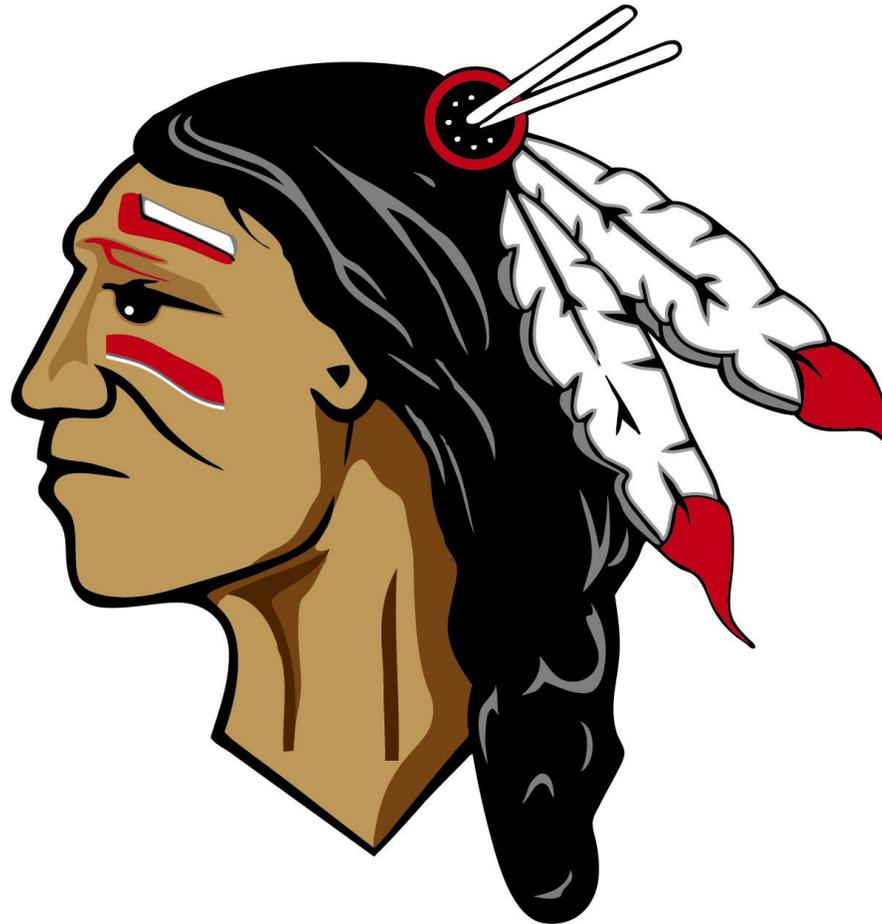


**Westside Middle School
7th Grade Geography Curriculum Map
2017-2018**

Teacher: Pankey



Map is still under construction and will be revised throughout the year.

WESTSIDE MIDDLE SCHOOL 7TH GRADE SOCIAL STUDIES CURRICULUM MAP

Teacher: Pankey

Quarter 1

Unit 1 Students will describe what tools and ways of thinking geographers use to study the earth. Students will examine the physical features of the earth. Students will analyze basic human systems that affect life for all societies.

Unit 2 Students will explain the physical geography of North America. Students will analyze the economic and environmental impact of the U.S. and Canada. Students will explain the effects of globalization on Mexico.

Unit 3 Students will explain the physical geography of Central America and the Caribbean. Students will analyze the opportunities and issues affecting Central America and the Caribbean

Essential Questions:

Students will consider.....

How does geography influence our lives?

What can maps tell us about a people or region?

How do people affect their environment?

Why are cultures similar and different?

AR STANDARDS / SKILLS

CONTENT VOCABULARY WITHIN THE STANDARD WILL BE TAUGHT THROUGHOUT DAILY OBJECTIVES / GOALS.

The student will....

Standard Coding: [World in Spatial Terms](#), [Human Systems](#), [Environment & Society](#)

Unit 1: Geography Skills

[WST.1.7.1](#) Evaluate the characteristics, functions, advantages, and disadvantages of various geographic representations and geospatial technologies for analyzing spatial patterns and distributions (e.g., maps, diagrams, aerial photographs, remotely sensed images, geographic visualization, global positioning systems, geographic information systems)

[WST.2.7.2](#) Compare spatial connections among people, places, and their environments over time

[WST.2.7.3](#) Use spatial data to answer questions and resolve problems about patterns reflecting physical and human phenomena

[HS.7.7.1](#) Explain primary, secondary, tertiary, and quaternary economic activities

[HS.7.7.2](#) Compare advantages and disadvantages of one location over another in the access to factors of production (e.g., human resources, natural resources, capital resources, entrepreneurship)

[HS.8.7.2](#) Explain levels of cooperation among people in various places and regions who solve human and environmental issues

[ES.9.7.2](#) Describe symbiotic relationships between humans and their physical environments

[ES.10.7.2](#) Examine physical and human processes that influence formation and sustainability of resources.

