

**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, alliance, separation of powers, checks and balances, constitution, dictator, famine, consumption, apartheid, sanction, voluntary trade, specialization, trade barriers, tariffs, quotas, embargoes, Gross Domestic Product, entrepreneur

**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>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>SS7CG1 The student will compare and contrast various forms of government.</p> <p>a. Describe ways government systems distribute power</p> <p>b. Explain how governments determine citizen participation</p> <p>c. Describe the two prominent forms of democratic government.</p> <p>.</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>SS7CG1 The student will compare and contrast various forms of government.</p> <p>a. Describe ways government systems distribute power</p> <p>b. Explain how governments determine citizen participation</p> <p>c. Describe the two prominent forms of democratic government</p>	<p>Lab Day</p>	<p>SS7E1 the student will analyze different economic systems.</p> <p>a. Compare how traditional, command, and market economies answer the economic questions of 1 – what to produce, 2- how to produce, and 3 – for whom to produce.</p> <p>b. Compare and contrast the economic systems found in South Africa and Nigeria</p>	<p>SS7G3 The student will explain the impact of location, climate, and physical characteristics on population distribution in Africa.</p> <p>b. 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>SS7CG1 The student will compare and contrast various forms of government.</p> <p>d. Describe ways government systems distribute power</p> <p>e. Explain how governments determine citizen participation</p> <p>f. Describe the two prominent forms of democratic government</p>

<p><b>Essential Question:</b> Who has the power? Who gets to participate? What is the difference between a Unitary System and a Federal System? What are the varied levels of citizen participation in government?</p>	<p><b>Essential Question:</b> Who has the power? Who gets to participate? What is the difference between a Unitary System and a Federal System? What are the varied levels of citizen participation in government?</p>	<p><b>Essential Question:</b></p>	<p><b>Essential Question:</b> What is the difference between the 3 economic systems? In what ways is South Africa’s market economy different than Nigeria’s market economy?</p>	<p><b>Essential Question:</b> What is the difference between the 3 economic systems? In what ways is South Africa’s market economy different than Nigeria’s market economy?</p>
<p><b>Mini Lesson:</b></p> <ol style="list-style-type: none"> <li>1. Warm Up</li> <li>2. Blue Book Questions 100-121</li> <li>3. Review and Discuss Answers</li> <li>4. Chapter 5 Yellow Book: Review Systems of Gov. (Unitary &amp; Federal; Autocratic, Oligarchic, &amp; Democratic)</li> <li>5. Create Chart and list characteristics of and examples of each.</li> </ol>	<p><b>Mini Lesson:</b></p> <ol style="list-style-type: none"> <li>1. Warm Up</li> <li>2. Blue Book Questions 100-121</li> <li>3. Review and Discuss Answers</li> <li>4. Chapter 5 Yellow Book: Review Systems of Gov. (Unitary &amp; Federal; Autocratic, Oligarchic, &amp; Democratic)</li> <li>5. Create Chart and list characteristics of and examples of each.</li> </ol>	<p>Lab Day:</p> <ol style="list-style-type: none"> <li>1. Complete SI lesson on African Cultures &amp; Governments</li> <li>2. Complete any missing work – <b>make up work day</b></li> </ol>	<p><b>Mini Lesson:</b></p> <ol style="list-style-type: none"> <li>1. Warm Up</li> <li>2. Brain Pop: Supply and Demand</li> <li>3. Yellow Book: Chapter8</li> <li>4. Blue Book: 141-190</li> <li>5. Africa Maps: Natural Resources and Ethnic Groups</li> <li>6. What is your specialty?</li> </ol>	<p><b>Mini Lesson:</b></p> <ol style="list-style-type: none"> <li>1. Warm Up</li> <li>2. Brain Pop: Supply and Demand</li> <li>3. Yellow Book: Chapter8</li> <li>4. Blue Book: 141-190</li> <li>5. Cross Word Puzzle</li> <li>6. What is your specialty?</li> </ol>
<p><b>Differentiation:</b> Depth of teacher instruction vs. independent learner</p> <p>Paired Learning</p>	<p><b>Differentiation:</b> Depth of teacher instruction vs. independent learner</p> <p>Paired Learning</p>	<p><b>Differentiation:</b> Depth of teacher instruction vs. independent learner</p> <p>Study Island is game format for motivation in learning</p>	<p><b>Differentiation:</b> Depth of teacher instruction vs. independent learner</p> <p>Paired Learning</p> <p>Kinesthetic Learning – Small Group work</p>	<p><b>Differentiation:</b> Depth of teacher instruction vs. independent learner</p> <p>Paired Learning</p> <p>Kinesthetic Learning – Small Group work</p>
<p><b>Assessment :</b> Formative Assessment based on warm up – Formative Assessment based on Yellow Book chpt. 5</p> <p>Summative Assessment: Chart</p>	<p><b>Assessment :</b> Formative Assessment based on warm up – Formative Assessment based on Yellow Book chpt. 5</p> <p>Summative Assessment: Chart</p>	<p><b>Assessment :</b> Formative Assessment based on SI results</p>	<p><b>Assessment :</b> Formative Assessment – Chpt 8 and questions141-190; What is your specialty?</p> <p>Summative Assessment - Maps</p>	<p><b>Assessment :</b> Formative Assessment – Chpt 8 and questions 141-190; What is your specialty?</p> <p>Summative Assessment - Maps</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>

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