Grade Level 7th Grade 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.					
<u>Day 1</u>	Day 2	Day 3	Day 4	<u>Day 5</u>	
SS7G3 The student will	SS7G3 The student will	SS7G3 The student will	SS7G4 The student will	SS7G4 The student will	
explain the impact of	explain the impact of	explain the impact of	describe the diverse cultures	describe the diverse cultures	
location, climate, and	location, climate, and	location, climate, and	of the people who live in	of the people who live in	
physical characteristics on	physical characteristics on	physical characteristics on	Africa.	Africa.	
population distribution in	population distribution in	population distribution in	a. Explain the differences	a. Explain the differences	
Africa.	Africa.	Africa.	between an ethnic group	between an ethnic group	
a. Explain how the	a. Explain how the	a. Explain how the	and a religious group.	and a religious group.	
characteristics in the	characteristics in the	characteristics in the	b. Explain the diversity of	b. Explain the diversity of	
Sahara, Sahel, savanna,	Sahara, Sahel, savanna,	Sahara, Sahel, savanna,	religions within the Arab,	religions within the Arab,	
and tropical rain forest	and tropical rain forest	and tropical rain forest	Ashanti, Bantu, and	Ashanti, Bantu, and	
affect where people live,	affect where people live,	affect where people live,	Swahili ethnic groups.	Swahili ethnic groups.	
the type of work they do,	the type of work they do,	the type of work they do,	c. Evaluate how the literacy	c. Evaluate how the literacy	
and how they travel	and how they travel	and how they travel	rate affects the standard	rate affects the standard of	
			of living.	living.	
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Essential Question:	Essential Question:	Essential Question:	Essential Question:	Essential Question:	
How does location affect how	How does location affect how	How does location affect how	How are the religions of the Arab,	How are the religions of the Arab,	
people live, work, and play?	people live, work, and play?	people live, work, and play?	Ashanti, Bantu, and Swahili ethnic	Ashanti, Bantu, and Swahili ethnic	
			groups different? How does	groups different? How does literacy	
			literacy rate among Africans affect their standard of living?	rate among Africans affect their standard of living?	
Mini Lesson:	Mini Lesson:	Mini Lesson:	Mini Lesson:	Mini Lesson:	
1. Warm Up	1. Warm Up	1. Warm Up	1. Warm Up	1. Warm Up	
2. United Streaming: My Child	2. United Streaming: My Child	2. United Streaming: My Child	2. Yellow Book: Chapter 4	2. Yellow Book: Chapter 4	
of Africa – Rain Forest and	of Africa – Rain Forest and	of Africa – Rain Forest and	3. Blue Book: 76-99	3. Blue Book: 76-99	
South Africa children show	South Africa children show	South Africa children show	4. Small Groups: Think-Pair-	4. Small Groups: Think-Pair-	
how their locations affect	how their locations affect	how their locations affect	Share – Arab, Ashanti,	Share – Arab, Ashanti,	
how they live, work and	how they live, work and	how they live, work and	Bantu, and Swahili –	Bantu, and Swahili –	
play.	play.	play.	Students will teach the	Students will teach the class	

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