

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

**Teacher/Room:** Hardman, Miller

**Week of:** March 3, 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:** deforestation, desertification, infrastructure, landlocked, irrigation, slash and burn farming subsistence farming, ethnic group, religious group, Arabs, Ashanti, Bantu, Swahili

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

<b>Day 1</b>	<b>Day 2</b>	<b>Day 3</b>	<b>Day 4</b>	<b>Day 5</b>
<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>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>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>SS7G4 The student will describe the diverse cultures of the people who live in Africa.</p> <p>a. Explain the differences between an ethnic group and a religious group.</p> <p>b. Explain the diversity of religions within the Arab, Ashanti, Bantu, and Swahili ethnic groups.</p> <p>c. Evaluate how the literacy rate affects the standard of living.</p>	<p>SS7G4 The student will describe the diverse cultures of the people who live in Africa.</p> <p>a. Explain the differences between an ethnic group and a religious group.</p> <p>b. Explain the diversity of religions within the Arab, Ashanti, Bantu, and Swahili ethnic groups.</p> <p>c. Evaluate how the literacy rate affects the standard of living.</p>
<p><b>Essential Question:</b> How does location affect how people live, work, and play?</p>	<p><b>Essential Question:</b> How does location affect how people live, work, and play?</p>	<p><b>Essential Question:</b> How does location affect how people live, work, and play?</p>	<p><b>Essential Question:</b> How are the religions of the Arab, Ashanti, Bantu, and Swahili ethnic groups different? How does literacy rate among Africans affect their standard of living?</p>	<p><b>Essential Question:</b> How are the religions of the Arab, Ashanti, Bantu, and Swahili ethnic groups different? How does literacy rate among Africans affect their standard of living?</p>
<p><b>Mini Lesson:</b></p> <ol style="list-style-type: none"> <li>Warm Up</li> <li>United Streaming: My Child of Africa – Rain Forest and South Africa children show how their locations affect how they live, work and play.</li> </ol>	<p><b>Mini Lesson:</b></p> <ol style="list-style-type: none"> <li>Warm Up</li> <li>United Streaming: My Child of Africa – Rain Forest and South Africa children show how their locations affect how they live, work and play.</li> </ol>	<p><b>Mini Lesson:</b></p> <ol style="list-style-type: none"> <li>Warm Up</li> <li>United Streaming: My Child of Africa – Rain Forest and South Africa children show how their locations affect how they live, work and play.</li> </ol>	<p><b>Mini Lesson:</b></p> <ol style="list-style-type: none"> <li>Warm Up</li> <li>Yellow Book: Chapter 4</li> <li>Blue Book: 76-99</li> <li>Small Groups: Think-Pair-Share – Arab, Ashanti, Bantu, and Swahili – Students will teach the</li> </ol>	<p><b>Mini Lesson:</b></p> <ol style="list-style-type: none"> <li>Warm Up</li> <li>Yellow Book: Chapter 4</li> <li>Blue Book: 76-99</li> <li>Small Groups: Think-Pair-Share – Arab, Ashanti, Bantu, and Swahili – Students will teach the class</li> </ol>

<p>3. Graphic Organizer – Student Completion before, during, and after viewing the videos</p> <p>4. Teacher led discussions regarding location</p> <p>5. Blue Book Questions: 21-37</p>	<p>3. Graphic Organizer – Student Completion before, during, and after viewing the videos</p> <p>4. Teacher led discussions regarding location</p> <p>5. Blue Book Questions: 38-54</p>	<p>3. Graphic Organizer – Student Completion before, during, and after viewing the videos</p> <p>4. Teacher led discussions regarding location</p> <p>5. Blue Book Questions: 55-75</p>	<p>class about their group using a graphic organizer.</p>	<p>about their group using a graphic organizer.</p>
<p><b>Differentiation:</b> Depth of teacher instruction vs. independent learner</p> <p>Graphic Organizer – Before, During, and After viewing</p>	<p><b>Differentiation:</b> Depth of teacher instruction vs. independent learner</p> <p>Graphic Organizer – Before, During, and After viewing</p>	<p><b>Differentiation:</b> Depth of teacher instruction vs. independent learner</p> <p>Graphic Organizer – Before, During, and After viewing</p>	<p><b>Differentiation:</b> Depth of teacher instruction vs. independent learner</p> <p>Graphic Organizer – Before, During, and After viewing</p>	<p><b>Assessment :</b> Formative Assessment – Chpt 4 and questions 76-99</p> <p>Summative Assessment – GO teaching the class what you learned about your ethnic group.</p>
<p><b>Assessment :</b> Formative Assessment based on warm up – Formative Assessment based on GO</p>	<p><b>Assessment :</b> Formative Assessment based on warm up – Formative Assessment based on GO</p>	<p><b>Assessment :</b> Formative Assessment based on warm up – Formative Assessment based on GO</p>	<p><b>Assessment :</b> Formative Assessment – Chpt 4 and questions 76-99</p> <p>Summative Assessment – GO teaching the class what you learned about your ethnic group.</p>	<p><b>Assessment :</b> Formative Assessment – reading and student answers/discussion</p>
<p><b>Homework:</b> Study Island assignments already assigned in “My Class”</p>	<p><b>Homework:</b> Study Island assignments already assigned in “My Class”</p>	<p><b>Homework:</b> Study Island assignments already assigned in “My Class”</p>	<p><b>Homework:</b> Study Island assignments already assigned in “My Class”</p>	<p><b>Homework:</b> Study Island assignments already assigned in “My Class”</p>