

# World Geography

## Grade 7

### Focus Topics (eventually Enduring Understandings next school year):

- Geography (Chapters 1, 2, 25, 27)
- Environment (Chapters 4, 6, 16, 35)
- Economy - Allocation of Resources (Chapters 9, 12, 19, 32)
- International Relationship and Trade (Chapters 14 and 24)
- Human Rights (Chapter 23)
- Migration (Chapter 33)

### Course Outline and Pacing:

#### Trimester 2

##### Unit 1: Geography

Required: Lessons 1 & 2 (Geography)

##### Unit 2: Canada and the United States

- Required: Mapping Lab
- Required Case Study: Lesson 4 - The Great Lakes: The U.S. and Canada's Freshwater Treasures (*Environment*)
- Recommended Case Study: Lesson 6 - National Parks: Saving the Natural Heritage of the US and Canada (*Environment*)
- Recommended Case Study: Lesson 7 – Consumption Patterns in the United States: The Impact of Living Well (*Environment*)

##### Unit 3: Latin America

- Required: Mapping Lab
- Required Case Study: Lesson 12 - Land Use Conflict in the Amazon Rainforest (*Economy*)
- Recommended Case Study: Lesson 9 - Spatial Inequality in Mexico City: From Cardboard to Castles (*Economy*)

##### Unit 4: Europe and Russia

- Required: Mapping Lab
- Required Case Study: Lesson 14 - Supranational Cooperation in the European Union (*International Relations and Trade*)
- Recommended Case Study: Lesson 16 Invisible Borders: Transboundary Pollution in Europe (*Environment*)

#### Trimester 3

##### Unit 5: Africa

- Required: Mapping Lab
- Required Case Study: Lesson 23 - Resources and Power in Post-apartheid South Africa (*Human Rights*)
- Recommended Case Study: Lesson 19 - Nile River: A Journey from Source to Mouth (*Economy*)

##### Unit 6: Southwest and Central Asia

- Required: Mapping Lab
- Required Case Study: Lesson 24 - Oil in Southwest Asia: How "Black Gold" Has Shaped a Region (*International Relations and Trade*)
- Recommended Case Studies: Lesson 25 - Istanbul: A Primate City throughout History (*Geography*)

##### Unit 7: Monsoon Asia

- Required: Mapping Lab
- Required Case Study: Lesson 32 - The Global Sneaker (*Economy*)
- Recommended Case Studies: Lesson 27 - Waiting for the Rains: The Effects of Monsoons in South Asia (*Geography*)
- Recommended Case Studies: Lesson 30 – China: The World's Most Populous Country

##### Unit 8: Oceania and Antarctica

- Required Resources: Mapping Lab
- Required Case Study: Lesson 33 - Relative and Absolute Location: What Makes Australia Unique? (*Migration*)
- Recommended Case Study: Lesson 35 - Antarctica: Researching Global Warming at the Coldest Place on Earth (*Environment*)

## **World Geography**

### **Grade 7**

#### **Enduring Understandings and Essential Questions:**

##### **Unit 1: Geography**

By viewing the variety of maps, we can understand both the physical and human characteristics of a region.

- How do geographers show information on maps?
- Why do geographers use a variety of maps to represent the world?

##### **Unit 2: Canada and the United States**

As humans, our choices have an impact on our environment.

- How can people best use and protect Earth's freshwater ecosystems?

##### **Unit 3: Latin America**

As humans, our choices have an impact on our environment.

Scarcity of resources leads to conflict.

- How should the resources of rainforests be used and preserved?

##### **Unit 4: Europe and Russia**

Solving economic, political and cultural problems involves international cooperation.

- What forces work for and against supranational cooperation among nations?

##### **Unit 5: Africa**

Discrimination leads to inequitable distribution of resources and power.

- How might ethnic group differences affect who controls resources and power in a society?

##### **Unit 6: Southwest and Central Asia**

Scarcity of resources leads to conflict.

Solving economic, political and cultural problems involves international cooperation.

- How might having a valuable natural resource affect a region?

##### **Unit 7: Monsoon Asia**

Solving economic, political and cultural problems involves international cooperation.

Scarcity of resources leads to conflict

- What is globalization, and how does it affect people and places?

