does heredity mean?  What is a virus?  Which country spends the most on health care?  Which continent spends the least? | Pages 5 - 9 |
| Slide 3 | Case Study #1 | Read the article about the featured country. Write a paragraph that explains the good/bad things that are affecting health in that country. | Pages 10 - 15 |
| Slide 4 | Case Study #2 | Read the article about the featured country. Write a paragraph that explains the good/bad things that are affecting health in that country. | Pages 16- 21 |
| Slide 5 | Programs in the U.S. | What is Play 60? Describe the fitness program. Who is it supposed to help? Is it successful? | Internet |
| Slide 6 | State of Iowa | How does Iowa compare to the rest of the United States when it comes to health? Include specific numbers. | Internet |
| Slide 7 | List of Sources | Include link of the resources that you used for slides 5/6. | Internet |

**Standard of Living - High School Option**

The presidential election is less than a year away! By yourself or in a team, examine the proposals/plans that candidates have put forth this election cycle. (The quality of your project should reflect the number of students working on it.) You could compare democratic candidates to each other, to President Trump, or you could critique a specific candidate. Your primary focus should be how the candidates plan on raising the American standard of living.

(It might be easier to think about how presidential candidates plan to help lower/middle class families, improve education, and increase access to doctors/medicine. You can examine people currently running or people that have dropped out.)

You will have at least three full days to work on this project. Please use and cite specific evidence including pictures and videos. While not required, it is suggested that you type your project in Word Online and share it with Mr. Patterson so he can see progress/give suggestions.

Here is how you/your group will be graded:

3B – Evaluate proposals/plans to increase the standard of living in the United States (SS 7.18 & 7.19).

* Compare and contrast plans to increase GDP per Capita of lower/middle class families.
* Compare and contrast plans to improve access to quality education.
* Compare and contrast plans to increase access to doctors/medicine.
* Based off your research, make the case for which candidate would make the better president.