

**Established Goals**

**NC Essential Standards for 7<sup>th</sup> Grade Social Studies, Common Core Standards for 7<sup>th</sup> Grade ELA & Literacy in History/Social Studies**

- 7. G.1.1 Explain how environmental conditions and human response to those conditions influence modern societies and regions
- 7. G.2.2 Use maps, charts, graphs, geographic data and available tech tools to interpret and draw conclusions about social, economic, environmental issues in modern societies and regions
- 7.H.2.1 Analyze the effects of social, economic, military and political conflict among nations, regions, and groups
- CCSS.6-8.WH/SS.2 Write informative, explanatory texts
- CCSS.6-8.RH/SS.7 Integrate visual information with other information in print and digital texts

**Information and Technology Essential Standards**

- 7.TT.1.2 Use appropriate technology tools and other resources to organize information (e.g. graphic organizers, databases, spreadsheets, and desktop publishing).
- 7.TT.1.3 Use appropriate technology tools and other resources to design products to share information with others (e.g. multimedia presentations, Web 2.0 tools, graphics, podcasts, and audio files).
- 7.SI.1.2 Evaluate content for relevance to the assigned task.
- 7.RP.1.1 Implement a collaborative research process activity that is group selected.
- 7.SE.1.1 Apply ethical behavior (copyright, not plagiarizing, proper netiquette) when using resources.

**Desired Results**

<p><b>Students will understand that:</b></p> <ul style="list-style-type: none"> <li>• Differing cultural values and belief systems may cause conflict</li> <li>• Common values and beliefs may serve to build relationships</li> <li>• Cultural exchange contributes to mutual understanding between societies and peoples</li> <li>• Populations settle in areas where there are sufficient resources in which to meet needs</li> </ul>	<p><b>Essential Questions:</b></p> <p><b>How does physical geography both help and hinder the cultural and economic development of a region and its people?</b></p> <p>What information will engage an audience to learn about and visit a country that is different from their own?</p> <p>Concepts: human-environment interaction, culture, national identity, resources, region</p>
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>• Significant physical characteristics of region/country</li> <li>• Current data about region/country</li> <li>• Maps, charts, geographic data are used to organize information about geographic phenomena</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Interpret information in and draw conclusions from a variety of resources including maps and charts</li> <li>• Use electronic resources for research</li> <li>• Use electronic tools for note taking</li> <li>• Work collaboratively with peers</li> </ul>

<ul style="list-style-type: none"> <li>• Ways in which cultural expressions can improve quality of life</li> <li>• Ways that cultures address the impacts of disease</li> </ul>	<ul style="list-style-type: none"> <li>• Synthesize team notes to create a team product</li> <li>• Draw conclusions and make generalizations based on multiple resources</li> <li>• Use rhetorical devices to persuade/argue a goal/point</li> <li>• Create a persuasive slide show using PP</li> <li>• Use voicethread to narrate a slide show</li> <li>• Correctly cite electronic resources in MLA format</li> </ul>
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### Assessment Evidence

<p>Performance Tasks</p> <ul style="list-style-type: none"> <li>• Notecards using noodletools</li> <li>• Fact Sheet on region/country</li> <li>• PP slides on region/country</li> <li>• Voicethread narration</li> <li>• Voicethread Comments</li> </ul>	<p>Other Evidence:</p> <ul style="list-style-type: none"> <li>• Team Collaboration (daily reflection log)</li> </ul>
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### Learning Plan

<p>Part 1 learning plan:</p> <ul style="list-style-type: none"> <li>• Students will individually gather evidence from approved resources to learn more about the geography of the various regions of Africa (question)</li> <li>• Students will cite sources using Noodletools</li> <li>• Students will create notecards with necessary information</li> </ul> <p>Part 2 learning plan:</p> <ul style="list-style-type: none"> <li>• Working in collaborative groups, students will target one country in their region for further research</li> <li>• Students will continue to cite sources of information</li> <li>• Students will use their information to create a persuasive Voicethread – using Powerpoint, to persuade viewers to visit their country. (rubric)</li> <li>• Students will collaborate with group to write narration for each slide</li> <li>• Using the iPads, students will narrate their VT.</li> </ul> <p>Part 3 learning plan</p> <ul style="list-style-type: none"> <li>• Students will use the iPads to view and listen to other class presentations. They will type or record their comments for a collaborative, social learning experience</li> <li>• Students will evaluate their own presentation against a rubric and will also evaluate the presentations of the other teams using the same rubric</li> <li>• Students will reflect on learning process with regard to use of technology tools and collaborative experience.</li> </ul>
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