##### **Unit 8: Oceania and Antarctica**

Applying geographic knowledge enables us to understand both the physical and human characteristics of a region.

- How does a country's location shape life within its borders?

# World Geography

## Grade 7

Unit 1    Geography		Calendar: Trimester 2, 3 Weeks
<b>Resources:</b> <i>(What resources are needed for instruction?)</i>		
<div> <div> <b>Required Resources we have:</b>  Introduction to Unit 1 (p. 4-9)  Lessons 1 &amp; 2 </div> <div> <b>Resources we need:</b>  Classroom Globes </div> </div> <div> <b>Recommended Resources:</b>  Junior Scholastic Magazine (library subscription – set of 30?) Can we do back issues? Can this be used with document cameras?  Video of each continent – problems with United Streaming (are there some professional development issue) Short regional overview of region with pictures and cultures.  Planet in Peril?- CNN  Possible Tourism videos – Video Visits  Active Book Reader </div>		
<b>Enduring Understandings:</b> <i>(What enduring understandings are desired? OR To meet the standards, students will need to understand that...)</i>		
<i>Students will understand that...</i> Focus: Geography By viewing the variety of maps, we can understand both the physical and human characteristics of a region.		
<b>Essential Questions:</b> <i>(What essential questions will be considered? OR To understand, students will need to consider such questions as...)</i>		
How do geographers show information on maps? Why do geographers use a variety of maps to represent the world?		
<b>Knowledge and Skills:</b> <i>(What key knowledge and skills will students acquire as a result of this unit? OR To understand, students will need to...)</i>		
<div> <div> <b>Knowledge - Students will know...</b>  Geography  Physical Geography  Human Geography  Map Legend  Compass Rose  Latitude  Longitude  Absolute location  Distortion  Map projection  Scale  Relative location </div> <div> Climate  Economic activity  Landform  Physical feature  Population density  Region  Thematic map  Vegetation  Hemisphere  Zone (climate and vegetation) </div> <div> <b>Skills - Students will be able to...</b>  <u>Lesson 1:</u>  Create Maps  Use longitude and latitude  Use scale  Use tables, diagrams and graphs  Identify points of view </div> <div> <u>Lesson 2:</u>  Analyze Maps  Determine patterns on maps  Interpret images  Identify cause-and-effect relationships  Make valid generalizations  Synthesize information </div> </div>		
<b>Established Goals:</b> <i>(What State GLE's will be addressed in this unit?)</i>		
<b>Geography:</b>		
GLE 3.1.1 (Grade 6)	Constructs and analyzes maps using scale, direction, symbols, legends and projections to gather information.	
GLE 3.1.2 (Grade 7)	Understands how human spatial patterns have emerged from natural processes and human activities in the past or present.	

# World Geography Grade 7

Unit 2 Canada and the United States		Calendar: Trimester 2, 3 Weeks
<b>Resources:</b> <i>(What resources are needed for instruction?)</i>		
<i>Required Resources we have:</i> Required: Introducing the Region (p. 42-49) Mapping Lab Lesson 4 Case Study (Environment)  Optional: Lesson 6 Case Study (Environment) OR Lesson 7 Case Study (Economic)		<i>Resources we need:</i> Images of Diversity  <i>Recommended:</i> Facing the Future – Hauling Water Activity Images of the Great Lakes Video of the Great Lakes Ecosystem
<b>Enduring Understandings:</b> <i>(What enduring understandings are desired? OR To meet the standards, students will need to understand that...)</i>		
<i>Students will understand that...</i> Focus: Environment As humans, our choices have an impact on our environment.		
<b>Essential Questions:</b> <i>(What essential questions will be considered? OR To understand, students will need to consider such questions as...)</i>		
How can people best use and protect Earth’s freshwater ecosystems?		
<b>Knowledge and Skills:</b> <i>(What key knowledge and skills will students acquire as a result of this unit? OR To understand, students will need to ...)</i>		
<i>Knowledge - Students will know...</i>  Invasive Species Pollutants Habitat Ecosystem Food chain Food web Freshwater Watershed Wetlands		<i>Skills - Students will be able to...</i>  Interpret images Use tables, diagrams, and graphs Identify cause-and-effect relationships Make Decisions Synthesize information Support a position
<b>Established Goals:</b> <i>(What State GLE’s will be addressed in this unit?)</i>		
<b>Geography:</b>		
GLE 3.2.1	Understands and analyzes how the environment has affected people and how people have affected the environment in Washington State in the past or present.	
<b>Social Studies Skills:</b>		
GLE 5.3.1	Analyzes and responds to multiple viewpoints on public issues brought forth in the context of a discussion.	

