

CURRICULUM FRAMEWORK

CONTENT AREA: SOCIAL SCIENCE

GRADE LEVEL/COURSE: Grade 7 World Geography

What is to be taught	TIME PERIOD 1	TIME PERIOD 2	TIME PERIOD 3	TIME PERIOD 4
<p>STANDARDS/BENCHMARKS</p> <p>1. Enduring understandings Derived from standards/expectations Answered through:</p> <p>2. Essential questions (What should students understand by the end of a unit(s) in this time period?)</p>	<p>Unit/Topic: Introduction to Geography and Map Skills <i>Students will understand: Maps allow us to derive information about people, places and environments.</i></p> <p>Derived from: Standards/Expectations: G 1.1 a understand concept of the tropics G1.1b understand essence of climate zones G1.1c locate and explain Arctic and Antarctic circles G1.1d understand how a flat map represents the round globe- Mercator, conic and plane projections maps G1.3a draw custom maps featuring information according to the desired use of the maps G1.3b analyze maps to summarize and discover information about geographical areas G1.3c organize information obtained through reading of geographic information (maps, graphs etc.) in order to illustrate specific demographic or physical features G1.3 d gather field information and record it on custom maps G1.3 e trace on maps the spread of human migrations, cultures, languages, religions, diseases etc. G1.3 f discover patterns of human habitation and activities through the study of maps</p>	<p>Unit/Topic: South America <i>Students will understand (based on 5 themes of geography)</i></p> <ol style="list-style-type: none"> <i>Relative and absolute location: An awareness of S. America depends on understanding its relative and absolute locations.</i> <i>Places and regions: S. America’s diverse features and characteristics give the continent/nations their own identity and personality.</i> <i>Physical systems: A wide range of physical features, ecosystems, plans and animals make S. America different from other continents.</i> <i>Human systems: Natives of S. America and European colonists have shaped their world through their settlement patterns and movement of ideas and goods.</i> <i>Environment and society: Human activity in S. America has changed the environment.</i> <p>Derived from: Standards/Expectations: G1.1b understand essence of climate zones G1.3a draw custom maps featuring information according to the desired use of the maps G2.1a describe and compare physical features of places using a variety of materials</p>	<p>Unit/Topic: Africa <i>Students will understand: (based on 5 themes of geography)</i></p> <ol style="list-style-type: none"> <i>Relative and absolute location: An awareness of Africa depends on understanding its relative and absolute locations.</i> <i>Places and regions: Africa’s diverse features and characteristics give the continent/nations their own identity and personality.</i> <i>Physical systems: A wide range of physical features, ecosystems, plans and animals make Africa different from other continents.</i> <i>Human systems: Natives of Africa and European colonists have shaped their world through their settlement patterns and movement of ideas and goods.</i> <i>Environment and society: Human activity in Africa has changed the environment.</i> <p>Derived from: Standards/Expectations: G1.1b understand essence of climate zones G1.3a draw custom maps featuring information according to the desired use of the maps G2.1a describe and compare physical features of places using a variety of materials</p>	<p>Unit/Topic: Asia <i>Students will understand: (based on 5 themes of geography)</i></p> <ol style="list-style-type: none"> <i>Relative and absolute location: An awareness of Africa depends on understanding its relative and absolute locations.</i> <i>Places and regions: Asia’s diverse features and characteristics give the continent/nations their own identity and personality.</i> <i>Physical systems: A wide range of physical features, ecosystems, plans and animals make Asia different from other continents.</i> <i>Human systems: Natives of Asia have shaped their world through their settlement patterns and movement of ideas and goods.</i> <i>Environment and society: Human activity in Asia has changed the environment.</i> <p>Derived from: Standards/Expectations: G1.1b understand essence of climate zones G1.3a draw custom maps featuring information according to the desired use of the maps G2.1a describe and compare physical features of places using a variety of materials</p>

