

Subject: Social Studies-7

Unit: Africa-Ch. 13

Part I: Clarity of Learning Targets

What are the grade level indicators that go with this unit? Place a star next to the grade level indicators that are Power Indicators. Are the indicators in student friendly language? Place the level of Bloom's Taxonomy next to each Power Indicator.

History:

Describe the importance of the West African empires of Ghana, Mali, and Songhay including: Trade routes; products; the spread of the Arabic language; the spread of Islam.

- 1. Student-Friendly: Describe the importance of the West African empires of Ghana, Mali, and Songhai including:**
 - a. Trade routes that allowed people to get products (gold and salt)**
 - b. The spread of the Arabic language and Islam (conceptual, understand)**

People in Societies:

Analyze the relationships among cultural practices, products and perspectives of early civilizations.

- 2. Student-Friendly: Analyze the relationships among cultural practices (traditions and customs), products (gold and salt) and perspectives (points of view) of early Africa. (conceptual, analyze)**

Describe the cultural and scientific legacies of African, Greek, Roman, Chinese, Arab and European civilizations.

- 3. Student-Friendly: Describe the cultural and scientific legacies (of African civilizations). (factual, understand)**

Geography:

For each of the societies studied, identify the location of significant physical and human characteristics on a map of the relevant region.

- 4. Student-Friendly: Identify the location of important physical (mountains, deserts, etc.) and human characteristics (trade routes, rulers, and changes that occurred over time) on a map of Africa. (factual, remember)**

On a map, identify places related to the historical events being studied and explain their significance.

- 5. Student-Friendly: Identify places related to the historical events (the rise and fall of the empire) in Africa. (factual, remember)**

Economics:

Describe the growth of cities and the establishment of trade routes in Asia, Africa, and Europe; the products and inventions that traveled along these routes (ex. spices, textiles, paper, precious metals and new crops); and the role of merchants.

6. Student-Friendly: Describe the growth of cities in Africa. (conceptual, understand)

7. Student-Friendly: Describe the establishment of trade routes in Africa; the products and inventions that traveled along these routes (spices, gold, salt, and new crops); and the role of merchants (people who traded). (conceptual, understand)

Government:

Describe the essential characteristics of the systems of government found in city-states, kingdoms and empires from ancient times through the Middle Ages.

8. Student-Friendly: Describe the systems of government found in kingdoms, and empires (Ghana, Mali, and Songhai) from ancient times through the Middle Ages in Africa. (conceptual, understand)

What are the Big Ideas that go with this unit?

- The growth of cities was highly impacted by trade.
- Trade had a large impact on the diffusions of cultural and scientific legacies.
- Early civilizations developed concepts of government, religion, slavery and systems of labor, which developed into current ideas.

What are the Essential Questions that go with this unit?

- How did trades of goods and products impact the growth of cities, as well as other cultures and civilizations?
- How did the geography affect the growth of societies in Africa?

What strategies will we use in order to make learning targets clearer for all students, before, during and after instruction? How will you communicate the learning indicators to students?

- Communicate the learning target via Smart Board, PowerPoint, written on board
- Essential questions on posters – have the students answer the questions throughout the unit
- Put the indicators on formative assessments
- Teachers check with students to see if they can communicate the learning target - ask students what the learning target for the day was.

Part II: Feedback and Assessments (Formative and Summative)

How will we provide students with feedback throughout the unit?

What formative assessments will we use? (Non-graded assignments that check for understanding and provide feedback to the students) Incorporate the 7 Strategies of Assessment for Learning here.

- Section 1 formative assessment – Indicators #2, 3, 4 and 5
- Section 2 formative assessment – Indicators #1-8
- Section 3 formative assessment – Indicators # 1-8
- Section 4 formative assessment – Indicators #2 and 3

How will students be involved with keeping track of their own learning progress (note—this is different than tracking points for a grade)?

- Students predict their grade on the formative assessment and explain why they think they got that grade.

What summative assessments will we use? (Graded, evaluative assessments)

- Chapter Test
- Trade simulation
- Ivory trade PowerPoint

Part III: Instruction and Student Activities

What instructional and student activities will we use for this unit? These activities should directly align with the indicators and assessments.

- Flow Chart
- Anticipation Guides
- 2 column notes
- Graphic Organizers
- Maps
- KWL Chart