Unit 2: North America

[HS.7.7.1](#) Explain primary, secondary, tertiary, and quaternary economic activities

[ES.10.7.2](#) Examine physical and human processes that influence formation and sustainability of resources

Unit 3: Central America & the Caribbean

[HS.5.7.2](#) Analyze spatial patterns and consequences of settlement and migration (e.g., voluntary and involuntary, seasonal, short- and long-term migration, push-

pull- factors)

[HS.6.7.2](#) Analyze reasons for and effects of cultural diffusion, cultural convergence, and cultural divergence in and across various regions

[HS.7.7.3](#) Analyze movements of people, products, and ideas through transportation and communication networks and how they vary among regions (e.g., regional, global)

[HS.8.7.2](#) Explain levels of cooperation among people in various places and regions who solve human and environmental issues

[ES.9.7.1](#) Examine ways people have adapted to the physical environment over time (e.g., technology, habitation, transportation, agriculture, communication)

Ongoing Geography Standards For All Units

[WST.1.7.2](#) Construct geographic representations for the purpose of asking and answering specific geographic questions

[WST.1.7.3](#) Explain relationships between places and regions using geographic representations

[WST.1.7.4](#) Analyze how environmental and cultural characteristics of places and regions have changed over time

[WST.2.7.1](#) Construct visual and written explanations of the spatial organization and spatial patterns of people, places, and environments

[WST.3.7.1](#) Analyze the combinations of physical and human characteristics that make places and regions similar to and different from other places and regions

[WST.3.7.2](#) Analyze perceptions people have of places and regions around the world based on direct experiences (e.g., living in a place, travel) and indirect experiences (e.g., media, books, family, friends)

[WST.4.7.1](#) Explain physical and cultural changes in places and regions over time using a variety of sources including geographic representations (e.g., boundaries, languages, beliefs, climate, technology, migration)

[WST.4.7.2](#) Analyze the influence of geography on current events, issues, and in planning for the future using a variety of sources including geographic representations and available geospatial technology

[HS.6.7.1](#) Examine the cultural characteristics of various regions (e.g., celebrations, language, child-rearing, clothing, food, beliefs, behaviors)

[HS.7.7.2](#) Compare advantages and disadvantages of one location over another in the access to factors of production (e.g., human resources, natural resources, capital resources, entrepreneurship)

[ES.9.7.3](#) Analyze positive and negative consequences of human changes on the physical environment

Arkansas Disciplinary Literacy Focus Standards (Included in Units 1-6)

Reading

[RH.6-8.5](#) Describe how a text presents information (e.g., sequentially, comparatively, causally).

Writing

[WHST.6-8.2](#) Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

[WHST.6-8.2.A](#) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

[WHST.6-8.2.B](#) Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

Ongoing Disciplinary Literacy Standards

Reading

[RH.6-8.2](#) Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

[RH.6-8.4](#) Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

[RH.6-8.7](#) Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

[RH.6-8.8](#) Distinguish among fact, opinion, and reasoned judgment in a text.

[RH.6-8.10](#) By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

Writing

[WHST.6-8.4](#) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.6-8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and an addressed.

WHST.6-8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

WHST.6-8.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

***All Ongoing Geography & Disciplinary Literacy Standards will continue throughout the year.

Activities/Skills	Assessments	Resources	Vocabulary/Terms
1. Identify the main idea or information in	Pretest	Chromebooks	Unit 1

