

**Grade Level** 7<sup>th</sup> Grade

**Teacher/Room:** Hardman, Miller

Week of: Feb 10, 2014

**Unit Vocabulary: Africa Geography Terms:** Sahara, Sahel, savanna, tropical rain forest, Congo River, Niger River, Nile River, Lake Tanganyika, Lake Victoria, Atlas Mountains, Kalahari Desert, Democratic Republic of the Congo (Zaire), Egypt, Kenya, Nigeria, South Africa, Sudan, and South Sudan

Africa Vocabulary:

**Instructional Strategies Used: Technology, Reading and Response, Creating games, Creating graphic organizer, Map skills, Writing.**

<u>Day 1</u>	<u>Day 2</u>	<u>Day 3</u>	<u>Day 4</u>	<u>Day 5</u>
<p>SS7G1 The student will locate selected features of Africa.</p> <p>a. Locate on a world and regional political-physical map: the Sahara, Sahel, savanna, tropical rain forest, Congo River, Niger River, Nile River, Lake Tanganyika, Lake Victoria, Atlas Mountains, and Kalahari Desert.</p> <p>b. Locate on a world and regional political-physical map the countries of Democratic Republic of the Congo (Zaire), Egypt, Kenya, Nigeria, South Africa, Sudan, and South Sudan</p>	<p>SS7G1 The student will locate selected features of Africa.</p> <p>a. Locate on a world and regional political-physical map: the Sahara, Sahel, savanna, tropical rain forest, Congo River, Niger River, Nile River, Lake Tanganyika, Lake Victoria, Atlas Mountains, and Kalahari Desert.</p> <p>b. Locate on a world and regional political-physical map the countries of Democratic Republic of the Congo (Zaire), Egypt, Kenya, Nigeria, South Africa, Sudan, and South Sudan</p>	<p>SS7G1 The student will locate selected features of Africa.</p> <p>a. Locate on a world and regional political-physical map: the Sahara, Sahel, savanna, tropical rain forest, Congo River, Niger River, Nile River, Lake Tanganyika, Lake Victoria, Atlas Mountains, and Kalahari Desert.</p> <p>b. Locate on a world and regional political-physical map the countries of Democratic Republic of the Congo (Zaire), Egypt, Kenya, Nigeria, South Africa, Sudan, and South Sudan</p>	<p>SS7G1 The student will locate selected features of Africa.</p> <p>a. Locate on a world and regional political-physical map: the Sahara, Sahel, savanna, tropical rain forest, Congo River, Niger River, Nile River, Lake Tanganyika, Lake Victoria, Atlas Mountains, and Kalahari Desert.</p> <p>b. Locate on a world and regional political-physical map the countries of Democratic Republic of the Congo (Zaire), Egypt, Kenya, Nigeria, South Africa, Sudan, and South Sudan</p>	<p>SS7G2 The student will discuss environmental issues across the continent of Africa.</p> <p>a. Explain how water pollution and the unequal distribution of water impacts irrigation, trade, industry, and drinking water.</p> <p>b. Explain the relationship between poor soil and deforestation in Sub-Saharan Africa.</p> <p>c. Explain the impact of desertification on the environment of Africa from the Sahel to the rainforest</p> <p>SS7G3 The student will explain the impact of location, climate, and physical characteristics on population distribution in Africa.</p> <p>a. Explain how the characteristics in the Sahara, Sahel, savanna, and tropical rain forest affect where people live, the type of work they do, and how they travel</p>
<p><b>Essential Question:</b> What are the physical and political features important to Africa?</p>	<p><b>Essential Question:</b> What are the physical and political features important to Africa?</p>	<p><b>Essential Question:</b> What are the physical and political features important to Africa?</p>	<p><b>Essential Question:</b> What are the physical and political features important to Africa?</p>	<p><b>Essential Question:</b> <b>How does location affect where people live and work? What environmental issues are associated with African countries?</b></p>

