

**Seventh Grade Geography**  
**Power School #: \_\_\_\_\_**

Section 1: (9 weeks) **Western Hemisphere: continents of South America, Europe, & North America & various islands** (May be designated as 7<sup>th</sup> grade only, or revolve with combined grades 7 & 8 students depending on the school scheduling)

**Prerequisite:** None

**Course Description:**

In this class, students will explore the five themes of Geography within the context of the 7<sup>th</sup> and 8<sup>th</sup> grade Arizona State Standards for Geography. This class will provide an understanding of the human and physical characteristics of the Earth. The students will be able to understand local, national, and global issues through the study of geography. In addition, this class will actively engage students, allowing them to learn new skills and try out new ways of thinking outside of their core classes.

**Course Content Skill Outcomes**

Skill Outcome 1: Construct maps, charts, and graphs to locate physical and cultural features around the world.

Skill Outcome 2: Interpret thematic maps, charts, and graphs for geographic information around the world.

Skill Outcome 3: Describe a variety of world regions and why they change.

Skill Outcome 4: Analyze how economic, social, and physical features/resources influence where people choose to live.

Skill Outcome 5: Analyze the effects (both positive and negative) of settlement on places.

Skill Outcome 6: Describe patterns of cultural and economic characteristics of a region/place over time.

Skill Outcome 7: Identify cultural aspects of a region/place.

Skill Outcome 8: Identify the physical processes that influence the formation and location of resources.

Skill Outcome 9: Describe the consequences of natural hazards.

Skill Outcome 10: Describe the positive and negative effects when humans modify their environment.

Skill Outcome 11: Compare different points of view on research on environmental issues.

### Suggested Planning Guide

| Time Frame   | Theme/Standards  | Possible Activities/Assessments  |
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| <b>Week 1-2:</b><br><b>Introduction to Geography</b><br><br><b>Geography Theme: Location</b> | <b><u>Geography</u></b><br><i>Strand 4, Concept 1</i><br>PO 1: Construct maps, charts, and graphs to display geographic information.<br>PO 2: Identify purposes and differences of maps, globes, aerial photographs, charts, and satellite images.<br>PO 3: Interpret maps, charts, and geographic databases using geographic information.<br>PO 4: Locate physical and cultural features (e.g. continents, cities, countries, significant waterways, mountain ranges, climate zones, major water bodies, landforms), throughout the world.<br>PO 5: Interpret thematic maps, graphs, charts, and databases depicting various aspects of the United States and world regions (apply to regions studied). | <ul style="list-style-type: none"> <li>○ Have students work independently or in groups to create a physical, economic, and cultural map. Students should also demonstrate understanding of other thematic maps.</li> <li>○ Play location or map bingo to reinforce basic features of maps and/or locations.</li> <li>○ Use Google maps or other GPS programs to locate features or places within a region studied.</li> <li>○ Students can compare and contrast different types of maps, charts, tables, etc.</li> <li>○ Using Culture Grams, introduce the students to the internet site: <a href="http://online.culturegrams.com/index.php">http://online.culturegrams.com/index.php</a> (Includes video, slideshows, etc.)</li> <li>○ Use the social studies textbook, Creating America's atlas, &amp; additional teacher resources to help students understand geography.</li> <li>○ Define geography using a circle map.</li> </ul> |

| Time Frame   | Theme/Standards   | Possible Activities/Assessments   |
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| <b>Weeks 2-3:</b><br><b>North America</b><br><br><b>Geography Theme(s): Place/Region</b> | <b><u>Geography</u></b><br><i>Strand 4, Concept 2: Places and Regions</i><br>PO 1: Describe the human and physical characteristics of places and regions.<br>PO 2: Explain the concept of regions and why they change.<br><br><b><u>American History</u></b><br><i>Strand 1, Concept 10: Contemporary U.S.</i><br>PO 3: Describe how key political, | <ul style="list-style-type: none"> <li>○ Using the jigsaw method, "expert" students will share information about their region with other students in the class.</li> <li>○ Students create a double bubble map comparing and contrasting regions studied (Culture Grams)</li> <li>○ Students create graphs and tables displaying cultural information about a North American region. Students use the information to draw conclusions, make generalizations,</li> </ul> |

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|  | <p>social, geographic, and economic events of the late 20th century and early 21st century affected, and continue to affect, the United States.</p> | <p>and predict information about a region studied.</p> <ul style="list-style-type: none"> <li>○ Students research and analyze a cultural region of their choice (Culture Grams)</li> <li>○ Students research current economic, political, or social events that have changed that region over time and present to the class</li> <li>○ Students create a travel brochure on the region studied. Brochure should have visuals about the region (photographs, maps, and/or charts/tables).</li> <li>○ Define region using a circle map. Students identify and describe characteristics of the Southwest region.</li> <li>○ Use a bridge map to determine relationships among locations, places, and regions.</li> </ul> |
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#### **Resources/Websites:**

