

Tunkhannock Area School District
Grade 7_World Geography
Curriculum Map

Unit 1 Latin America

Targeted Standard(s): Common Core

- 7.2 The Physical Characteristics of Places and Regions A
- 7.3 The Human Characteristics of Places and Regions A-E
- 7.4 The Interaction Between People and Places A & B

World History

- 8.4.7.A: Summarize the social, political, cultural, and economic contributions of individuals and groups in world history.
- 8.4.7.B Explain the importance of historical documents, artifacts, and sites which are critical to world history.
- 8.4.7.C: Differentiate how continuity and change have impacted world history.
 - -Belief systems and religions
 - -Commerce and industry
 - -Technology
 - -Politics and government
 - -Physical and human geography
 - -Social organizations
- 8.4.7.D: Explain how conflict and cooperation among groups and organizations have impacted the history of the world.

Common Core Reading Standards for History

- CC.8.5.6-8.A. Cite specific textual evidence to support analysis of primary and secondary sources.
- CC.8.5.6-8.B. 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.
- CC.8.5.6-8.D. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- CC.8.5.6-8.E. Describe how a text presents information (e.g., sequentially, comparatively, causally).
- CC.8.5.6-8.F. Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
- CC.8.5.6-8.G. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- CC.8.5.6-8.I. Analyze the relationship between a primary and secondary source on the same topic.

Common Core Writing Standards for History

- CC.8.6.6-8.B.* Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
 - 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.

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- Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
 - Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
 - Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - Establish and maintain a formal style and objective tone.
 - Provide a concluding statement or section that follows from and supports the information or explanation presented.
- CC.8.6.6-8.D. 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 audience have been addressed.
 - CC.8.6.6-8.E. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
 - CC.8.6.6-8.F. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
 - CC.8.6.6-8.H. Draw evidence from informational texts to support analysis reflection, and research.
 - CC.8.6.6-8.I. 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.

Enduring Understandings:

- Students will examine the history of Latin America from 1450 A.D. to 1850 A.D, primarily dealing with European exploration throughout the region.
- The students will understand how geography has influenced the social and economic developments of Latin America.
- The students will learn about different Latin American countries.

Essential Questions:

- How has History from the period of 1450 to 1850 A.D. shaped the Latin America of today.
- How has geography influenced the social and economic development of Latin America?
- What are the differences in the Latin American countries?

Core Content/Objectives		Instructional Actions	
Concepts What students will know	Competencies What students will be able to do	Activities/Strategies Learning Activities/Differentiation Interdisciplinary Connections	Assessment How Learning Will Be Assessed

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<ul style="list-style-type: none"> • The countries of Latin America. • How to identify Latin America’s main geographic regions. • Describe how the physical features of Latin America affect people’s lives. • Describe how climate and vegetation affect how and where people live in Latin America. • Describe Latin America’s natural resources. • Students will discuss the history of Latin America from 1450-1850 A.D. and the influence it has had on the region today. 	<ul style="list-style-type: none"> • Label maps of both Middle and South America. • Describe the major land regions, Mexico & Central America, the Caribbean and South America. • Describe the ways that climate and vegetation affect where people live in Latin America. • Tell why Latin American countries need to diversify their economy. • Relate the history of the region to its current status. 	<ul style="list-style-type: none"> • Label maps of both Middle and South America • Lecture • Read textbook • Workbook • Guest speaker- talks about her trip to Central America. • Individual poster project on one of the Latin American countries with historical reference. • A timeline will be constructed for this region from 1450-1850 A.D. • John Collins Writing: <ul style="list-style-type: none"> - Type 1: Weekly prompts - Type 2: Monthly Prompts - Type 3: Monthly Prompts (Including 10% Summaries) 	<ul style="list-style-type: none"> • Homework • Map test of both Middle and South America. • Individualized test • Poster project on a Latin America country
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Materials/Resources/Technology
<ul style="list-style-type: none"> • Textbook • Video streaming • Workbook • Internet, desktop maps

Unit 2 Europe and Russia

Targeted Standard(s): Common Core

- 7.2 The Physical Characteristics of Places and Regions A
- 7.3 The Human Characteristics of Places and Regions A-E
- 7.4 The Interaction Between People and Places A & B

World History

- 8.4.7.A: Summarize the social, political, cultural, and economic contributions of individuals and groups in world history.
- 8.4.7.B Explain the importance of historical documents, artifacts, and sites which are critical to world history.
- 8.4.7.C: Differentiate how continuity and change have impacted world history.
 - Belief systems and religions
 - Commerce and industry
 - Technology
 - Politics and government
 - Physical and human geography
 - Social organizations
- 8.4.7.D: Explain how conflict and cooperation among groups and organizations have impacted the history of the world.

