

<b>Course #: SS-07</b> <b>Course Name: World Geography 2<sup>nd</sup> Semester</b> <b>Prerequisites: None</b>	<b>Grade Level: 7</b> <b>Level of Difficulty: Medium</b> <b># of Credits: N/A</b>
<b>Social Studies Standards:</b> <b>3SS-E4.</b> Demonstrate understanding of the characteristics, purposes, and use of geographic tools to locate and analyze information about people, places, and environments including the five themes of geography. <b>3SS-E5.</b> Describe natural and human characteristics of places and use this knowledge to define regions, their relationships with other regions, and their patterns of change. <b>3SS-E6.</b> Describe the economic, political, cultural, and social processes that interact to shape patterns of human populations, interdependence, and cooperation and conflict. <b>3SS-E7.</b> Explain the effects of interactions between human and natural systems, including the changes in the meaning, use, and distribution of natural resources <b>3SS-E8.</b> Use geographic knowledge, skills, and perspectives to explain past, present, and future issues. <b>4SS-E4.</b> Apply the economic concepts of scarcity and choice. <b>4SS-E5.</b> Describe the economic benefits of specialization and exchange. <b>4SS-E6.</b> Describe how people respond to positive and negative incentives. <b>Language Arts Standards:</b> <b>W-E8.</b> Demonstrate research skills using reference materials such as a dictionary, encyclopedia and thesaurus to complete effectively a variety of writing tasks. <b>L-SE1.</b> Students effectively listen and speak in situations that serve different purposes and involve a variety of audiences.	

## Social Studies Standards for SS07

Students should know and be able to...			
State Standards	Course Objectives	Mastery Elements	Notes/Resources
3SS-E4.	<b>Demonstrate understanding of the characteristics, purposes, and use of geographic tools to locate and analyze information about people, places, and environments, including the five themes.</b>		
	PO 1. Identify geographic information and characteristics through the use of maps, charts.	<ul style="list-style-type: none"> <li>MAPS – Distinguish between resource, land use, population density, vegetation, and climate.</li> <li>GRAPHS – Identify population pyramid and pictograph.</li> </ul>	
	PO 2. Identify the purposes of and differences among geographic tools.	<ul style="list-style-type: none"> <li>Identify the purpose and differences among maps, globes, aerial photographs, charts, and satellite images</li> </ul>	
	PO 3. Construct and interpret maps, charts, and geographic databases. (Construction to be assessed in the classroom.)	<ul style="list-style-type: none"> <li>Interpret information from maps and charts.</li> </ul>	

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State Standards	Course Objectives	Mastery Elements	Notes/Resources
3SS-E4. cont.	PO 4. Draw an accurate map after being given a description of a place. (Assessed in the classroom.)	<ul style="list-style-type: none"> <li>• Draw an accurate map.</li> </ul>	
	PO 5. Identify and locate physical and cultural features in the Eastern Hemisphere.	<ul style="list-style-type: none"> <li>• Identify and locate:</li> <li>• <b>PHYSICAL</b> –               <ul style="list-style-type: none"> <li>a. <b>Europe</b> – Caucasus, Alps, Urals, Volga, Rhine, Danube, Scandinavia, Iberian Peninsula, Mediterranean Sea, Black Sea, and North Sea.</li> <li>b. <b>Asia</b> – Lake Baikal, Red Sea, Persian Gulf, Pacific Ocean, Indian Ocean, Caspian Sea, Himalayas, Mt. Everest, Tibetan Plateau, Siberia, Tigris River, Euphrates River, Ganges River, Chang River, Mekong, Korean Peninsula.</li> <li>c. <b>Africa</b> – Atlantic Ocean, Lake Victoria, Nile River, Zambezi River, Niger River, Namib Desert, Sahara, Great Rift Valley, Madagascar, Mt. Kilimanjaro, Atlas Mtns.</li> <li>d. <b>Australia</b> – Great Dividing Range, Great Barrier Reef, Geo Thermal Power, Artesian Wells.</li> <li>e. <b>Antarctica</b> – Driest, largest, coldest desert, 3 oceans border it.</li> </ul> </li> <li>• <b>CULTURAL</b> –               <ul style="list-style-type: none"> <li>a. <b>Europe</b> – European Union, ethnic conflict, and religious conflict (Ireland) Sweden, Poland, and Spain</li> <li>b. <b>Asia</b> – Islam, Hindu, Buddhism, Mecca, China, Japan and Vietnam. Political differences that separate the Koreans.</li> <li>c. <b>Africa</b> – Colonization, ethnic conflict (tribalism), political unrest.</li> <li>d. <b>Australia</b> – Outback, Aborigines, and colonization.</li> <li>e. <b>Antarctica</b> – Scientific research and Antarctic Treaty.</li> </ul> </li> </ul>	
	PO 6. Interpret thematic maps, graphs, and data bases depicting various aspects of the Eastern Hemisphere. (Assessed in the classroom)	<ul style="list-style-type: none"> <li>• Interpret information from maps, graphs, and data bases.</li> </ul>	
3SS-E5.	Describe natural and human characteristics of places and use this knowledge to define regions, their relationships with other regions, and their patterns of change.		