- [www.culturegrams.org](http://www.culturegrams.org) (geographic information)
- [www.nationalgeographic.com](http://www.nationalgeographic.com) (maps and other general geographic information)
- [www.discovery.com](http://www.discovery.com) (maps and other general geographic information)
- <http://geography.usgs.gov/> (maps)
- <http://www.census.gov/geo/www/index.html> -population figures and other charts/graph data

| <b>Time Frame</b>  | <b>Standards</b>  | <b>Possible Activities/Assessments</b>  |
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| <p><b>Weeks 4-6:</b><br/><b>Western Europe</b></p> <p><b>Geography Themes:</b><br/><b>Place/Region</b></p> | <p><b><u>Geography</u></b><br/><i>Strand 4, Concept 4: Human Systems</i><br/>PO 4: Analyze how social (e.g., family) physical (e.g., good climate, farmland, water, minerals), and economic (e.g., jobs) resources influence where human populations choose to live.<br/>PO 5: Analyze the effects of settlement (e.g. quality of life, transportation, population density) on places.<br/>PO 6: Describe the distributions and patterns of cultural characteristics (e.g. religions, language, standards of living),</p> | <ul style="list-style-type: none"> <li>○ Research a cultural issue facing this region/area. Present findings to the class.</li> <li>○ Students create a cultural pamphlet about a region studied.</li> <li>○ Students compare and contrast regions studied using a double bubble map (with a group)</li> <li>○ Students research and examine standard of living of a region. Students create a bubble map describing that area using evidence from research to support their</li> </ul> |

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|  | <p>over time.</p> <p>PO 7: Describe the factors (e.g., nearness to transportation routes, markets, raw materials, labor force) that influence the location, distribution, and interrelationships of economic activities in different places and world regions.</p> <p>PO 8: Explain how cooperation and conflict contribute to political, economic, and social activities.</p> <p>PO 9: Identify cultural aspects (e.g., literacy rates, occupations, property rights) based on social and political factors.</p> | <p>description.</p> <ul style="list-style-type: none"> <li>○ Students create a multimedia presentation describing physical and cultural features of a region and how those features effect the economy of the country/region studied.</li> <li>○ Define the word “culture” using a circle map. Students identify parts of their own culture.</li> <li>○ Compare and contrast the American culture with another culture studied.</li> </ul> |
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**Resources/Websites:**

1. [www.culturegrams.org](http://www.culturegrams.org) (geographic information)
2. <http://www.csun.edu/~hcedu013/plans.html> (lesson plans in all areas)
3. <https://www.cia.gov/library/publications/the-world-factbook/> (CIA Fact book with information on all countries)
4. <http://www.iol.ie/~discover/europe.htm> (European tourist information center)
5. [http://europa.eu.int/index\\_en.htm](http://europa.eu.int/index_en.htm) (European travel information)
6. [http://ec.europa.eu/culture/portal/index\\_en.htm](http://ec.europa.eu/culture/portal/index_en.htm) (European cultural commission)

| Time Frame  | Standards  | Possible Activities/Assessments   |
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| <p><b>Weeks 7-9:</b></p> <p><b>Meso-America/South America</b></p> <p><b>Theme:</b></p> <p><b>Human Interaction with the Environment</b></p> | <p><b><u>Geography</u></b></p> <p><i>Strand 5, Concept 5: Environment and Society</i></p> <p>PO 1: Identify the physical processes (e.g., conservation of natural resources, mining) that influence the formation and location of resources.</p> <p>PO 2: Describe the consequences of natural hazards (e.g., Dust Bowl, hurricanes, droughts, earthquakes).</p> <p>PO3: Describe how humans modify environments (e.g., conservation, deforestation, dams) and adapt to the environment.</p> <p>PO 4: Describe the positive and negative outcomes of human modification on the environment.</p> <p>PO 5: Explain how modification in one place (e.g. canals, dams, farming techniques, industrialization) often leads to changes in other locations.</p> <p>PO 7: Compare different points of view</p> | <ul style="list-style-type: none"> <li>○ Research major physical processes of the region and determine the resources that these processes create.</li> <li>○ Investigate the causes and consequences of a natural hazard/disaster of a region studied. Predict future issues and possible solutions to the issue.</li> <li>○ Research environmental/human modification to the environment current event issues on a region studied.</li> <li>○ Create a newsletter on a current environmental issue that includes at least two points of view.</li> </ul> |

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|  | <p>and research on environmental issues (e.g., land use, natural resources, wildlife, biomes).</p> <p><b><u>World History</u></b></p> <p><i>Strand 2: World History Concept 9: Contemporary World</i></p> <p>PO 1. Describe current events using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).</p> <p>PO 2. Identify the connection between current and historical events and issues identified in Concept 8 above using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).</p> <p>PO 3. Analyze how world events of the late 20<sup>th</sup> century and early 21<sup>st</sup> century (e.g., terrorism, globalization, conflicts, interdependence, natural disasters, advancements in science and technology, environmental issues) affected, and continue to affect, the social, political, geographic, and economic climate of the world.</p> <p>PO 4. Compare the economic, political, and social aspects of a country identified in Concept 8 above during the first half of the 20th century to its contemporary economic, political, and social aspects.</p> |  |
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**Resources/Websites:**