# World Geography

## Grade 7

Unit 3 Latin America		Calendar: Trimester 2, 3 Weeks
<b>Resources:</b> <i>(What resources are needed for instruction?)</i>		
<i>Resources we have:</i> Required: Introducing the Region (p. 132-139) Mapping Lab Lesson 12 (Economy) Optional: Lesson 9 (Economy)		<i>Resources we need:</i> Images of Diversity Amazon video the ties rainforest to Washington State Video overviews Facing the Future – Web Activity
<b>Enduring Understandings:</b> <i>(What enduring understandings are desired? OR To meet the standards, students will need to understand that...)</i>		
<i>Students will understand that...</i> Focuses: Economy and Environment As humans, our choices have an impact on our environment. Scarcity of resources leads to conflict.		
<b>Essential Questions:</b> <i>(What essential questions will be considered? OR To understand, students will need to consider such questions as...)</i>		
How should the resources of rainforests be used and preserved?		
<b>Knowledge and Skills:</b> <i>(What key knowledge and skills will students acquire as a result of this unit? OR To understand, students will need to...)</i>		
<i>Knowledge - Students will know...</i>		<i>Skills - Students will be able to...</i>
Conflict	Indigenous peoples	Make mental maps
Scarcity	Reserves	Use tables, diagrams, and graphs
Biodiversity	Perspective	Identify points of view
Carbon-oxygen cycle	Environmentalism	Sequence
Deforestation/Reforestation	Ecotourism	Make decisions
Sustainable development	Canopy	Support a position
Tropical rainforest	Preservation of Resources	
<b>Established Goals:</b> <i>(What State GLE's will be addressed in this unit?)</i>		
<b>Economics</b>		
GLE 2.4.1	Understands and analyzes the distribution of wealth and sustainability of resources in Washington State.	
<b>Geography</b>		
GLE 3.2.1	Understands and analyzes how the environment has affected people and how people have affected the environment in Washington State in the past or present.	
<b>Social Studies Skills</b>		
GLE 5.1.1	Understands evidence supporting a position on an issue or event.	
<i>Links to Washington State History:</i> <ul style="list-style-type: none"><li>• Rainforests</li><li>• Indigenous peoples</li><li>• Logging and clear cut</li></ul>		

# World Geography Grade 7

Unit 4   Europe and Russia		Calendar: Trimester 2, 3 Weeks
<b>Resources:</b> <i>(What resources are needed for instruction?)</i>		
<i>Resources we have:</i> Required: Introducing the Region (p. 204-211) Mapping Lab Lesson 14 (International Relations and Trade) Optional: Lesson 16 (Environment)		<i>Resources we need:</i> Images of Diversity Images of Chernobyl Disaster  <i>Recommended:</i> EU Website Pictures of Money
<b>Enduring Understandings:</b> <i>(What enduring understandings are desired? OR To meet the standards, students will need to understand that...)</i>		
<i>Students will understand that...</i> Focus: International Relations and Trade Solving economic, political and cultural problems involves international cooperation.		
<b>Essential Questions:</b> <i>(What essential questions will be considered? OR To understand, students will need to consider such questions as...)</i>		
What forces work for and against supranational cooperation among nations?		
<b>Knowledge and Skills:</b> <i>(What key knowledge and skills will students acquire as a result of this unit? OR To understand, students will need to...)</i>		
<i>Knowledge - Students will know...</i>		<i>Skills - Students will be able to...</i>
Centrifugal force	European Union (EU)	Analyze Maps
Centripetal force	NATO	Create tables, diagrams, and graphs
Common market	United Nations (UN)	Identify cause-and-effect relationships
Supranational cooperation	Currency	Summarize
Cultural Identity	Trade Bloc	Compare and Contrast
Diversity	Tariff	Support a position
Political	GDP	
<b>Established Goals:</b> <i>(What State GLE's will be addressed in this unit?)</i>		
<b>Civics</b>		
GLE 1.3.1	Analyzes how international agreements have affected Washington State in the past or present.	
<b>Economics</b>		
GLE 2.1.1	Analyzes the importance of financial literacy in making economic choices related to spending, saving, and investing.	
<i>Links to Washington State History:</i> <i>Hanford and Chernobyl (Recommended Case Study – Lesson 16)</i>		

