

7th Grade Geography – 1st Semester

Teacher: Bridget Severe, Room 103

School Phone: 588-2262 Ext. 26

Home Phone: 589-3051

E-mail: Bridseve@mackayschools.org

Mrs. Severe's Website: www.mackayhs.weebly.com

Course Description

Geography of the Western World will be a course that includes a study of the countries of the Earth with an emphasis on the United States. A relationship between people, location, places, movement, and environment in the terms of spatial context and human environment interaction will be studied. This course will also focus on the physical systems of the Earth which will coincide with the human systems. Geography terms, political and physical maps, social systems, climate, populations, resources, and economic influence will also be studied within this framework.

Common Core Standards

Students will:

- Know and understand the relationships between people, places, and environments by mapping information about them into spatial context.
- Know and understand the identities and lives of individuals and peoples are rooted in particular places and in those human constructs called regions.
- Know and understand that physical processes shape Earth's surface and interact with plant and animal life to create, sustain, and modify ecosystems.
- Know and understand that people are central to geography in that human activities help shape Earth's surface, human settlements and structures are part of Earth's surface, and humans compete for control of Earth's surface.
- Know and understand that the physical environment is modified by human activities, largely as a consequence of the ways in which human societies value and use Earth's natural resources, and human activities are also influenced by Earth's physical features and processes.
- Know and understand that the knowledge of geography enables people to develop an understanding of the relationships between people, places, and environments, over time-that is, of Earth as it was, is, and might be.

Instructional Materials

Textbook: Holt McDougal Western World, videos, and websites.

Class Expectations

- Be Prepared – always have your pencil, paper, notebook, book(s), and completed assignments – **Each day an assignment is late your grade will be reduced by 10%.**
I **DO NOT** give ZEROS (0), if you do not turn in an assignment you will be given an incomplete until it is finished. This is your education, your future, you are expected to complete each assignment.
- Be Respectful – to teacher, classmates, and visitors; respect all school rules (dress code, etc...); raise hand before speaking; respect others' opinions.
- Be Actively Engaged – pay attention, participate, take notes, ask questions, and provide answers.
- Take Care of the textbooks given to you, desks you sit in, items you borrow from others and any other class materials presented.
- Be Responsible for Your Actions

Class Materials Needed

All your writing will be in pencil or typed and one notebook specifically for Geography.

Tentative Units with Instructional Dates

Quarter 1

<ul style="list-style-type: none"> ▪ Week 1 – Geography and Map Skills Handbook, mapping the earth, mapmaking, and working with maps 	<p>Standard: Know and understand the relationships between people, places, and environments by mapping information about them into spatial context.</p> <p>Objectives: Use longitude and latitude to locate places on Earth, understand map projections, demonstrate how to read a map, and list the 3 different types of maps.</p>
<ul style="list-style-type: none"> ▪ Week 2 – Chapter 1: A Geographers World, Mapping the World, Mapmaking, Reading and working with maps 	<p>Standard: Know and understand the relationships between people, places, and environments by mapping information about them into spatial context.</p> <p>Objectives: Describe the study of geography, the use of geographic tools, and the two different systems for organizing geographic studies.</p>
<ul style="list-style-type: none"> ▪ Week 3 – Chapter 1: Geographers World, Themes and Essential Elements of Geography, and Chapter 1 Assessment 	<p>Standard: Know and understand that physical processes shape Earth’s surface and interact with plant and animal life to create, sustain, and modify ecosystems.</p> <p>Objectives: Describe the 5 themes of geography, the six elements, and list the four branches of geography.</p>
<ul style="list-style-type: none"> ▪ Week 4 – Chapter 2: Planet Earth, Earth and the Sun’s energy, and water on Earth 	<p>Standard: Know and understand that physical processes shape Earth’s surface and interact with plant and animal life to create, sustain, and modify ecosystems.</p> <p>Objectives: Describe how the Earth’s movement and the sun’s energy interact to create day and night, temperature changes, and the seasons.</p>
<ul style="list-style-type: none"> ▪ Week 5 – Chapter 2: Planet Earth, continue water on Earth, the land, and Chapter 2 Assessment 	<p>Standard: Know and understand that physical processes shape Earth’s surface and interact with plant and animal life to create, sustain, and modify ecosystems.</p> <p>Objectives: Explain why water is a dominant feature on Earth’s surface and is essential for life and how the processes below and on Earth’s surface shape the planet’s physical features.</p>
<ul style="list-style-type: none"> ▪ Week 6 – Chapter 3: Climate, Environment, and Resources, Weather and climate, and world climates 	<p>Standard: Know and understand that physical processes shape Earth’s surface and interact with plant and animal life to create, sustain, and modify ecosystems.</p> <p>Objectives: Describe how the sun, location, wind, water, and mountains affect weather and climate and list the Earth’s five major climate zones are identified by temperature, precipitation, and plant life.</p>
<ul style="list-style-type: none"> ▪ Week 7 – Chapter 3: Climate, Environment, and Resources, Natural environments, natural resources, and Chapter 3 Assessment 	<p>Standard: Know and understand that people are central to geography in that human activities help shape Earth’s surface, human settlements and structures are part o Earth’s surface, and humans compete for control of Earth’s surface.</p> <p>Objectives: Describe how plants, animals, and the environment, including soil, interact and affect one another and how Earth’s natural resources have many valuable uses, & their availability affects people in many ways.</p>
<ul style="list-style-type: none"> ▪ Week 8 – Chapter 4: The World’s People, Culture and population 	<p>Standard: Know and understand that people are central to geography in that human activities help shape Earth’s surface, human settlements and structures are part o Earth’s surface, and humans compete for control of Earth’s surface.</p> <p>Objectives: Describe how culture differs from group to group; changes over time & how population studies are an important part of geography.</p>
<ul style="list-style-type: none"> ▪ Week 9 – Chapter 4: The World’s People, government and economy, global connection, Chapter 4 Assessment , and Chapter 1-4 Exam 	<p>Standard: Know and understand that the knowledge of geography enables people to develop an understanding of the relationships between people, places, and environments, over time-that is, of Earth as it was, is, and might be.</p> <p>Objectives: Describe why the world’s countries have different governments and levels of economic development and how fast, easy global connections have made cultural exchange, trade and a cooperative world community possible.</p>

