



Marietta City Schools

District Unit Planner

Everything on the unit planner must be included on the unit curriculum approval statement.

Individuals and Societies Grade 7

Unit title	<i>The Continent of Africa: 1A: Africa Geography and Government 1B: Africa History and Economics</i>	MYP year	2	Unit duration (hrs)	Unit 1A: 27 Hours Unit 1B: 27 Hours
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Mastering Content and Skills through INQUIRY (Establishing the purpose of the Unit): *What will students learn?*

GSE Standards

Standards

Unit 1A:

SS7G1 Locate selected features of Africa.

- Locate on a world and regional political-physical map: Sahara, Sahel, savanna, and tropical rain forest, Congo River, Niger River, Nile River, Lake Victoria, Great Rift Valley, Mt. Kilimanjaro, Atlas Mountains, and Kalahari Desert.
- Locate on a world and regional political-physical map the countries of Democratic Republic of the Congo, Egypt, Kenya, Nigeria, South Africa, and Sudan.

SS7G2 Explain environmental issues across the continent of Africa.

- Explain how water pollution and unequal access to water impacts irrigation, trade, industry, and drinking water.
- Explain the relationship between poor soil and deforestation in Sub-Saharan Africa.
- Explain the impact of desertification on the environment of Africa.

SS7G3 Explain the impact of location, climate, and physical characteristics on population distribution in Africa.

- Explain how the characteristics in the Sahara, Sahel, savanna, and tropical rainforest impact trade and affect where people live.

SS7G4 Analyze the diverse cultural characteristics of the people who live in Africa.

- Explain the differences between an ethnic group and a religious group.
- Describe the diversity of religions within African ethnic groups.

SS7CG1 Compare and contrast different forms of citizen participation in government.

- Explain the role of citizen participation in autocratic and democratic governments.

- b. Describe the two predominant forms of democratic governments: parliamentary and presidential.
- c. Explain the role of citizens in choosing the leaders of South Africa (parliamentary democracy), Nigeria (presidential democracy), and Kenya (presidential democracy).

SS7CG2 Analyze how government instability in Africa impacts standard of living.

- a. Describe the impact of government instability on access to education and the distribution of medicine and food to combat diseases and famine across Africa.

Unit 1B:

SS7H1 Analyze continuity and change in Africa.

- a. Explain how the European partitioning across Africa contributed to conflict, civil war, and artificial political boundaries in Africa today.
- b. Explain how the Pan-African movement and nationalism led to independence in Kenya and Nigeria.
- c. Explain the creation and end of apartheid in South Africa and the roles of Nelson Mandela and F.W.de Klerk.

SS7E1 Analyze different economic systems.

- 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.
- b. Explain that countries have a mixed economic system located on a continuum between pure market and pure command.
- c. Compare and contrast the economic systems in South Africa, Nigeria, and Kenya.

SS7E2 Explain how voluntary trade benefits buyers and sellers in Africa.

- a. Explain how specialization encourages trade between countries.
- b. Compare and contrast different types of trade barriers, such as tariffs, quotas, and embargoes.
- c. Explain why international trade requires a system for exchanging currencies between nations.

SS7E3 Describe factors that influence economic growth and examine their presence or absence in Nigeria, South Africa, and Kenya.

- a. Evaluate how literacy rates affect the standard of living.
- b. Explain the relationship between investment in human capital (education and training) and gross domestic product (GDP per capita).
- c. Explain the relationship between investment in capital goods (factories, machinery, and technology) and gross domestic product (GDP per capita).
- d. Explain how the distribution of natural resources affects the economic development of Africa.
- e. Describe the role of entrepreneurship

Concepts/Skills to be Mastered by Students

Information Processing Skills

1. compare similarities and differences
3. identify issues and/or problems and alternative solutions
4. distinguish between fact and opinion
5. identify main idea, detail, sequence of events, and cause and effect in a social studies context
6. identify and use primary and secondary sources
7. interpret timelines, charts, and tables
10. analyze artifacts
11. draw conclusions and make generalizations

- 12. analyze graphs and diagrams
- 15. determine adequacy and/or relevancy of information

Map and Globe Skills

- 4. compare and contrast the categories of natural, cultural, and political features found on maps
- 6. use map key/legend to acquire information from historical, physical, political, resource, product, and economic maps
- 7. use a map to explain the impact of geography on historical and current event
- 8. draw conclusions and make generalizations based on information from maps
- 11. compare maps with data sets (charts, tables, graphs) and /or readings to draw conclusions and make generalizations

Literacy Skills

- L6-8RHSS1: Cite specific textual evidence to support analysis of primary and secondary sources.
- L6-8RHSS2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- L6-8RHSS6: Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
- L6-8RHSS7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- L6-8RHSS9: Analyze the relationship between a primary and secondary sources on the same topic

- L6-8WHST2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
- L6-8WHST8: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- L6-8WHST9: Draw evidence from informational texts to support analysis, reflection, and research.