<p>a primary or secondary source, summarizing the text accurately and without bias. (RH 6-8.2)</p> <p>2. Determine which steps matter most in a process studied in history (e.g., how a bill becomes a law, how interest rates are raised and lowered). (RH 6-8.3)</p> <p>3. Discuss the structural approach the author uses to present information in a text (e.g. sequential, comparison/contrast, cause-effect). (RH 6-8.5)</p> <p>4. Combine visual information, such as charts, graphs, images, or maps, with print or digital texts, drawing conclusions about the topic they are discussing. (RH 6-8.7)</p> <p>5. Write/explain historical events, choosing only the details and information related to the topic. (WHST 6-8.2)</p> <ul style="list-style-type: none"> ● Introduce topic in a way in which it is clear and allows readers to anticipate what will come after (WHST 6-8.2a) ● Organize information into general categories and elaborate upon through the use of graphics and document design (WHST 6-8.2a) ● Further build on ideas by including compelling information, insightful facts, examples, concrete details, and evidence, usually in the form of quotations (WHST 6-8.2b) <p>6. Write with clarity and coherence, developing and organizing your ideas and creating a style that is appropriate to your audience, purpose, and occasion. (WHST 6-8.4)</p>	<p>Chapter tests Projects Exit slips Geography Flashcards Kahoot EPIC Graphic Organizer Exit Slip</p>	<p>National Geographic Textbook Informational text Graphic Organizers Informational Documents</p>	<p>spatial thinking, absolute location, Global Positioning System (GPS), relative location, region, terrace, latitude, equator, longitude, prime meridian, scale, cartographer, elevation, relief, projection, solstice, equinox, tectonic plate, continental drift, plain, plateau, erosion, earthquake, tsunamis, volcano, evaporation, condensation, precipitation, climate, weather, vegetation, raw material, non renewable resource, renewable resource, habitat, ecosystem, marine life, culture, culture region, monotheism, polytheism, economy, gross domestic product (GDP), government</p> <p>Unit 2 temperate, glacier, export, drought, commercial agriculture, dam, peninsula, subsistence farming, aquifer, sustainable, manufacturing, globalization, economic sector, multi-party democracy</p> <p>Unit 3 isthmus, coastal plain, rainforest, archipelago, deforestation, fertile, canopy, extinction, poacher, tourism, canal, infrastructure, standard of living, malnutrition, migrate</p>
---	---	--	---

Quarter 2

Unit 4 Students will explain the physical geography of South America. Students will analyze the cultures and economies of South America.

Unit 5 Students will analyze the physical geography of Europe. Students will explain the cultural diversity of Europe.

Unit 6 Students will analyze the physical geography of Russia and Central Asia. Students will analyze the recent political, economic, and environmental changes in Russia and Central Asia.

Essential Questions:

Students will consider.....

How does geography influence our lives?

What can maps tell us about a people or region?

How do people affect their environment?

Why are cultures similar and different?

AR STANDARDS / SKILLS

CONTENT VOCABULARY WITHIN THE STANDARD WILL BE TAUGHT THROUGHOUT DAILY OBJECTIVES / GOALS.

The student will....

Standard Coding: **World in Spatial Terms**, **Human Systems**, **Environment & Society**

Unit 4: South America

HS.5.7.1 Examine the variations of populations in different places and regions using demographics

HS.6.7.2 Analyze reasons for and effects of cultural diffusion, cultural convergence, and cultural divergence in and across various regions

HS.8.7.1 Examine physical and human characteristics that influence the division and control of Earth's surface (e.g., resources, land use, ethnicity, national identities)

ES.9.7.1 Examine ways people have adapted to the physical environment over time (e.g., technology, habitation, transportation, agriculture, communication)

ES.10.7.1 Explain how culture has influenced decisions about the use of resources over time

ES.10.7.3 Evaluate the sustainability of resources achieved through civic actions.

Unit 5: Europe

HS.5.7.1 Examine the variations of populations in different places and regions using demographics

HS.7.7.3 Analyze movements of people, products, and ideas through transportation and communication networks and how they vary among regions (e.g., regional, global)

HS.8.7.3 Analyze conflicting territorial claims from multiple perspectives (e.g., water sources or access, mineral rights, natural resources)

Unit 6: Russia & the Eurasian Republics

ES.9.7.1 Examine ways people have adapted to the physical environment over time (e.g., technology, habitation, transportation, agriculture, communication)

ES.9.7.4 Examine human induced changes in one place or region and its effects on other places or regions (e.g., flood control, deforestation, factories, electric power generation)

