

7<sup>th</sup> Grade SS Africa Geography (Unit 1) Learning Pathway

*You will conference with the teacher after you have completed your Pretest Analysis form and begin working on your choice board.*

**Graduation Competency: GEOGRAPHY:** Analyze the physical, human and environmental geography of Georgia, the United States and various regions of the world to evaluate the interdependent relationships and challenges facing human systems in the past, present and future.

Pre-test analysis score		Teacher initials:
POST-Test score		
DOK level to begin on for Performance Indicator A		Teacher initials:
DOK level to begin on for Performance Indicator B		Teacher initials:
DOK level to begin on for Performance Indicator C		Teacher initials:
Performance Indicators that may be skipped entirely		Teacher initials:

**Africa Geography:**

Performance Indicator	DOK 1	DOK 2	DOK 3	DOK 4
<p>A. Compare the major regions of the Earth and their major physical features and political boundaries using a variety of geographic tools.</p> <p>Standards Alignment: SS7G1 a and b.</p>	<p><b>Learning Target:</b>  <b>K(2): I can locate the following on a map:</b>                      * Congo River, Niger River, Nile River, Lake Tanganyika, Lake Victoria, Atlas Mountains, Kalahari Desert, The Sahara Desert, Sahel, Savanna, and the tropical rainforest                      * Democratic Republic of the Congo, Egypt, Kenya, Nigeria, South Africa, Sudan, and South Sudan</p> <p><i>Activity 1: Get a copy of the map and label it using your notes from the PowerPoint.</i></p>	<p><b>Learning target:</b>  <b>R(2): I can describe the location of the physical and political regions of Africa</b></p> <p><i>Activity 1: Complete the geography of Africa choice task</i></p> <p><b>**OR**</b></p> <p><i>Activity 2: Active Classroom power basics North Africa and Sub-Saharan Africa</i></p> <p><i>Map Quiz Grade: _____</i></p>	<p><b>Learning target:</b>  <b>P (1): I able to create a product that compares the major regions of the Earth and their major physical and political boundaries using a variety of geographic tools.</b></p> <p><i>Activity: Become a Travel Agent project</i></p> <p><b>**OR**</b></p> <p><i>Long Walk to Water research menu: Project Grade: _____</i></p>	<p><b>ONGOING ACTIVITY:</b>  <u>Team PBL – Sweet Success</u>  <u>Sudan Research Menu</u>  <u>SS &amp; ELA PBL – Water, Water, it's not everywhere</u></p>
<p>C. Using information from multiple sources, determine how cultural patterns and economic decisions influence environments and the daily lives of people in both nearby and distant places.</p> <p>Standards alignment: SS7G2 a, b, and c.</p>	<p><b>Learning Target:</b>  <b>K(3): I can list/identify the major environmental concerns of Africa</b></p> <p><i>Activity 1: PowerPoint: Africa's Environmental Issues</i></p> <p><b>**AND**</b></p> <p><i>Activity 2: Complete the reading and review questions over Africa's environmental issues with graphic organizer</i></p>	<p><b>Learning Target:</b>  <b>R(3): I can explain how water pollution and unequal distribution impacts the lives of the people in Africa</b>  <b>R(4): I can explain the relationship between poor soil and deforestation in Sub-Saharan Africa</b>  <b>R(5): I can explain the impact of desertification on the environment of Africa</b></p> <p><i>Activity 1: Complete the Environmental issues foldable</i></p> <p><b>**OR**</b></p> <p><i>Activity 2: Africa power basics activity in Active Classroom</i></p> <p><i>G2 Quiz Grade: _____</i></p>		

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<p>A. Differentiate how the interaction between human and physical systems can have positive and negative consequences on the cultural characteristics and the physical resources of places.</p> <p>Standards alignment: <b>SS7G3</b></p>	<p><b>K(4): I can identify the population distribution in Africa.</b>  <b>K(5): I can identify the climate of Africa</b>  <b>K(6): I can identify the natural resources in Africa</b></p> <p><i>Activity 1:</i>  <i>Complete the power point notes discussing G3</i>  <b>**AND**</b>  <i>Activity 2:</i>  <i>Getting to know the regions of Africa activity</i></p>	<p><b>R(6): I can explain the impact of location on population distribution In Africa.</b>  <b>R(7): I can explain the impact of climate on population distribution in Africa.</b>  <b>R(8): I can explain the impact of natural resources on population distribution Africa.</b>  <b>R(9): I can explain the impact of location on population distribution In Africa.</b></p> <p><b>PICK 1 activity:</b>  <i>Activity 1: Which Region is Best?</i>  <i>Activity 2: Real Estate Agent!</i>  <i>Activity 3: Job Want Ad</i>  <i>Activity 4: Active Classroom power basics North Africa and Sub-Saharan Africa</i></p> <p><i>G3 Quiz Grade: _____</i></p>		
<p>B. Differentiate how the interaction between human and physical systems can have positive and negative consequences on the cultural characteristics and the physical resources of places.</p> <p>Standards Alignment: <b>SS7G4 a, b, c.</b></p>	<p><b>K(7): I can list/identify the cultural characteristics of Africa (ie: groups, literacy rate, language)</b></p> <p><i>Activity: PowerPoint notes discussing Africa's ethnic groups and religious groups</i>  <b>**AND**</b>  <i>Mapping the ethnic groups of Africa coloring activity</i></p>	<p><b>R(10): I can describe the results of the blending of ethnic groups in Africa</b></p> <p><i>Activity 1: Africa's ethnic and religious groups flipbook with a webquest</i>  <b>**OR**</b>  <i>Activity 2: Africa's ethnic groups people project</i>  <i>G4 Quiz Grade: _____</i></p>		