Common Core Reading Standards for History

- CC.8.5.6-8.A. Cite specific textual evidence to support analysis of primary and secondary sources.
- CC.8.5.6-8.B. 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.
- CC.8.5.6-8.C. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
- CC.8.5.6-8.D. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- CC.8.5.6-8.E. Describe how a text presents information (e.g., sequentially, comparatively, causally).
- CC.8.5.6-8.G. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- CC.8.5.6-8.I. Analyze the relationship between a primary and secondary source on the same topic.

Common Core Writing Standards for History

- CC.8.6.6-8.A. Write arguments focused on *discipline-specific content*.
 - Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

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- Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
 - Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
 - Establish and maintain a formal style.
 - Provide a concluding statement or section that follows from and supports the argument presented.
- CC.8.6.6-8.B.* Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
 - 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.
 - Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
 - Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
 - Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - Establish and maintain a formal style and objective tone.
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 - CC.8.6.6-8.D. 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 audience have been addressed.
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 - CC.8.6.6-8.H. Draw evidence from informational texts to support analysis reflection, and research.
 - CC.8.6.6-8.I. 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.

Enduring Understandings:

- Students will examine the significance of the development of European countries and their exploration and movement towards expansion.
- Examine reasons for the collapse of societies and the efforts made to reconstruct a society.
- Societal needs for protection, agriculture, and civil law.
- The effects of religion on society.
- The students will learn how the geography of Europe and Russia influenced economic, political and cultural differences in the region.
- The students will learn how Europe and Russia have taken advantage of modern technologies and still held on to their traditional ways of life

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Essential Questions:

- How has the geography of Europe and Russia influenced the economic, political and cultural differences in the region?
- How can people take advantage of new technologies in Europe and Russia and still hold on to their traditional ways of life?
- What historical occurrences in Europe and Russia have had significant influence on the region we know today?
- How does religion affect the development of civilizations?
- What is the relationship between trade and society?
- What was the significance of the Magna Carta and the development of European governments?

Key Topics

- European Renaissance/ The Northern Renaissance
- Martin Luther and the Reformation
- European Exploration and Settlements
- The Spanish Empire and Absolutism/ Russian Absolutism
- The Introduction of Parliament in England
- The Scientific Revolution and Enlightenment
- The French Revolution- Reform, Empire, Collapse of Empire and the Congress of Vienna
- Europe's Role in the American Revolution
- The Industrial Revolution
- Self-Rule for British colonies

Core Content/Objectives		Instructional Actions	
Concepts What students will know	Competencies What students will be able to do	Activities/Strategies Learning Activities/Differentiation Interdisciplinary Connections	Assessment How Learning Will Be Assessed
<ul style="list-style-type: none"> • The countries of Europe • The main physical features of Europe and Russia. • How does the ocean affect the continent of Europe. 	<ul style="list-style-type: none"> • Identify the countries of Europe. • Identify the main physical features of Europe and Russia on a physical map. • Describe how people adapt to the climate conditions in both Europe and Russia. • Describe how people in this region have modified the physical environment. 	<ul style="list-style-type: none"> • Label a political & physical map of Europe & Russia. • Lecture • Read textbook • Workbook • Train Ride project- students pretend they are on a train 	<ul style="list-style-type: none"> • Homework • Physical and political map tests of Europe • Individualized test • Train Ride Project

