

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