***All Ongoing Geography & Disciplinary Literacy Standards will continue throughout the year.

Activities/Skills

Assessments

Resources

Vocabulary/Terms

<p>1. Identify the main idea or information in a primary or secondary source, summarizing the text accurately and without bias. (RH 6-8.2)</p> <p>2. Determine which steps matter most in a process studied in history (e.g., how a bill becomes a law, how interest rates are raised and lowered). (RH 6-8.3)</p> <p>3. Discuss the structural approach the author uses to present information in a text (e.g. sequential, comparison/contrast, cause-effect). (RH 6-8.5)</p> <p>4. Combine visual information, such as charts, graphs, images, or maps, with print or digital texts, drawing conclusions about the topic they are discussing. (RH 6-8.7)</p> <p>5. Write/explain historical events, choosing only the details and information related to the topic. (WHST 6-8.2)</p> <ul style="list-style-type: none"> ● Introduce topic in a way in which it is clear and allows readers to anticipate what will come after (WHST 6-8.2a) ● Organize information into general categories and elaborate upon through the use of graphics and document design (WHST 6-8.2a) ● Further build on ideas by including compelling information, insightful facts, examples, concrete details, and evidence, usually in the form of quotations (WHST 6-8.2b) <p>6. Write with clarity and coherence, developing and organizing your ideas and creating a style that is appropriate to your audience, purpose, and occasion. (WHST 6-8.4)</p>	<p>Pretest Unit Assessment Semester Assessment Projects Exit slips Geography Flashcards Kahoot EPIC Graphic Organizer Exit Slip</p>	<p>Chromebooks National Geographic Textbook Informational text Graphic Organizers Informational Documents</p>	<p>Unit 4 adapt, subsistence farming, tributary, biodiversity, greenhouse gas, mestizo, language family, topography, cuisine, coup, biofuel, megacity, slum</p> <p>Unit 5 uplands, bay, fjord, navigable, dialect, heritage, staple, cosmopolitan, tariff, currency, euro, sovereignty, eurozone, demographics, exchange, assimilation</p> <p>Unit 6 steppe, permafrost, tundra, taiga, peat, hydroelectric power, greenhouse gas, semiarid, arid, communism, socialism, propaganda, nomad, yurt</p>
--	---	---	--

Quarter 3

Unit 7 Students will analyze the physical geography of sub-Saharan Africa. Students will evaluate the impact of imperialism and colonization on sub-Saharan Africa. Students will analyze the successes and challenges of modernization in sub-Saharan Africa.

Unit 8 Students will analyze the geography and religions of Southwest Asia and North Africa. Students will evaluate the impact of geography on current issues in Southwest Asia and North Africa.

Unit 9 Students will analyze and explain the natural and human-induced changes to the environment in South Asia. Students will evaluate the impact of economic growth and development in South Asia?

Essential Questions:

Students will consider...

How does geography influence our lives?

What can maps tell us about a people or region?

How do people affect their environment?

Why are cultures similar and different?

AR STANDARDS / SKILLS

CONTENT VOCABULARY WITHIN THE STANDARD WILL BE TAUGHT THROUGHOUT DAILY OBJECTIVES / GOALS.

The student will.... Standard Coding: **World in Spatial Terms**, **Human Systems**, **Environment & Society**

Unit 7: Geography Skills

[WST.1.7.4](#) Analyze how environmental and cultural characteristics of places and regions have changed over time

[WST.3.7.1](#) Analyze the combinations of physical and human characteristics that make places and regions similar to and different from other places and regions

[WST.4.7.2](#) Analyze the influence of geography on current events, issues, and in planning for the future using a variety of sources including geographic representations and available geospatial technology

[HS.5.7.1](#) Examine the variations of populations in different places and regions using demographics

[HS.7.7.1](#) Explain primary, secondary, tertiary, and quaternary economic activities

[HS.7.7.2](#) Compare advantages and disadvantages of one location over another in the access to factors of production (e.g., human resources, natural resources, capital resources, entrepreneurship)

[HS.8.7.2](#) Explain levels of cooperation among people in various places and regions who solve human and environmental issues

Unit 8: North America

[WST.4.7.2](#) Analyze the influence of geography on current events, issues, and in planning for the future using a variety of sources including geographic representations and available geospatial technology

[HS.5.7.1](#) Examine the variations of populations in different places and regions using demographics

[HS.8.7.1](#) Examine physical and human characteristics that influence the division and control of Earth's surface (e.g., resources, land use, ethnicity, national identities)

[HS.8.7.2](#) Explain levels of cooperation among people in various places and regions who solve human and environmental issues

[ES.9.7.1](#) Examine ways people have adapted to the physical environment over time (e.g., technology, habitation, transportation, agriculture, communication)