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State Standards	Course Objectives	Mastery Elements	Notes/Resources
3SS-E5. cont.	PO 1. Define the common characteristics of regions at the national and international level.	<ul style="list-style-type: none"> <li>Identify the cultural region of the Pacific as Oceania as being located near the equator.</li> <li>Identify climate, landforms, ecosystems, and culture as common characteristics of regions.</li> </ul>	
	PO 2. Analyze how and why regions change.	<ul style="list-style-type: none"> <li>Describe how the regions of India and Pakistan have changed over the years. (Civil War)</li> <li>Explain how the separation of Yugoslavia led to ethnic cleansing and social conflict.</li> </ul>	
	PO 3. Explain interactions among regions.	<ul style="list-style-type: none"> <li>Describe the results in Europe that came about due to the European Union.</li> </ul>	
	PO 5. Explain how culture and economics give a place identity.	<ul style="list-style-type: none"> <li>Describe why Japan came to be identified with the high tech industry.</li> <li>Explain why Saudi Arabia is identified with oil.</li> </ul>	
	PO 6. Identify how places and regions serve as cultural symbols.	<ul style="list-style-type: none"> <li>Identify Jerusalem as a sacred place for Jews, Christians, and Muslims.</li> </ul>	
3SS-E6.	<b>Describe the economic, political, cultural, and social processes that interact to shape patterns of human populations, interdependence, and cooperation and conflict.</b>		
	PO 1. Interpret the demographic structure of a population.	<ul style="list-style-type: none"> <li>Interpret a population cartogram.</li> </ul>	
	PO 2. Explain how human migration affects places.	<ul style="list-style-type: none"> <li>Explain how the British migrating to Australia had an impact on the Aborigines.</li> <li>Explain how the migration of the Jewish people back to Palestine (Israel) caused conflicts in the region.</li> </ul>	
	PO 3. Explain the negative effects of urbanization.	<ul style="list-style-type: none"> <li>Describe how overcrowding, lack of resources and high levels of unemployment have contributed to modern day urban Russia.</li> </ul>	
	PO 4. Explain how culture helps create a cultural landscape.	<ul style="list-style-type: none"> <li>Describe North Africa with Islam and Mecca.</li> </ul>	