Key concept	Related concept(s)	Global context
<p>Time, place and space The intrinsically linked concept of time, space and place refers to the absolute or relative position of people, objects and ideas. Time, place and space' focuses on how we construct and use our understanding of location (“where” and “when”).</p>	<p>Unit 1A: Culture Governance Ideology</p> <p>Unit 1B: Disparity and Equity Ideology Resources</p>	<p>Identities and Relationships Students will explore identity; beliefs and values; human relationships including, communities and cultures; what it means to be human.</p>
Statement of inquiry		
Location influences culture and resources of a place		
Inquiry questions		

Factual—

1. What are the major environmental issues affecting many African nations?
2. What is the difference between a religious group and an ethnic group?
3. What are the two predominant forms of democratic governments?
4. What form of citizen participation is present in South Africa, Nigeria, and Kenya?
5. What type of economic system is present in South Africa, Nigeria and Kenya?
6. What is the purpose of a currency exchange system?
7. What are the primary reasons why European countries were interested in partitioning Africa?
8. What was the Pan-African movement?

Conceptual—

1. How do environmental issues, such as desertification and deforestation impact the development of African countries?
2. How do the characteristics of the Sahara, Sahel, savanna, and tropical rainforest impact trade and where people live?
3. How does government instability impact access to education?
4. How does government instability impact the distribution of medicine and food to combat diseases and famine?
5. How do the resources of a country affect its development?
6. How does specialization encourage trade between countries?
7. How did nationalism lead to independence in Kenya and Nigeria?
8. How did the European partitioning of Africa contribute to conflict, civil war, and artificial political boundaries in Africa today?

Debatable-

1. If you had the power to fix one of the environmental issues in Africa, which one would you fix and why?
2. What should be done to stabilize countries with corrupt governments and who is responsible for taking action?
3. Which factor of economic growth plays the most significant role in improving the economy of a nation?
4. How would South Africa be different today if apartheid never came to an end?
5. How would Africa be different today if the Pan-African movement was successful?

MYP Objectives	Assessment Tasks	
<i>What specific MYP objectives will be addressed during this unit?</i>	<i>Relationship between summative assessment task(s) and statement of inquiry:</i>	<i>List of common formative and summative assessments.</i>

<p>Regions Four Square: Criterion B: Investigating Criterion D: Thinking Critically</p> <p>Shark Tank: Criterion B: Investigating Criterion C: Communicating Criterion D: Thinking Critically</p> <p>Partitioning DBQ: Criterion A: Knowing and Understanding Criterion C: Communicating Criterion D: Thinking Critically</p>	<p>Unit 1A: Comparing Regions of Africa FourSquare- Students will investigate the physical, cultural and political characteristics of Africa’s regions and complete a four square graphic organizer reporting the similarities and differences among the regions. Africa Region Map image of each region</p> <p>Online Texts: PBS Africa: Explore the Regions (Also used in the Diversity in Africa activity) Sahel Savanna Sahara Rainforest</p> <p>Unit 1B: Entrepreneurship Shark Tank Project</p> <ul style="list-style-type: none"> • Directions and outline table for students • Sales Pitch Graphic Organizer <p>Partitioning of Africa DBQ</p> <ul style="list-style-type: none"> • DBQ Student Handout • Background Essay Presentation (teacher led) • Background Essay Presentation (MP4 Video File for Download) 	<p>Formative Assessment(s):</p> <p>Unit 1A: Learning Checkpoint SS7G1 in AMP App Learning Checkpoint SS7G2 in AMP App Learning Checkpoint SS7G3 and SS7G4 in AMP App Learning Checkpoint SS7CG1 and SS7CG2</p> <p>Unit 1B: Learning Checkpoint SS7H1 in AMP App Learning Checkpoint SS7E2 and SS7E3 in AMP App</p> <p>Summative Assessment(s): Comparing Regions of Africa in AMP App Shark Tank</p>
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Approaches to learning (ATL)

Category: Research Skills
Cluster: Information Literacy
Skill Indicator: Students will find, interpret, judge, and synthesize information about the regions of Africa into a graphic organizer showing the similarities and differences.

Category: Self Management
Cluster: Organization
Skill Indicator: While conducting research, students will manage time to effectively complete their Four Square task.

Category: Thinking
Cluster: Creative Thinking Skills
Skill Indicator: Students will create a business plan and a product to address authentic problems in Africa.
Category: Self-Management

Category: Self-Management

Cluster: Reflection Skills

Skill Indicator: Students will analyze selected documents to create an essay that considers the ethical, cultural and environmental implications of the European partitioning across Africa.