Unit 9: Central America & the Caribbean

[WST.4.7.1](#) Explain physical and cultural changes in places and regions over time using a variety of sources including geographic representations (e.g., boundaries, languages, beliefs, climate, technology, migration)

[HS.5.7.2](#) Analyze spatial patterns and consequences of settlement and migration (e.g., voluntary and involuntary, seasonal, short- and long-term migration, push- pull- factors)

[HS.7.7.2](#) Compare advantages and disadvantages of one location over another in the access to factors of production (e.g., human resources, natural resources, capital resources, entrepreneurship)

[HS.8.7.3](#) Analyze conflicting territorial claims from multiple perspectives (e.g., water sources or access, mineral rights, natural resources)

[ES.9.7.2](#) Describe symbiotic relationships between humans and their physical environments

[ES.9.7.4](#) Examine human induced changes in one place or region and its effects on other places or regions (e.g., flood control, deforestation, factories, electric power generation)

[ES.10.7.2](#) Examine physical and human processes that influence formation and sustainability of resources

Arkansas Disciplinary Literacy Focus Standards (Included in Units 7-12)

Reading

[RH.6-8.9](#) Analyze the relationship between a primary and secondary source on the same topic.

Writing

[WHST.6-8.2](#) Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

[WHST.6-8.2.A](#) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

[WHST.6-8.2.C](#) Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

[WHST.6-8.2.D](#) Use precise language and domain-specific vocabulary to inform about or explain the topic.

[WHST.6-8.2.E](#) Establish and maintain a formal style and objective tone.

[WHST.6-8.2.F](#) Provide a concluding statement or section that follows from and supports the information or explanation presented.

***All Ongoing Geography & Disciplinary Literacy Standards will continue throughout the year.

Activities/Skills	Assessments	Resources	Vocabulary/Terms
<p>1. Identify the main idea or information in a primary or secondary source, summarizing the text accurately and without bias. (RH.6-8.2)</p> <p>2. Combine visual information, such as charts, graphs, images, or maps, with print or digital texts, drawing conclusions about the topic they are discussing. (RH.6-8.7)</p> <p>3. Examine how a primary and secondary source each treat the same topic, focusing on the nature of the relationship between these two sources. (RH.6-8.9)</p> <p>4. Write/explain historical events, choosing only the details and information related to the topic. (WHST.6-8.2)</p> <ul style="list-style-type: none"> ● Introduce topic in a way in which it is clear and allows readers to anticipate what will come after (WHST.6-8.2.A) ● Organize information into general categories and elaborate upon through the use of graphics and document design (WHST.6-8.2.A) ● Further build on ideas by including compelling information, insightful facts, examples, concrete details, and evidence, usually in the form of quotations (WHST.6-8.2.B) <p>5. Write with clarity and coherence, developing and organizing your ideas and creating a style that is appropriate to your audience, purpose, and occasion. (WHST.6-8.4)</p>	<p>Pretest Chapter tests Projects Exit slips Geography Flashcards Kahoot EPIC Graphic Organizer Exit Slip</p>	<p>Chromebooks National Geographic Textbook Informational text Graphic Organizers Informational Documents</p>	<p>Unit 7 basin, savanna, desertification, rift valley, interior, landlocked, ethnic groups, transportation corridors, domestic policies, modernization, literacy rate, minerals, commodities, famine, cash crop, epidemic, pandemic, vaccine</p> <p>Unit 8 arid, alluvial plain, silt, irrigation, fault, oases, monotheistic, strait, mosque, sheikh, emirates, hereditary, reserves, petrochemicals</p> <p>Unit 9 subcontinent, monsoon, sanitation, aquifer, civil disobedience, displaced, cricket, outsourcing, developed nations, developing nations, slum</p>

Quarter 4

Unit 10 Students will analyze and explain how people in East Asia have adapted to or changed the environment for human benefit. Students will analyze and explain the causes and effects of economic development in East Asia.

Unit 11 Students will evaluate the impact of physical geography on the people of Southeast Asia. Students will analyze the demographics of Southeast Asia.

Unit 12 Students will analyze and explain the human-environmental relationships impacting Australia and the Pacific Realm. Students will analyze and explain the cultural diversity of Australia and the Pacific Realm.

Essential Questions:

Students will consider.....

How does geography influence our lives?

What can maps tell us about a people or region?

How do people affect their environment?

Why are cultures similar and different?

