

HIV/AIDS Status in Africa

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Grade Level (Req.): 9th-12th grade	Content Area (Req.): Health Education	Unit (Opt.):
Connections to Other Disciplines (Opt.):		
<ul style="list-style-type: none"> • Geography • • 		
Time Frame (Req.): One 90 minute class period	Goal (Req.): To help students understand the rate of HIV/AIDS in the continent of Africa and compare that to other parts of the world.	
	Objective (Req.): Students will be able to determine where in the world the rates of HIV/AIDS are the highest and be able to compare those rates with other parts of the world.	
Materials Needed (Req.):	New Vocabulary (Opt.):	
<ul style="list-style-type: none"> • 2009 World Population Data Sheet (downloadable online) • Map of Africa • Colored pencils • LCD projector with PowerPoint on HIV/AIDS worldwide • • • 	<ul style="list-style-type: none"> • • • • • 	
Anticipatory Set/Introduction [Inquiry Question is required] (Req.): In what part of the world would you find the highest rates of HIV/AIDS? **71% of all cases of HIV/AIDS worldwide are in Africa. This lesson will help the student understand the significance of this, explain some reasons this is so, where in Africa do we see the highest and the lowest levels and why, and how do the Africa rates compare to other parts of the world.		
Instructional Sequence/Procedure (Req.):		
<ol style="list-style-type: none"> 1. Begin the lesson by asking the "Inquiry Question" above. Ask the students for reasons why this is so. List on board student responses to the questions and discuss with the entire class. 2. Ask question, "Are there certain parts of Africa that have higher rates than others?" Give students information on two African nations, one with a high rate and one with a low rate. Ask students why there would be so much difference in two countries in the same continent. 3. Give students the materials needed to make a map of HIV/AIDS rates in adults age 15-49 in Africa. They will need a blank map, 2009 World Population Data Sheet, and a set of colored pencils. Information of Africa can be found on pages 10 and 11 of the World Population Data Sheet. Ranges will need to be selected by the class so they know what color to make each of the countries of Africa. Five ranges should be selected. The range is 0.1% to 26.1%. The lower rates will need to be lighter colors and the higher rates need to be darker colors. 4. When the maps are completed, see if the students can make any comparisons as to where the rates are the highest and why that may be so. Discuss in class. 5. Compare the Africa rates to other parts of the world including the United States. Discuss in class. 		

6. Show class a PowerPoint presentation which goes over world statistics on HIV/AIDS.
7. Extending the Lesson: Have students read an article on what is being done internationally to help those countries who are in need Africa to lower their rate of HIV/AIDS.
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Formative Evaluation (Req.): Check maps for placement understanding

Assessment (Req.): Reaction paper to the extension

Iowa Core Curriculum Standards Used (Req.):

- Geography, grade 9-12: Understand the use of geographic tools to locate and analyze information about people, places, and environments.
- Geography, grade 9-12: Understand how human factors and the distribution of resources affect the development of society and the movement of populations.
- Geography, grade 9-12: Understand how cultural factors influence the design of human communities.
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Common Core Curriculum Standards Used (Opt.):

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NGS Standards Used (Req.):

- How to use maps and other geographic representations, geospatial technologies, and spatial thinking to understand and communicate information
- The characteristics, distribution, and migration of human populations on Earth's surface
- The processes, patterns, and functions of human settlement
- The changes that occur in the meaning, use, distribution, and importance of resources
- The characteristics, distribution, and complexity of Earth's cultural mosaics
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Five Themes of Geography Used (Req.): <ul style="list-style-type: none">• Place• Human-Environmental Interaction• Movement• Region•	School District Standards and Benchmarks (Opt.): <ul style="list-style-type: none">•••
21 st Century Universal Constructs (Opt.):	
Other Disciplinary Standards (Opt.): <ul style="list-style-type: none">•••••	
Other Essential Information (Opt.):	
Other Resources (Opt.): <ul style="list-style-type: none">••••	