

Jackson Area Catholic Schools

**Social Studies Academic Standards
for
Seventh Grade**

World Geography Studies of the Eastern and Western Hemispheres

- G1 The World in Spatial Terms: Geographical Habits of Mind:** Describe the relationships between people, places, and environments by using information that is in a geographic (spatial) context. Engage in mapping and analyzing the information to explain the patterns and relationships they reveal both between and among people, their cultures, and the natural environment. Identify and access information, evaluate it using criteria based on concepts and themes, and use geography in problem solving and decision making. Explain and use key conceptual devices (places and regions, spatial patterns and processes) that geographers use to organize information and inform their study of the world.
- G.1 Spatial Thinking:** Use maps and other geographic tools to acquire and process information from a spatial perspective.

Geographers use published maps, sketch (mental) maps, and other geographic representations, tools, and technologies to acquire, organize, process, and report information from a spatial perspective. World maps made for specific purposes (population distribution, climate patterns, vegetation patterns) are used to explain the importance of maps in presenting information that can be compared, contrasted, and examined to answer the questions “Where is something located?” and “Why is it located there?” Students will begin with global scale and then refocus the scale to study the region of the Eastern and Western Hemisphere, and finally, focus on a specific place.

- 7-G1.1.1 The student will describe how geographers use mapping to represent place, and natural and human phenomena in the world.
- 7-G1.1.2 The student will explain and use a variety of maps, globes, and geography technology to study the world, including global, interregional, regional, and local scales.
- 7-G1.1.3 The student will draw an accurate sketch map from memory of the Eastern Hemisphere showing the major regions (Africa, Asia, Europe, Australia/Oceania, Antarctica).
- 7-G1.1.4 The student will draw an accurate sketch map from memory of the Western Hemisphere showing the major regions (Canada, United States, Mexico, Central America, South America, and Caribbean).

G1.2 Geographical Inquiry and Analysis: Use geographic inquiry and analysis to answer important questions about relationships between people, cultures, their environment, and relations within the larger world context.

Geographers use information and skills to reach conclusions about significant questions regarding the relationships between people, their cultures, the environments in which they live, and the relationships within the larger world context. Students will reach their own conclusions using this information and make a reasoned judgment about the most justifiable conclusion based on the authenticity of the information, their skill at critically analyzing and synthesizing the information, and presenting the results of the inquiry.

- 7-G1.2.1 The student will locate the major landforms, rivers and climate regions of the Eastern and Western Hemisphere.
- 7-G1.2.2 The student will explain why maps of the same place may vary, including cultural perspectives of the Earth and new knowledge based on science and modern technology.
- 7-G1.2.3 The student will explain why maps of the same place may vary as a result of the cultural or historical background of the cartographer.
- 7-G1.2.4 The student will use data to create thematic maps and graphs showing patterns of population physical terrain, rainfall, and vegetation, analyze the patterns and then propose two generalizations about the location and density of the population.
- 7-G1.2.5 The student will use observations from various visual formats (e.g., satellite images, films, photographs as the basis for answering geographic questions about the human and physical characteristics of places and regions.
- 7-G1.2.6 The student will draw the general population distribution of the Eastern Hemisphere on a map, analyze the patterns, and propose two generalizations about the location and density on the population.
- 7-G1.2.7 The student will use information from modern technology such as Geographic Positioning System (GPS), Geographic Information System (GIS), and satellite remote sensing to locate information and process maps and data to analyze spatial patterns of the Eastern and Western Hemisphere to answer geographic questions.
- 7-G1.2.8 The student will apply the skills of geographic inquiry (asking geographic questions, acquiring geographic information, organizing geographic information, analyzing geographic information, and answering geographic questions) to analyze a problem or issue of importance to a region of the Eastern and Western Hemisphere.

G1.3 Geographical Understanding: Use geographic themes, knowledge about processes and concepts to study the Earth.

The nature and uses of geography as a discipline and the spatial perspective require that students observe, interpret, assess, and apply geographic information and skills. The uses of the subject and content of geography are essential in the development of geographical understanding. A spatial perspective enables students to observe, describe, and analyze the organizations of people, places, and environments at different scales and is central to geographic literacy.

7-G1.3.1 The student will use the fundamental themes of geography (location, place, human environment interaction, movement, region) to describe regions or places on earth.

7-G1.3.2 The student will explain the locations and distributions of physical and human characteristics of Earth by using knowledge of spatial patterns.

7-G1.3.3 The student will explain the different ways in which places are connected and how those connections demonstrate interdependence and accessibility.