<p><b>Mini Lesson:</b></p> <ol style="list-style-type: none"> <li>1. Introduce Africa: United Streaming <a href="http://app.discoveryeducation.com/search?Ntt=Africa+Geography">http://app.discoveryeducation.com/search?Ntt=Africa+Geography</a></li> <li>2. Study Island: Africa Geography Review as a whole group</li> <li>3. BYOD or computer rotations on Study Island Africa Map</li> </ol>	<p><b>Mini Lesson:</b></p> <ol style="list-style-type: none"> <li>1. Complete Africa geography on Study Island.</li> <li>2. Work on map project with partner or individually depending on individual ability.</li> <li>3. Blue Book Questions: p 11-15 Questions: 1-20</li> <li>4. Interactive Bulletin Board Map: Students will add countries to the map.</li> </ol>	<p><b>Mini Lesson:</b></p> <ol style="list-style-type: none"> <li>1. Complete Africa geography on Study Island.</li> <li>2. Work on map project with partner or individually depending on individual ability.</li> <li>3. Blue Book Questions: p 11-15 Questions: 1-20</li> <li>4. Interactive Bulletin Board Map: Students will add countries to the map.</li> </ol>	<p><b>Mini Lesson:</b></p> <ol style="list-style-type: none"> <li>1. Complete Africa geography on Study Island.</li> <li>2. Work on map project with partner or individually depending on individual ability.</li> <li>3. Blue Book Questions: p 11-15 Questions: 1-20</li> <li>4. Interactive Bulletin Board Map: Students will add countries to the map.</li> </ol>	<p><b>Mini Lesson:</b></p> <ol style="list-style-type: none"> <li>1. Test on Africa Maps</li> <li>2. United Streaming video</li> <li>3. Read chapters 2 &amp; 3 in yellow book and complete worksheet</li> </ol>
<p><b>Differentiation:</b></p> <p>Depth of teacher instruction vs. independent learner</p> <p>Modified Project Based Learning</p> <p>Student Product: Modified for Ability</p>	<p><b>Differentiation:</b></p> <p>Map project – partners or individual depending on depth of knowledge/pre-assessment</p> <p>Modified Project Based Learning Africa Map Project</p> <ul style="list-style-type: none"> <li>- Gifted Floor Posters: Physical, Political, and biomes</li> <li>- Reg. Ed. Individual</li> <li>- Sped or RTI: Pair/Partner Project</li> </ul>	<p><b>Differentiation:</b></p> <p>Map project – partners or individual depending on depth of knowledge/pre-assessment</p> <p>Modified Project Based Learning Africa Map Project</p> <ul style="list-style-type: none"> <li>- Gifted Floor Posters: Physical, Political, and biomes</li> <li>- Reg. Ed. Individual</li> <li>- Sped or RTI: Pair/Partner Project</li> </ul>	<p><b>Differentiation:</b></p> <p>Map project – partners or individual depending on depth of knowledge/pre-assessment</p> <p>Modified Project Based Learning Africa Map Project</p> <ul style="list-style-type: none"> <li>- Gifted Floor Posters: Physical, Political, and biomes</li> <li>- Reg. Ed. Individual</li> <li>- Sped or RTI: Pair/Partner Project</li> </ul>	<p><b>Differentiation:</b></p> <p>Teacher led reading and discussion regarding questions for those with identified interventions.</p>
<p><b>Assessment :</b></p> <p>Formative assessment based on warm up discussions and compare contrast task</p>	<p><b>Assessment :</b></p> <p>Formative – Stations 3 &amp; Summative Assessments – Study Island and Maps</p>	<p><b>Assessment :</b></p> <p>Formative – Stations 3 &amp; Summative Assessments – Study Island and Maps</p>	<p><b>Assessment :</b></p> <p>Formative – Stations 3 &amp; Summative Assessments – Study Island and Maps</p>	<p><b>Assessment :</b></p> <p>Formative Assessment – reading and student answers/discussion</p>
<p><b>Homework:</b></p> <p>Study Island assignments already assigned in “My Class”</p> <p>Review Maps for Africa</p>	<p><b>Homework:</b></p> <p>Study Island assignments already assigned in “My Class”</p>	<p><b>Homework:</b></p> <p>Study Island assignments already assigned in “My Class”</p>	<p><b>Homework:</b></p> <p>Study Island assignments already assigned in “My Class”</p> <p>Review Maps of Africa for Map Test</p>	<p><b>Homework:</b></p> <p>Study Island assignments already assigned in “My Class”</p>