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| **http://blendedschools-public.rubiconatlas.org/common_images/AtlasLogoDark.png?v=Atlas8.0.3.260** | **Unit 3 : Africa** Social Studies 7 BGrade 7|Social Studies|Middle School|2013-2014*Friday, March 7, 2014, 1:56PM* | **http://blendedschools-public.rubiconatlas.org/images/school_logo_small.png?v=Atlas8.0.3.260** |

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| Unit: Unit 3 : Africa (Week 29, 4 Weeks)  |
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| **Unit Summary** <http://sayregeographyclass.weebly.com/africa.html> **http://blendedschools-public.rubiconatlas.org/common_images/icons/discussionactive.png?v=Atlas8.0.3.260****Prerequisite**

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| Hours* 15 Hours
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| Grades* Grade 7
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| This unit has five lessons, a unit project, and a unit test. This course is designed for seventh graders. |

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| **Stage 1: Desired Results** |
| **Standards http://blendedschools-public.rubiconatlas.org/common_images/icons/discussionactive.png?v=Atlas8.0.3.260****PA: Civics and Government 2009, PA: Grade 7 , 5.1 Principles & Documents of Government**Pennsylvania’s public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:* 5.1.7.B. Identify the different types of government and the processes they use in making laws.

**PA: Geography 2009, PA: Grade 7 , Geography**7.1. Basic Geographic Literacy* 7.1.7.A. Explain how common geographic tools are used to organize and interpret information about people, places, and environment.
* 7.1.7.B. Explain and locate places and regions as defined by physical and human features.

7.2. Physical Characteristics of Places and Regions* 7.2.7.A. Explain the characteristics of places and regions.
* 7.2.7.B. Describe the physical processes that shape patterns on Earth’s surface.

7.3. Human Characteristics of Places and Regions* 7.3.7.A. Describe the human characteristics of places and regions using the following criteria: • Population • Culture • Settlement • Economic activities • Political activities

7.4. Interactions Between People and the Environment* 7.4.7.A. Describe and explain the effects of the physical systems on people within regions.
* 7.4.7.B. Describe and explain the effects of people on the physical systems within regions.
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| **Enduring Understandings http://blendedschools-public.rubiconatlas.org/common_images/icons/discussionactive.png?v=Atlas8.0.3.260*** Physical and cultural diversity help define the region
* The legacy of Africa's colonial past has had a lasting impact on the region.

  | **Essential Questions http://blendedschools-public.rubiconatlas.org/common_images/icons/discussionactive.png?v=Atlas8.0.3.260**What are the major physical features and climate zones of North Africa and Sub-Saharan Africa? How have they influenced where and how people live?How did climate affect early African civilizations? What were some of the achievements of the ancient civilizations of Sub-Saharan Africa?How did European colonization shape modern Africa?What common cultural elements unite the diverse continent of Africa?What challenges are facing much of Africa in the 21st century? |
| **Content http://blendedschools-public.rubiconatlas.org/common_images/icons/discussionactive.png?v=Atlas8.0.3.260**Physical GeographyEarly Civilizations and EmpiresModern African HistoryPeople of AfricaCurrent Issues**http://blendedschools-public.rubiconatlas.org/common_images/icons/discussionactive.png?v=Atlas8.0.3.260** | **Vocabulary http://blendedschools-public.rubiconatlas.org/common_images/icons/discussionactive.png?v=Atlas8.0.3.260****Delta - basin irrigation - bazaar - wadi - Perennial irrigation - reservoir - Sahel - escarpment - savanna - oral history - leaching - population density - plateau - land degradation - apartheid - Colonialism - chaparral - fellaheen - sandstorm - basin irrigation - caravan - medinas - souks -**             **http://blendedschools-public.rubiconatlas.org/common_images/icons/discussionactive.png?v=Atlas8.0.3.260** |
| **Stage 2: Assessment Evidence** |
| Assessment **http://blendedschools-public.rubiconatlas.org/common_images/icons/discussionactive.png?v=Atlas8.0.3.260****Assignment****Formative: Assignment****Test****Summative: Test****Quiz****Formative: Quiz****Travel Journal Response****Summative: Journal Response****Written Projects****Formative: Essay/Essay Outline****Unit Questions****Formative: Assignment Discussion****Bell Ringers****Online Assignments (found on Skyward)** |
| **Stage 3: Learning Plan** |
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| **Learning Activities http://blendedschools-public.rubiconatlas.org/common_images/icons/discussionactive.png?v=Atlas8.0.2.220**

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| Direct Instruction* Compare and contrast
* Didactic questions (convergent, factual questions often begin with what/where/when/how)
* Guides for reading, notes, etc.

Indirect Instruction* Problem solving
* Reading for meaning
* Reflective discussion
* Concept attainment (attributes that fit or do not fit examples) (Bell ringers)
* Concept mapping

Interactive Instruction* Brainstorming
* Peer practice
* Peer discussion

Independent Study* Essays
* Computer-assisted activity
* Travel journals
* Learning activity package (unit packet)
* Homework
* Short Story
* Assigned questions (unit)

Experiential Learning* Games
* Map Quizzes
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| **Resources http://blendedschools-public.rubiconatlas.org/common_images/icons/discussionactive.png?v=Atlas8.0.2.220**

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| Print* Documents
* Calendar
* Notes
* Unit Packet

Non Print* Art work/Map Interpretation
* Online Skyward
* Computer
* Digital photos
* Website
* Video Clips (min 6-8)
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