- [www.culturegrams.org](http://www.culturegrams.org) (Culture Grams)

- [www.nationalgeographic.com](http://www.nationalgeographic.com) (Lesson plans, information, maps)
- [www.discovery.com](http://www.discovery.com) (Lesson plans, environmental information)
- <http://geography.usgs.gov/> (maps, environmental information)
- <http://www.world-affairs.org/globalclassroom/profdev/Teacherresources.htm> (lessons on many nations, including current event issues)
- <https://www.cia.gov/library/publications/the-world-factbook/> (CIA Fact book with information on all countries)
- [http://video.nationalgeographic.com/video/player/places/regions-places/south-america/peru\\_machupicchu.html](http://video.nationalgeographic.com/video/player/places/regions-places/south-america/peru_machupicchu.html) (Short Videos on South America)

## **Additional Resources**

### **Current Events**

1. [www.nationalgeographic.com](http://www.nationalgeographic.com) –general information on places around the world. Includes photographs, videos, history, current events, conservation, and preservation.
2. [www.discovery.com](http://www.discovery.com) -general information and current events on the environment, technology, being “green”, global warming, etc.
3. [http://www.sciencedaily.com/news/earth\\_climate/geography/](http://www.sciencedaily.com/news/earth_climate/geography/) -Geography current events from around the world.
4. <http://www.pbs.org/newshour/extra/index.html> -current events page for students
5. <http://teachablemoment.org/> -current event issues with a social responsibility slant

### **Culture**

Link to the Culture Grams website which needs your school name and zip code to get in <http://culturegrams.com/>

### **Lesson Plans and Additional Activity Ideas**

1. <http://www.nationalgeographic.com/xpeditions/lessons/> -lesson plans and activity links, national standards, online atlas
2. <http://www.ncge.org> -National Council for Geographic Education. Includes lesson plans, interdisciplinary activities, forming a Geography club (with activities)
3. <http://www.education-world.com> -click on the lesson plan links to find geography activities and lesson plans.
4. <http://teachers.net> - lesson plans (you will have to search through them, as the links do not include descriptions, just titles.
5. <http://www.csun.edu/~hcedu013/plans.html> -variety of geography lesson plans mixed in with other social studies activities. Includes links for areas in the Western and Eastern hemispheres. Too many links here to go into great depth.
6. [http://askeric.org/cgi-bin/lessons.cgi/Social\\_Studies](http://askeric.org/cgi-bin/lessons.cgi/Social_Studies) -Geography lesson ideas.
7. <http://www.nationalgeographic.com/resources/ngo/education/themes.html> -describes the Five Themes of Geography and activity ideas.
8. <http://www.nytimes.com/learning/> –education link has Geography lesson plans.
9. <http://www.geography.org.uk/projects/ks4ict> -ideas on teaching Geography (some content is British, other American).

10. <http://www.geography.org.uk/Journals/Journals.asp?journalID=3> –great ideas on theory and methods of teaching Geography (and free)!

### **Maps/Atlas**

1. <http://geography.usgs.gov/> - USGS website (maps, natural hazards)
2. <http://www.census.gov/geo/www/index.html> (geographic distribution of population)
3. <http://www.merriam-webster.com/maps/moremapsnyt.html> -online atlas with basic geographic information on every country
4. <http://www.eduplace.com/ss/maps/africa.html> -blank, physical, and political maps
5. <http://www.sasi.group.shef.ac.uk/worldmapper/index.html> -These maps are resized based on the subject of interest such as population, age, tourism, exports and imports. By the University of Sheffield.
6. <http://gelessons.com/lessons/> -Uses of Google Earth in the classroom

### **Geography Games**

1. <http://www.eduplace.com/geonet/> - a game from the internet about the Five Themes of Geography on all continents. Grades 4 and up
2. <http://www.maps.com/FunFacts.aspx?nav=FF#> -variety of map games to play for fun.

### **General Information**

1. <http://cyberschoolbus.un.org/infonation3/menu/advanced.asp> -information about every country from the United Nations
2. <http://lcweb2.loc.gov/frd/cs/cshome.html> - a study of countries by the Library of Congress
3. <http://www.confluence.org/index.php> - latitude and longitude website
4. <http://www.worldbank.org/depweb/index.html> -population lesson plans, standard of living, etc.
5. <http://www.nationmaster.com/index.php> -An excellent site for statistics from countries of the world. Your students will be able to compare education, income, oil consumption, life expectancy, and many other statistics. There are also maps and country information