# World Geography Grade 7

Unit 5 Africa		Calendar: Trimester 3, 3 Weeks
<b>Resources:</b> <i>(What resources are needed for instruction?)</i>		
<i>Resources we have:</i> Required: Introducing the Region (p. 278-285) Mapping Lab Lesson 23 (Human Rights) Optional: Lesson 19 (Economy)		<i>Resources we need:</i> Images of Diversity Imax – Mystery of the Nile Oprah’s school video
<b>Enduring Understandings:</b> <i>(What enduring understandings are desired? OR To meet the standards, students will need to understand that...)</i>		
<i>Students will understand that...</i> Focus: Human Rights Discrimination leads to inequitable distribution of resources and power.		
<b>Essential Questions:</b> <i>(What essential questions will be considered? OR To understand, students will need to consider such questions as...)</i>		
How might ethnic group differences affect who controls resources and power in a society?		
<b>Knowledge and Skills:</b> <i>(What key knowledge and skills will students acquire as a result of this unit? OR To understand, students will need to...)</i>		
<i>Knowledge - Students will know...</i>		<i>Skills - Students will be able to...</i>
Apartheid	HIV/AIDs	Find main ideas and supporting details
Distribution	Equality/Equity	Identify points of view
Multiracial	Per Capita	Identify bias
Segregation	Urban/Rural	Use reliable information
Ethnic Groups	Elite	Transfer information from one medium to another
Policy	Colonial	
Post – Apartheid	Nelson Mandela	Support a position
<b>Established Goals:</b> <i>(What State GLE’s will be addressed in this unit?)</i>		
<b>Civics</b>		
GLE 1.4.1	Understands the effectiveness of different forms of civic involvement.	
<b>Economics</b>		
GLE 2.4.1	Understands and analyzes the distribution of wealth and sustainability of resources in Washington State.	
<b>History</b>		
GLE 4.2.1	Understands and analyzes how individuals and movements impact Washington State and world history.	
<i>Links to Washington State History:</i>		

# World Geography Grade 7

Unit 6 Southwest and Central Asia		Calendar: Trimester 3, 3 Weeks
Resources: (What resources are needed for instruction?)		
Resources we have:		Resources we need:
Required:		Images of Diversity
Introducing the Region (p. 348 – 355)		
Mapping Lab		
Lesson 24 (International Relations and Trade)		
Optional:		
Lesson 25 (Geography)		
Enduring Understandings: (What enduring understandings are desired? OR To meet the standards, students will need to understand that...)		
Students will understand that...		
Focus: Economy and International Relations and Trade		
Scarcity of resources leads to conflict.		
Solving economic, political and cultural problems involves international cooperation.		
Essential Questions: (What essential questions will be considered? OR To understand, students will need to consider such questions as...)		
How might having a valuable natural resource affect a region?		
Knowledge and Skills: (What key knowledge and skills will students acquire as a result of this unit? OR To understand, students will need to...)		
Knowledge - Students will know...		Skills - Students will be able to...
Crude oil	Energy Sources	Interpret images
Nonrenewable	OPEC	Use tables, diagrams, and graphs
resource/Renewable Resource	Importing/Exporting	Sequence
Oil reserves	Life Expectancy	Compare and Contrast
Natural Gas	Infant Mortality Rate	Predict Consequences
Developed Countries	Gross Domestic Product (GNP)	Support a position
Developing Countries	Per Capita	
Distribution	HDI	
Solar Energy		
Established Goals: (What State GLE's will be addressed in this unit?)		
Economics		
GLE 2.2.1	Analyzes the production, distribution, and consumption of goods, services, and resources in societies from the past or in the present.	
GLE 2.2.2	Understands and analyzes how the forces of supply and demand affect international trade in Washington State in the past or present.	
GLE 2.4.1	Understands and analyzes the distribution of wealth and sustainability of resources in Washington State.	
Links to Washington State History:		



