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|  | **Unit 3 : Africa**  Social Studies 7 BGrade 7|Social Studies|Middle School|2013-2014  *Friday, March 7, 2014, 1:56PM* |  |

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| Unit: Unit 3 : Africa (Week 29, 4 Weeks) | | | | | |
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| **Unit Summary** <http://sayregeographyclass.weebly.com/africa.html>  **Prerequisite**   |  | | --- | | Hours   * 15 Hours | | Grades   * Grade 7 | | This unit has five lessons, a unit project, and a unit test. This course is designed for seventh graders. | | | | | | |
| **Stage 1: Desired Results** | | | | | |
| **Standards**  **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. | | | | | |
| **Enduring Understandings**   * 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**  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**  Physical Geography  Early Civilizations and Empires  Modern African History  People of Africa  Current Issues | | | **Vocabulary**  **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 -** | | |
| **Stage 2: Assessment Evidence** | | | | | |
| Assessment  **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** | | | | | |
| |  |  | | --- | --- | | **Learning Activities [http://blendedschools-public.rubiconatlas.org/common_images/icons/discussionactive.png?v=Atlas8.0.2.220](javascript://AttachToValueToSelect=Curriculum_10117&CurriculumID=10117&MasterCategoryID=8&RootType=Curriculum&RootID=10117&)**   |  | | --- | | 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 | | | | | |  |  | | --- | --- | | **Resources [http://blendedschools-public.rubiconatlas.org/common_images/icons/discussionactive.png?v=Atlas8.0.2.220](javascript://AttachToValueToSelect=Curriculum_10118&CurriculumID=10118&MasterCategoryID=6&RootType=Curriculum&RootID=10118&)**   |  | | --- | | 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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