Quarter 2

<ul style="list-style-type: none"> ▪ Week 10 – Chapter 13 Introduction to Early History of Europe, 2000 BC-AD 1500, focusing on ancient Greece 	<p>Standard: Know and understand the identities, lives of individuals & peoples are rooted in particular places & in those human constructs called regions.</p> <p>Objectives: Describe how the Greeks spread their culture in Europe and Asia, how the Romans unified parts of Europe, and how Christianity and social systems influenced life in Europe in the Middle Ages.</p>
<ul style="list-style-type: none"> ▪ Week 11 – Chapter 14: History of Early Modern Europe, 1500-1900, focusing on the Renaissance and Reformation and the Industrial Revolution, Chapter 14 Assessment 	<p>Standard: Know and understand the identities and lives of individuals and peoples are rooted in particular places and in those human constructs.</p> <p>Objectives: Explain how the periods of the Renaissance & Reformation introduced new ideas & ways of thinking into Europe, how inventions & knowledge led to exploration around the world, ideas of the Enlightenment inspired new governments, and list pros/cons of the Industrial Revolution.</p>
<ul style="list-style-type: none"> ▪ Week 12 – Chapter 15: Modern European History, 1900-Today, focusing on World War I and World War II, Chapter 15 Assessment 	<p>Standard: Know and understand that people are central to geography in that human activities help shape Earth’s surface, human settlements and structures are part of Earth’s surface, and humans compete for control of Earth’s surface.</p> <p>Objectives: Describe World War I and how the peace treaty that followed brought tremendous change to Europe, why World War II has been termed the deadliest war in history, and how Europe has worked toward unity.</p>
<ul style="list-style-type: none"> ▪ Week 13 – Chapter 16: Southern Europe, focusing on the physical geography, Greece, Italy, Spain, and Portugal, Chapter 16 Assessment 	<p>Standard: Know and understand that people are central to geography in that human activities help shape Earth’s surface, human settlements and structures are part of Earth’s surface, and humans compete for control of Earth’s surface.</p> <p>Objectives: Describe the physical geography of Southern Europe; explain that Greece is the home of one of the western world’s oldest civilizations, how Italy is now one of the most prosperous counties in Europe and how Spain and Portugal have rich cultures, stable governments, & growing economies.</p>
<ul style="list-style-type: none"> ▪ Week 14 – Chapter 17: West-Central Europe, focusing on the physical geography, France and the Benelux Countries, and Germany and the Alpine Countries, Chapter 17 Assessment 	<p>Standard: Know and understand the identities and lives of individuals and peoples are rooted in particular places and in those human constructs.</p> <p>Objectives: Describe the physical geography of West-Central Europe, explain how France and the Benelux Countries have strong economies and rich cultural traditions, and why Germany and the Alpine countries are prosperous countries with similar cultures.</p>
<ul style="list-style-type: none"> ▪ Week 15 – Chapter 18: Northern Europe, focusing on the physical geography, The British Isles, and Scandinavia Chapter 18 Assessment 	<p>Standard: Know and understand that the knowledge of geography enables people to develop an understanding of the relationships between people, places, & environments, over time-that is, of Earth as it was, is, and might be.</p> <p>Objectives: Describe the physical geography of Northern Europe, explain why close cultural & historical ties link the people of the British Isles & why Scandinavia has developed into one of the most stable & prosperous regions.</p>
<ul style="list-style-type: none"> ▪ Week 16 – Work on and begin presentations of Country Reports 	<p>Standard: Know and understand that the physical environment is modified by human activities, largely as a consequence of the ways in which human societies value and use Earth’s natural resources, and human activities are also influenced by Earth’s physical features and processes.</p>
<ul style="list-style-type: none"> ▪ Week 17 – Country Reports; Review for Final Exam 	<p>Standard: Know and understand the relationship between people, places, & environments by mapping information into spatial context.</p>
<ul style="list-style-type: none"> ▪ Week 18 – Semester Final Exam 	

Assessment/Tests

See Instructional Units/Dates

Grading Procedures

- Each assignment, assessment, project will be worth individual points.
- Homework will be due daily. Full points will not be given if the assignment is late.
- All assessments must be taken during the class period. If absent, the student should arrange a make-up time before or after school.
- Grades will be calculated by dividing the total points earned by a student by the total points possible.