G2 Places and Regions: Describe the cultural groups and diversities among people that are rooted in particular places and in human constructs called regions. Analyze the physical and human characteristics of places and regions.**G2.1 Physical Characteristics of Place:** Describe the physical characteristics of places.

7-G2.1.1 The student will describe the landform features and the climate of the region under study.

7-G2.1.2 The student will use information from GIS, remote sensing, and the World Wide Web to compare and contrast the surface features and vegetation of the continents of the Eastern Hemisphere.

7-G2.1.3 The student will account for topographic and human spatial patterns (where people live) associated with tectonic plates such as volcanoes, earthquakes, settlements (ring of Fire, recent volcanic, and seismic events, settlements in proximity to natural hazards in the Western Hemisphere) by using information from GIS, remote sensing, and the World Wide Web.

G2.2 Human Characteristics of Place: Describe the human characteristics of places.

- 7-G2.2.1 The student will describe the human characteristics of the region under study (including language, religion, economic system, governmental systems, and cultural traditions).
- 7-G2.2.2 The student will explain that communities are affected positively or negatively by changes in technology with regards to population migration, manufacturing, mining, forestry, hydroelectric power generation, agriculture, computers, cell phones, and air travel.
- 7-G2.2.3 The student will analyze how culture and experience influence people's perception of places and regions (e.g., that beaches are places where tourists travel, cities have historic buildings, northern places are cold, equatorial places are very warm).

G3. Physical Systems: Describe physical processes that shape the Earth's surface which, along with plants and animals, are the basis for both sustaining and modifying ecosystems. Identify and analyze the patterns and characteristics of the major ecosystems on Earth.**G3.1 Physical Process:** Describe the physical processes that shape the patterns of the Earth's surface.

- 7-G3.1.1 The student will construct and analyze climate graphs for location at different latitudes and elevations in the region to answer geographic questions and make predictions based on patterns (e.g., compare and contrast Norway and France; Nairobi and Kilimanjaro; Mumbai and New Delhi; Buenos Aires and La Paz; Mexico City and Guatemala City; Edmonton and Toronto).

G3.2 Ecosystems: Describe the characteristics and spatial distribution of ecosystems on the Earth's surface.

- 7-G3.2.1 The student will explain how and why ecosystems differ as a consequence of differences in latitude, elevation, and human activities (e.g., effect of latitude on types of vegetation in Africa, proximity to bodies of water in Europe, and effect of annual river flooding in Southeast Asia and China ; and South America's location relative to the equator, effects of elevations on temperature and growing season, proximity to bodies of water and the effects on temperature and rainfall, effect of annual flooding on vegetation along river flood plains such as the Amazon).
- 7-G3.2.2 The student will identify ecosystems and explain why some are more beneficial for humans to use than are others (e.g., mid-latitude forest in North American, high latitude of Peru, tropical forests in Honduras, fish or marine vegetation in coastal zones).
- 7-G3.2.3 The student will identify ecosystems of a continent and explain why some provide greater opportunities (fertile soil, precipitation) for humans to use than do other ecosystems and how that changes with technology (e.g., China's humid east and arid west and the effects of irrigation technology).

G4 Human Systems: Explain that human activities may be seen on Earth's surface. Human systems include the way people divide the land, decide where to live, develop communities that are part of the larger cultural mosaic, and engage in the cultural diffusion of idea and product within and among groups.

G4.1 Cultural Mosaic: Describe the characteristics, distribution, and complexity of Earth's cultural mosaic. People are central to the study of geography. The characteristics, distribution, and complexity of human cultures create a cultural mosaic.

- 7-G4.1.1 The student will identify and explain examples of cultural diffusion within the Eastern Hemisphere (e.g., the spread of sports, music, architecture, television, Internet, Bantu languages in Africa, Islam in Western Europe).
- 7-G4.1.2 The student will compare roles of women in traditional African societies in the past with roles of women as modern micro-entrepreneurs in current economies.
- 7-G4.1.3 The student will identify and explain examples of cultural diffusion within the Americas (e.g., baseball, soccer, music, architecture, television, languages, health care, Internet, consumer brand, currency, restaurants, international migration).

G4.2 Technology Patterns and Networks: Describe how technology creates patterns and networks that connect people, products, and ideas.

7-G4.2.1 The student will list and describe the advantages and disadvantages of different technologies used to move people, products, and ideas throughout the world (e.g., opportunities for employment, entrepreneurial and educational opportunities using the Internet; the effects of technology on reducing the time necessary for communications and travel; the uses and effects of wireless technology in developing countries; and the spread of group and individual's ideas as voice and image messages on electronic networks such as the Internet).