AR STANDARDS / SKILLS

CONTENT VOCABULARY WITHIN THE STANDARD WILL BE TAUGHT THROUGHOUT DAILY OBJECTIVES / GOALS.

The student will....

Standard Coding: **World in Spatial Terms**, **Human Systems**, **Environment & Society**

Unit 10: East Asia

HS.7.7.1 Explain primary, secondary, tertiary, and quaternary economic activities

HS.7.7.2 Compare advantages and disadvantages of one location over another in the access to factors of production (e.g., human resources, natural resources, capital resources, entrepreneurship)

HS.8.7.2 Explain levels of cooperation among people in various places and regions who solve human and environmental issues

ES.9.7.1 Examine ways people have adapted to the physical environment over time (e.g., technology, habitation, transportation, agriculture, communication)

ES.9.7.4 Examine human induced changes in one place or region and its effects on other places or regions (e.g., flood control, deforestation, factories, electric power generation)

Unit 11: Southeast Asia

HS.5.7.1 Examine the variations of populations in different places and regions using demographics

HS.5.7.2 Analyze spatial patterns and consequences of settlement and migration (e.g., voluntary and involuntary, seasonal, short- and long-term migration, push- pull- factors)

HS.6.7.2 Analyze reasons for and effects of cultural diffusion, cultural convergence, and cultural divergence in and across various regions

ES.10.7.2 Examine physical and human processes that influence formation and sustainability of resources

Unit 12: Australia, the Pacific Realm, and Antarctica

HS.5.7.2 Analyze spatial patterns and consequences of settlement and migration (e.g., voluntary and involuntary, seasonal, short- and long-term migration, push- pull- factors)

HS.6.7.2 Analyze reasons for and effects of cultural diffusion, cultural convergence, and cultural divergence in and across various regions

HS.7.7.3 Analyze movements of people, products, and ideas through transportation and communication networks and how they vary among regions (e.g., regional, global)

HS.8.7.2 Explain levels of cooperation among people in various places and regions who solve human and environmental issues

ES.9.7.2 Describe symbiotic relationships between humans and their physical environments

ES.9.7.3 Analyze positive and negative consequences of human changes on the physical environment

***All Ongoing Geography & Disciplinary Literacy Standards will continue throughout the year.

Activities/Skills	Assessments	Resources	Vocabulary/Terms
<p>1. Identify the main idea or information in a primary or secondary source, summarizing the text accurately and without bias. (RH 6-8.2)</p> <p>2. Determine which steps matter most in a process studied in history (e.g., how a bill becomes a law, how interest rates are raised and lowered). (RH 6-8.3)</p> <p>3. Discuss the structural approach the author uses to present information in a text (e.g. sequential, comparison/contrast, cause-effect). (RH 6-8.5)</p> <p>4. Combine visual information, such as charts, graphs, images, or maps, with print or digital texts, drawing conclusions about the topic they are discussing. (RH 6-8.7)</p> <p>5. Write/explain historical events, choosing only the details and information related to the topic. (WHST 6-8.2)</p> <ul style="list-style-type: none"> ● Introduce topic in a way in which it is clear and allows readers to anticipate what will come after (WHST 6-8.2a) ● Organize information into general categories and elaborate upon through the use of graphics and document design (WHST 6-8.2a) ● Further build on ideas by including compelling information, insightful facts, examples, concrete details, and evidence, usually in the form of quotations (WHST 6-8.2b) <p>6. Write with clarity and coherence, developing and organizing your ideas and creating a style that is appropriate to your audience, purpose, and occasion. (WHST 6-8.4)</p>	<p>Pretest Chapter tests Projects Exit slips Geography Flashcards Kahoot EPIC Graphic Organizer Exit Slip</p>	<p>Chromebooks National Geographic Textbook Informational text Graphic Organizers Informational Documents</p>	<p>Unit 10 erode, alluvium, loess, typhoon, refuge, entrepreneur, gross domestic product (GDP), fertility rate, capital, free trade, demilitarized zone (DMZ)</p> <p>Unit 11 land bridge, tsunami, ecologist, subsistence fishing, bauxite, dialect, fragmented country, remittance, relocate, port, industrialize, multinational corporation</p> <p>Unit 12 coral reef, atoll, invasive species, feral, hotspot, coral island, marine, exoskeleton, immigration, labor force, oral tradition, emigrate, alliance, free trade agreement, reserves, assimilation, reclaim</p>