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State Standards	Course Objectives	Mastery Elements	Notes/Resources
3SS-E6. cont.	PO 5. Recognize the factors that influence the location, distribution and interrelationships of economic activities in different regions.	<ul style="list-style-type: none"> <li>Describe how the Suez Canal and oil have influenced the Middle East.</li> </ul>	
	PO 6. Explain how cooperation and conflict contribute to political, economic and social divisions.	<ul style="list-style-type: none"> <li>Describe how cooperation led to the European Union.</li> <li>Describe how conflict led to today's Balkans.</li> <li>Describe how Czechoslovakia peacefully separated into two countries.</li> <li>Describe the significance of the year 1990 for German unification.</li> </ul>	
	PO 7. Explain how cultural norms influence different economic activities of men and women in different regions	<ul style="list-style-type: none"> <li>Explain how better educational opportunities lead to more women in the workforce.</li> </ul>	
	PO 8. Describe how changes in technology, transportation, communication, and resources affect the location of economic activities	<ul style="list-style-type: none"> <li>Identify how technology has changed the global market.</li> </ul>	
3SS-E7.	<b>Explain the effects of interactions between human and natural systems, including the changes in the meaning, use, and distribution of natural resources.</b>		
	PO 2. List and describe consequences to humans of earthquakes, hurricanes, tornadoes, flash floods, and other natural hazards.	<ul style="list-style-type: none"> <li>Describe the consequences of the monsoons in Bangladesh.</li> </ul>	
	PO 3. Explain how and why humans modify ecosystems, including deforestation and desertification	<ul style="list-style-type: none"> <li>Describe how humans have modified the Sahel. (Desertification)</li> <li>Describe how humans have modified the Aral Sea.</li> </ul>	

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State Standards	Course Objectives	Mastery Elements	Notes/Resources
3SS-E7. cont.	PO 4. Describe how changes in the natural environment can increase or diminish its capacity to support human activities.	<ul style="list-style-type: none"> <li>Recognize hydroelectric dams along the Nile as increasing the capacity to support human activities.</li> </ul>	
	PO 5. Explain how technological modification in one place often leads to changes in other locations	<ul style="list-style-type: none"> <li>Explain how aerosol cans changed the ozone over Antarctica.</li> </ul>	
	PO 6. List ways that humans depend upon limited resources and adapt to, and affect, the natural environment.	<ul style="list-style-type: none"> <li>Give examples of how people in the Outback depend upon limited resources.</li> </ul>	
	PO 7. Compare changing ideas and disagreements on the best use of natural resources.	<ul style="list-style-type: none"> <li>Explain how the use of Antarctica has changed over the years.</li> </ul>	
3SS-E8.	<b>Use geographic knowledge, skills, and perspectives to explain past, present, and future issues.</b>		
	PO 1. Describe how places and environments influence events and conditions in the past.	<ul style="list-style-type: none"> <li>Explain how colonization influenced the development of Africa.</li> <li>Describe how Australia starting as a prison colony influenced its development.</li> </ul>	
	PO 3. Utilize geographic knowledge and skills to analyze contemporary issues (Assessed in the classroom)	<ul style="list-style-type: none"> <li>Utilizing the five themes of geography analyze current events in the Eastern Hemisphere.</li> </ul>	
4SS-E4.	<b>Apply the economic concepts of scarcity and choice.</b>		
	PO 1. Describe how limited resources and unlimited human wants cause people to choose some things and give up others	<ul style="list-style-type: none"> <li>List the reasons for building the 3 Gorges Dam in China.</li> </ul>	
	PO 3. Identify how governments and businesses experience scarcity and must make choices.	<ul style="list-style-type: none"> <li>Identify the problems of Russia as it moved from a command economy to free enterprise.</li> </ul>	

# Language Arts Standards for SS07

Students should know and be able to...

State Standards	Course Objectives	Mastery Elements	Notes/Resources
W-E8.	<p><b>Demonstrate research skills using reference materials such as a dictionary, encyclopedia and thesaurus to complete effectively a variety of writing tasks.</b></p>		
	<p>PO 1. Summarize how to implement a research strategy. (Assessed in the classroom)</p>	<ul style="list-style-type: none"> <li>• Identify types of notes. (Framed outline, mind-map, Venn diagram, and flow chart)</li> <li>• Prepare an outline.</li> <li>• Write a summary. (Paraphrase and re-state)</li> <li>• Compile a biography.</li> </ul>	
L-SE1.	<p><b>Students effectively listen and speak in situations that serve different purposes and involve a variety of audiences.</b></p>	<ul style="list-style-type: none"> <li>• Compile material into a written presentation.</li> <li>• Compile material into an oral presentation.</li> </ul>	