G4.3 Patterns of Human Settlement: Describe patterns, processes, and functions of human settlement. Human settlements have a powerful influence in shaping the world's different cultural mosaics and political and economic systems. Patterns of settlement are shaped by trade, the movement of raw materials, finished products, people, and ideas (scientific technological, religious).

7-G4.3.1 The student will identify places in the Eastern and Western Hemisphere that have been modified to be suitable for settlement by describing the modifications that were necessary (e.g., Nile River irrigation, reclamation of land along the North Sea, planting trees in areas that have become desertified in Africa, Vancouver in Canada, irrigated agriculture, or clearing of forests for farmland).

7-G4.3.2 The student will describe patterns of settlement by using historical and modern maps (e.g., the location of the world's mega cities, other cities located near coasts and navigable rivers, regions under environmental stress).

G4.4 Forces of Cooperation and Conflict: Explain how forces of conflict and cooperation among people influence the division of the Earth's surface and its resources.

7-G4.4.1 The student will identify factors that contribute to conflict and cooperation between and among cultural groups (e.g., control/use of natural resources, power, wealth, religion, and cultural diversity).

7-G4.4.2 The student will describe examples of cooperation and conflict within the First Peoples, French and English in Canada, and the European Union.

- G5 Environment and Society:** Explain that the physical environment is modified by human activities, which are influenced by the ways in which human societies value and use Earth’s natural resources, and by Earth’s physical features and processes. Explain how human action modifies the physical environment and how physical systems affect human systems.
- G5.1 Humans and The Environment:** Describe how human actions modify the environment.
- 7-G5.1.1 The student will describe the environmental effect of human action on the atmosphere (air), biosphere (people, animals, and plants), lithosphere (soil), and hydrosphere (water) (e.g., changes in the tropical forest environments, desertification, air pollution in urban centers, and chemical spills).
- 7-G5.1.2 The student will describe how variations in technology affect human modifications of the landscape.
- 7-G5.1.3 The student will identify the ways in which human-induced changes in the physical environment in one place can cause changes in other places (e.g., cutting forest in one region may results in river basin flooding elsewhere, building dams, and mining).
- G5.2 Physical and Human Systems:** Describe how physical and human systems shape patterns of the Earth’s surface.
- 7-G5.2.1 The student will describe the effects that a change in the physical environment could have on human activities and the choices people would have to make in adjusting to the change (e.g., drought, pollution, earthquakes, volcanic eruptions, flooding, and deforestation).

G6 Global Issues Past and Present

Throughout the school year the students are introduced to topics that address global issues that integrate time and place. Included are capstone projects that entail the investigation of historical and contemporary global issues that have significance for the student and are clearly linked to the world outside the classroom. The topics and issues are developed as capstone projects within units and at the end of the course. Regular experiences with those topics and issues are necessary during each grade in order to build the background students will require to complete in-depth capstone projects.

G6.1 Public Discourse, Decision Making, and Citizen Involvement

Capstone projects require the student to use geography, history, economics, and government to inquire about major contemporary and historical issues and events linked to the world outside the classroom. The core disciplines are used to interpret the past and plan for the future. During the school year the students will complete at least three capstone projects.

7-G6.1.1 Contemporary Investigation – The student will conduct research on contemporary global topics and issues, compose persuasive essays, and develop a plan for action.

Contemporary Investigation Topics:

- Conflict, Stability, and Change – The student will investigate the significance of conflict, stability, and change in governmental systems within the region.
- Diversity and Nationalism – The student will investigate the tensions that may develop between cultural diversity and nationalism within a country and their consequences.
- Urbanization - The student will investigate urbanization and its consequences for the world’s population.
- Oil and Society – The student will investigate the significance of how oil has changed nations as both consumers and producers of this natural resource.
- Children in the World – The student will investigate issues affecting children such as health, labor, and war.
- Regional Cooperation – The student will explain the significance of and barriers to regional cooperation.

Public Discourse, Decision Making and Citizen Involvement (cont.)

Contemporary Investigation Topics – Related to Content in World History and Contemporary Geography

Era 1

- Population Growth and Resources – The student will investigate how population growth affects resource availability.
- Migration – The student will investigate the significance of migrations of peoples and the resulting benefits and challenges.

Era 2

- Sustainable Agriculture – The student will investigate the significance of sustainable agriculture and its role in societies.

Era 3

- Development – The student will investigate economic effects on development in a region and its ecosystems and societies.
- Religious Conflict – The student will investigate conflict that arises from varying religious beliefs.