# World Geography Grade 7

<b>Unit 7</b>	<b>Monsoon Asia</b>	<b>Calendar:</b> <b>Trimester 3, 3 Weeks</b>
<b>Resources:</b> <i>(What resources are needed for instruction?)</i>		
<i>Resources we have:</i>		<i>Resources we need:</i>
Required: Introducing the Region (p. 393 – 397) Mapping Lab Lesson 32 (Economy)		Images of Diversity
Optional: Lesson 27 (Geography)		
<b>Enduring Understandings:</b> <i>(What enduring understandings are desired? OR To meet the standards, students will need to understand that...)</i>		
<i>Students will understand that...</i> Focus: International Relations and Trade and Economy Solving economic, political and cultural problems involves international cooperation. Scarcity of resources leads to conflict.		
<b>Essential Questions:</b> <i>(What essential questions will be considered? OR To understand, students will need to consider such questions as...)</i>		
What is globalization, and how does it affect people and places?		
<b>Knowledge and Skills:</b> <i>(What key knowledge and skills will students acquire as a result of this unit? OR To understand, students will need to...)</i>		
<i>Knowledge - Students will know...</i>		<i>Skills - Students will be able to...</i>
Economic interdependence	Foreign Investment	Analyze maps
Free trade	Distribution	Create maps
Globalization	Labor Resources	Use scale
Multinational corporation	Low-wage Worker	Interpret images
Developed Countries	Toxic Waste	Identify cause-and effect relationships
		Make valid generalizations
<b>Established Goals:</b> <i>(What State GLE's will be addressed in this unit?)</i>		
<b>Civics</b>		
GLE 1.3.1	Analyzes how international agreements have affected Washington State in the past or present.	
<b>Economics</b>		
GLE 2.2.1	Analyzes the production, distribution, and consumption of goods, services, and resources in societies from the past or in the present.	
<i>Links to Washington State History:</i> <i>Boeing 787 parts</i>		

# World Geography

## Grade 7

<b>Unit 8   Oceana and Antarctica</b>		<b>Calendar:</b> <b>Trimester 3, 3 Weeks</b>
<b>Resources:</b> <i>(What resources are needed for instruction?)</i>		
<i>Resources we have:</i>		<i>Resources we need:</i>
Required:		Images of Diversity
Introducing the Region (p. 468 – 475)		Imax – Australia: Land Beyond Time
Mapping Lab		
Lesson 33 (Migration)		
Optional:		
Lesson 27 (Environment)		
<b>Enduring Understandings:</b> <i>(What enduring understandings are desired? OR To meet the standards, students will need to understand that...)</i>		
<i>Students will understand that...</i>		
Focus: Applying Geography Skills		
Applying geographic knowledge enables us to understand both the physical and human characteristics of a region.		
<b>Essential Questions:</b> <i>(What essential questions will be considered? OR To understand, students will need to consider such questions as...)</i>		
How does a country’s location shape life within its borders?		
<b>Knowledge and Skills:</b> <i>(What key knowledge and skills will students acquire as a result of this unit? OR To understand, students will need to...)</i>		
<i>Knowledge - Students will know...</i>		<i>Skills - Students will be able to...</i>
Continental drift theory	Relative Location	Analyze maps
Endangered species	Ozone hole	Use longitude and latitude
Exotic species	Biodiversity	Use tables, diagrams, and graphs
Native species	Aborigines	Identify cause-and effect relationships
Threatened species	Immigrants	Make valid generalizations
Absolute Location	Reversed Seasons	Compare and Contrast
<b>Established Goals:</b> <i>(What State GLE’s will be addressed in this unit?)</i>		
<b>Geography</b>		
GLE 3.1.2	Understands how human spatial patterns have emerged from natural processes and human activities in the past or present.	
GLE 3.2.1	Understands and analyzes how the environment has affected people and how people have affected the environment in Washington State in the past or present.	
<i>Links to Washington State History:</i>		