

7th Grade Geography – 2nd 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 – Chapter 19: Eastern Europe, focusing on the physical geography, Poland, the Baltic Republics, Inland Eastern Europe, and Chapter 19 Assessment 	<p>Standard: Know and understand the relationships between people, places, and environments by mapping information about them into spatial context.</p> <p>Objectives: Explain the physical geography of Eastern Europe and why it varies greatly from place to place, the histories of Poland and the Baltic Republics, both as free states and as areas dominated by the Soviet Union, still shape life there, and why the countries of inland Eastern Europe have varied histories & cultures.</p>
<ul style="list-style-type: none"> ▪ Week 2 – Chapter 20: Russia & Caucasus, focusing on the physical geography, history & culture, Russia/Caucasus today, Chapter 20 Assessment 	<p>Standard: Know and understand the identities & lives of individuals and peoples are rooted in particular places & in those human constructs called regions.</p> <p>Objectives: Explain the physical geography of Russia and the Caucasus, the history and culture of Russia, the outlook today, and why the Caucasus republics are struggling to strengthen their economies and ethnic unrest.</p>
<ul style="list-style-type: none"> ▪ Week 3 – Chapter 5: Early History of the Americas 500 BC-AD 1537, focusing on The Maya and The Aztecs 	<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 how the Maya developed an advanced civilization that thrived in Mesoamerica from about 250 until the 900s and why the strong Aztec Empire, founded in central Mexico in, lasted until the Spanish conquest in 1521.</p>
<ul style="list-style-type: none"> ▪ Week 4 – Chapter 5: Early History of the Americas 500 BC-AD 1537, focusing on The Incas and North America’s Native Cultures, and Chapter 5 Assessment 	<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> <p>Objectives: Understand why the Incas controlled a huge empire in South America, but it was conquered by the Spanish.</p>
<ul style="list-style-type: none"> ▪ Week 5 – Chapter 6: Mexico, focusing on the physical geography and the history and culture, and Day of the Dead research 	<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 why Mexico is a large country with different natural environments in its northern, central, & southern region & how Native American cultures and Spanish colonization shaped the history and culture.</p>
<ul style="list-style-type: none"> ▪ Week 6 – Chapter 6: Mexico, focusing on Mexico today, cultural meal, Chapter 6 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, & might be.</p> <p>Objectives: Describe the four culture regions that all play a part in the country’s government and economy.</p>
<ul style="list-style-type: none"> ▪ Week 7 – Chapter 7: Central America and the Caribbean, focusing on the physical geography and Central America, and research volcanic activity 	<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 Central America and the Caribbean islands includes warm coastal lowlands, cooler highlands, and tropical forests and why Central America’s native traditions and colonial history have created a mixed culture, unstable governments, and uncertain economies.</p>
<ul style="list-style-type: none"> ▪ Week 8 – Chapter 7: Central America and the Caribbean, focusing on the Caribbean Islands, The Panama Canal, Chapter 7 Assessment 	<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> <p>Objectives: Describe the Caribbean islands and why they have a rich history and culture influenced by European colonization.</p>
<ul style="list-style-type: none"> ▪ Week 9 – Chapters 19-20 and 5-7 Assessment and Chapter 8: Caribbean South America focusing on the physical geography 	<p>Standard: Know and understand the relationships between people, places, and environments by mapping information about them into spatial terms.</p> <p>Objective: Describe why Caribbean South America is a region with diverse physical features, wildlife, climates, and resources.</p>

Quarter 2

<ul style="list-style-type: none"> ▪ Week 10 – Chapter 8: Caribbean South America, focusing on Colombia, Venezuela and the Guianas, using longitude and latitude, and Chapter 8 Assessment 	<p>Standard: Know and understand the relationships between people, places, and environments by mapping information about them into spatial context.</p> <p>Objectives: Describe how Spanish conquest, valuable resources, and civil war have shaped the history, culture, and economy of Colombia and how European settlement, immigration, and natural resources have greatly influenced the culture and economy of Venezuela and the Guianas.</p>
<ul style="list-style-type: none"> ▪ Week 11 – Chapter 9: Atlantic South America, focusing on the physical geography, Brazil, Argentina, Uruguay, and Paraguay, and Chapter 9 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 Atlantic South America which includes large river systems, plains and plateaus, and the Amazon rain forest, why the influence of Brazil’s history can be seen today all over the country in its people and culture, and how Argentina, Uruguay, and Paraguay have been influenced by European immigration, a tradition of ranching, and large urban populations.</p>
<ul style="list-style-type: none"> ▪ Week 12 – Chapter 10: Pacific South America, focusing on the physical geography, the history and culture, and the Pacific South America today, and Chapter 10 Assessment 	<p>Standard: Know and understand the identities & lives of individuals and peoples are rooted in particular places & in those human constructs called regions.</p> <p>Objectives: Explain why the Andes dominate Pacific South America’s physical geography and influence the region’s climate and resources, why native cultures and Spanish colonization have shaped the history and culture of Pacific South America, and why the countries of Pacific South America are working to overcome challenges of poverty and political instability.</p>
<ul style="list-style-type: none"> ▪ Week 13 – Chapter 12: Canada, focusing on the physical geography, the history and culture, and Canada today, and Chapter 12 Assessment 	<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> <p>Objectives: Understand that Canada is a huge country with a northerly location, cold climates, and rich resources, how Canada’s history and culture reflect Native Canadian and European settlement, immigration, and migration to cities, and that Canada’s democratic government oversees the country’s regions and economy.</p>
<ul style="list-style-type: none"> ▪ Week 14 – Chapter 11: The United States, focusing on the physical geography mapping the states with the physical features 	<p>Standard: Know and understand the relationships between people, places, and environments by mapping information about them into spatial context.</p> <p>Objectives: Understand that the United States is a large country with diverse physical features, climates, and resources.</p>
<ul style="list-style-type: none"> ▪ Week 15 – Chapter 11: The United States, focusing on the history and culture, state 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> <p>Objectives: Describe how the democratic ideas and immigration have shaped the history and culture of the United States.</p>
<ul style="list-style-type: none"> ▪ Week 16 – Chapter 11: The United States, focusing on the United States Today, and state reports 	<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 four main regions of the United States and the challenges and opportunities it faces.</p>
<ul style="list-style-type: none"> ▪ Week 17 – Chapter 11: The United States , state reports, and Chapter 11 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, & might be.</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.