Learning Experiences

Add additional rows below as needed

Objective or Content	Learning Experiences	Personalized Learning and Differentiation
<p>SS7G2 Explain environmental issues across the continent of Africa. a. Explain how water pollution and unequal access to water impacts irrigation, trade, industry, and drinking water.</p> <p>SS7E3 Describe factors that influence economic growth and examine their presence or absence in Nigeria, South Africa, and Kenya. d. Explain how the distribution of natural resources affects the economic development of Africa.</p>	<p>Water for Life Video Diary Students explore the unequal distribution of water in Africa and complete activities demonstrating understanding. Video Diary of Jay-Zs trip to Africa. Part 1 Video Diary Part 2 Video Diary Part 3 read diary entry Water Quote placemat activity 4-Square graph</p>	
<p>SS7CG1 Compare and contrast different forms of citizen participation in government. a. Explain the role of citizen participation in autocratic and democratic governments. b. Describe the two predominant forms of democratic governments: parliamentary and presidential. c. Explain the role of citizens in choosing the leaders of South Africa (parliamentary democracy), Nigeria (presidential democracy), and Kenya (presidential democracy)</p>	<p>Countries and Government Systems (Description to be determined by Grade 7 SS Team) Important vs. Interesting CIA World Factbook Freedom House The Economist Intelligence Unit's Democracy Index</p>	

<p>SS7G4 Analyze the diverse cultural characteristics of the people who live in Africa.</p> <p>a. Explain the differences between an ethnic group and a religious group.</p> <p>b. Describe the diversity of religions within African ethnic groups.</p>	<p>Diversity in Africa Students investigate Africa’s diverse cultures and create an electronic poster illustrating their understandings.</p> <p>Affinity mapping protocol</p> <p>World View: A revealing Map of the World Most and Least Ethnically Diverse Cultures.</p> <p>Draw it in pieces</p> <p>Vocabulary Chunking</p> <p>Sahel</p> <p>Savanna</p> <p>Sahara</p> <p>Rainforest</p> <p>More Than A Cloth</p> <p>Video dictionary</p> <p>Affinity Mapping Protocol</p> <p>Diversity Video Summary for Teachers</p> <p>World Diversity Map/Graph</p> <p>Prereading Vocabulary Template</p> <p>Region Four Square</p> <p>Draw in Pieces</p> <p>Vocabulary Chunking</p> <p>Electronic poster resources for teachers:</p> <p>http://teacherrebootcamp.com/resources/survivaltips/posters/</p> <p>https://ii.library.jhu.edu/2014/01/28/creative-student-assignments-poster-projects/</p>	
<p>SS7CG2 Analyze how government instability in Africa impacts standard of living.</p> <p>a. Describe the impact of government instability on access to education and the distribution of medicine and food to combat diseases and famine across Africa.</p> <p>SS7E3 Describe factors that influence economic growth and examine their presence or absence in Nigeria, South Africa, and Kenya.</p> <p>a. Evaluate how literacy rates affect the standard of living.</p> <p>b. Explain the relationship between investment in human capital (education and</p>	<p>Access to Education SS7CG2; SS7E3</p> <p>Can you Guess My 2-1-4</p> <p>Factors That Influence Economic Growth (section from Regional Government and Economics: Africa- Basic Types of Economic Systems)</p> <p>Economic Activity and the Impact of Production, Specialization, Technology, and Division of Labor on Economic Growth</p> <p>Education in South Africa, the Great Equalizer (Discovery Education Video)</p> <p>Guests Discuss Access to Education for Girls (Youtube Video)</p> <p>A-E-I-O-U organizer</p> <p>videos from Mr. Jordan’s trip to Zimbabwe</p> <p>Schools for Africa - Ethiopia: UNICEF (Additional video)</p>	

training) and gross domestic product (GDP per capita).		
Content Resources		

Curriculum Unit Approval Statement

Every team member is expected to read and review the unit planner and contents contained in the unit planner.

This unit meets the rigorous review and approval process of Marietta City Schools. All components of the unit have been reviewed and approved including learning experiences, materials, resources, texts, and assessments. This unit's components:

- Are aligned to Georgia Standards of Excellence and MYP/DP subject area guide (if applicable)
- Are aligned to the pacing of the approved Subject Group Overview
- Provide resources that are appropriate for students' grade level, subject/course level, etc.
- Provide learning experiences that prepare students for course assessments

PLCs review each learning experience using three criteria and collaborate to provide explicit and specific information.

<p>Criteria I: Standards Alignment:</p> <p><i>Learning experiences should provide alignment to the standards and the MYP subject area guide (if applicable).</i></p>	<p>Criteria II: Materials, Resources, and Text Complexity and Controversial Topics and Issues:</p> <p><i>Materials, resources, and texts are grade level and content appropriate.</i></p>	<p>Criteria III: Assessment Alignment:</p> <p><i>Since assessment drives instruction, learning experiences must align to and prepare students for regular common formative and summative assessments used to determine whether students are mastering standards-based content and ATL skills.</i></p>
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