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	<p>Answered through: Essential Question(s):</p> <ol style="list-style-type: none"> How do maps allow us to interpret the world? How can the five themes of geography help explain what a place is and why? 	<p>G2.3a gather and compare information on how people of different backgrounds view the same place or region G3.2 c define renewable and non-renewable Earth resources G4.2 c differentiate among different cultures in other parts of the world G4.3 f discuss world trade and the systems that support it G4.4 d compare patterns of land use and human settlement in various regions G5.2b explore the positive and negative effects of humans on the environment G5.2b Compare countries and their development based on their available resources</p> <p>Answered through: Essential Question(s):</p> <ol style="list-style-type: none"> Where is S. America relative to the rest of the world? What defines the countries and regions of S. America? How does physical geography affect the cultural, economic and political activities of S. American nations? How has S. America's colonial past influenced the country politically and economically? In what ways have S. American's adapted to or changed their environment? 	<p>G2.3a gather and compare information on how people of different backgrounds view the same place or region G3.2 c define renewable and non-renewable Earth resources G4.2 c differentiate among different cultures in other parts of the world G4.3 f discuss world trade and the systems that support it G4.4 d compare patterns of land use and human settlement in various regions G5.2b explore the positive and negative effects of humans on the environment G5.2b Compare countries and their development based on their available resources</p> <p>Answered through: Essential Question(s):</p> <ol style="list-style-type: none"> Where is Africa relative to the rest of the world? What defines the countries and regions of Africa? How does physical geography affect the cultural, economic and political activities of African nations? How has Africa's colonial past caused political and economic difficulties? Why is Africa's environment (especially natural resources and wildlife) such a challenge to its development? 	<p>G2.3a gather and compare information on how people of different backgrounds view the same place or region G3.2 c define renewable and non-renewable Earth resources G4.2 c differentiate among different cultures in other parts of the world G4.3 f discuss world trade and the systems that support it G4.4 d compare patterns of land use and human settlement in various regions G5.2b explore the positive and negative effects of humans on the environment G5.2b Compare countries and their development based on their available resources</p> <p>Answered through: Essential Question(s):</p> <ol style="list-style-type: none"> Where is Asia relative to the rest of the world? What defines the countries and regions of Asia (including island nations of SE Asia)? How does physical geography affect the cultural, economic and political activities of African nations? How has Asia's high population density caused political and economic difficulties? What part do Asia's natural resources play in their expanding economy? What are the environmental
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				challenges of SE Asia?
<p>CURRICULUM ALIGNMENT</p> <p>1. Key knowledge and skills</p> <p>2. Materials</p>	<p>Learned Through:</p> <p>Key Knowledge: Students will know</p> <ol style="list-style-type: none"> Essential map elements: title, date, directional arrows, scale, key, latitude and longitude. Essential elements of almanacs and atlases Tropics Climate zones Arctic and Antarctic circles Human immigration Human habitation Five themes of geography: location, place/regions, movement, physical characteristics, environment and society. <p>Key Skills: Students will be able to:</p> <ol style="list-style-type: none"> Use and construct maps using essential map elements How to use reference materials How to use latitude and longitude to find exact locations on a map Construct their own map of a given area Define places by their physical and human characteristics Analyze how people adapt, change and use their environment Classify regions by various common characteristics 	<p>Learned Through:</p> <p>Key Knowledge: Students will know:</p> <ol style="list-style-type: none"> Physical and human patterns of S. American continent and countries Cause and effect of European colonization on Native Americans. Features and characteristics of countries and regions of S. America. Physical features that affect cultural, economic and political activities of S. American nations. <p>Key Skills: Students will be able to:</p> <ol style="list-style-type: none"> Use maps, globes, charts and graphs to interpret data and draw conclusions about physical and human patterns of S. American continent and countries. Construct a map of S. American according to specifications Research a specific geographical features (Andes Mountains, Rio de La Plata system, Amazon River) and explain its impact on the people and land. Compare and contrast two countries within S. America using a visual aid. 	<p>Learned Through:</p> <p>Key Knowledge: Students will know:</p> <ol style="list-style-type: none"> Physical and human patterns of Africa's continent and countries. Cause and effect of European colonization i.e. political boundaries, slavery, ethnic divisions Reasons for Africa's environmental issues: renewable resources, rain forests, wildlife extinction <p>Key Skills: Students will be able to:</p> <ol style="list-style-type: none"> Construct a map of Africa according to specification Research a country Write a persuasive paper with possible solutions to the environmental issues. <p>Materials</p>	<p>Learned Through:</p> <p>Key Knowledge: Students will know:</p> <ol style="list-style-type: none"> Physical and human patterns of Asia's continents and countries Cause and effect of natural hazards: typhoons, floods, volcanoes, earthquakes Ancient religions and cultures Problems of communist states China's new economic policies Impact of deforestation on environment and human health <p>Key Skills: Students will be able to:</p> <ol style="list-style-type: none"> Choose a geographical feature in Asia, research the feature and prepare an annotated map which shows how people adapt to it. Compare and contrast China's communist state with emerging ideas of free enterprise. Explain the wide variety of cultures and economic activity in SE Asian islands. <p>Materials</p>

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	<p>8. Make connections to how they are linked to people around the world.</p> <p>Materials</p>			
<p>COMPETENCIES (What lifelong competencies can be integrated to help develop these? Literacy (reading, writing frameworks should be supported) Problem solving, communication, technology</p>	<p>Literacy Skills/ Strategies:</p>	<p>Literacy Skills/ Strategies:</p>	<p>Literacy Skills/ Strategies:</p>	<p>Literacy Skills/ Strategies:</p>
<p>ASSESSMENT/EVIDENCE OF UNDERSTANDING 1. Performance tasks (High IQ) (note: High IQ performance tasks are summarized. Teachers may have to fill in specifics related to their class e.g. timelines, formats, specific products etc. High IQ also written to meet accreditation requirement of 40% of all culminating assessments are High IQ.) 2. Quizzes, tests, prompts 3. Unprompted and student self-assessment</p>	<p>High IQ Performance Task 1. Create a map that defines a place. 2. Design or invent a map of (your school, town etc.) that would allow a new person to understand the people, place and environment. 3. Design a map of the US from the perspective of a MS student that would allow a student from another country to understand people, place and environment. Quizzes, tests, prompts 1. map skills location tests. 2. Using a particular form of map, trace the spread of something (disease, migration etc.) and predict where it might go next. Unprompted and student self-assessment 1. teacher observation 2. journals on essential</p>	<p>High IQ Performance Task 1. As someone concerned about (environment, culture etc.) design a plan to save the environment, culture etc of country or region X. 2. You are an owner of a (business Quizzes, tests, prompts Unprompted and student self-assessment</p>	<p>High IQ Performance Task Quizzes, tests, prompts Unprompted and student self-assessment</p>	<p>High IQ Performance Task Quizzes, tests, prompts Unprompted and student self-assessment</p>

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	3. questions self-assessment on Hi IQ projects with rubrics			
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