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<ul style="list-style-type: none"> • How people adapt to the climates of Europe and Russia. • What are the natural resources of Europe and Russia and how do the geographic features contribute to them. • The importance of the Magna Carta • The development of governmental systems in Europe after absolute monarchy. • European Renaissance/ The Northern Renaissance • Martin Luther and the Reformation • European Exploration and Settlements • The Spanish Empire and Absolutism/ Russian Absolutism • The Introduction of Parliament in England • The Scientific Revolution and Enlightenment • The French Revolution- Reform, Empire, Collapse of Empire and the Congress of Vienna • Europe's Role in the American Revolution • The Industrial Revolution • Self-Rule for British colonies 	<ul style="list-style-type: none"> • Identify the natural resources of the area and tell where they are found. • Discuss the historical aspects of Europe and Russia's past and the current implications of those events. 	<p>ride in Europe. A detailed rubric is given telling them details on what they need to have included.</p> <ul style="list-style-type: none"> • Students will recall historical points during the presentation of the region they are describing. • A timeline will be constructed for this region from 1450-1850 A.D. • John Collins Writing: <ul style="list-style-type: none"> - Type 1: Weekly prompts - Type 2: Monthly Prompts - Type 3: Monthly Prompts (Including 10% Summaries) 	
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Materials/Resources/Technology

- Video streaming
- Text Book
- Workbook
- Notes packet
- Internet
- Rubric for Train Ride essay

Unit 3 Southeast Asia: Japan and the Koreas

Targeted Standard(s): Common Core

- 7.1. Basic Geography Literacy
- 7.2 The Physical Characteristics of Places and Regions A
- 7.3 The Human Characteristics of Places and Regions A-E
- 7.4 The Interaction Between People and Places A & B

World History

- 8.4.7.A: Summarize the social, political, cultural, and economic contributions of individuals and groups in world history.
- 8.4.7.B Explain the importance of historical documents, artifacts, and sites which are critical to world history.
- 8.4.7.C: Differentiate how continuity and change have impacted world history.
 - Belief systems and religions
 - Commerce and industry
 - Technology
 - Politics and government
 - Physical and human geography
 - Social organizations
- 8.4.7.D: Explain how conflict and cooperation among groups and organizations have impacted the history of the world.

Common Core Reading Standards for History

- CC.8.5.6-8.A. Cite specific textual evidence to support analysis of primary and secondary sources.
- CC.8.5.6-8.B. 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.

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- CC.8.5.6-8.D. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- CC.8.5.6-8.E. Describe how a text presents information (e.g., sequentially, comparatively, causally).
- CC.8.5.6-8.F. Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
- CC.8.5.6-8.G. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- CC.8.5.6-8.I. Analyze the relationship between a primary and secondary source on the same topic.

Common Core Writing Standards for History

- CC.8.6.6-8.A. Write arguments focused on *discipline-specific content*.
 - Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
 - Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
 - Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
 - Establish and maintain a formal style.
 - Provide a concluding statement or section that follows from and supports the argument presented.
- CC.8.6.6-8.B.* Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
 - 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.
 - Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
 - Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
 - Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - Establish and maintain a formal style and objective tone.
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- CC.8.6.6-8.C. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CC.8.6.6-8.D. 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 audience have been addressed.
- CC.8.6.6-8.E. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
- CC.8.6.6-8.H. Draw evidence from informational texts to support analysis reflection, and research.

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- CC.8.6.6-8.1. 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.

Enduring Understandings:

- The students will be able to understand the spatial relationships of the countries of Japan and Korea with the rest of the world.
- The students will identify the factors which separate the countries of North and South Korea, those being the issues of political and governmental systems.
- Students will also look at the history of Japan and the Koreas from 1450 to 1850 A.D.

Essential Questions:

- What affect does the location of Japan and the Koreas have on its people and their ways of life (culture)?
- What has the relationship between the countries of Korea and Japan been like in both the past and now the present?
- What roles have each of these countries played in terms of world politics?
- What historical occurrences have shaped the countries of Japan and China as we know them today?

Core Content/Objectives		Instructional Actions	
Concepts What students will know	Competencies What students will be able to do	Activities/Strategies Learning Activities/Differentiation Interdisciplinary Connections	Assessment How Learning Will Be Assessed
<ul style="list-style-type: none"> • How to identify the main geographic regions of Japan and Korea. • Describe how the physical features of Korea and Japan affect its peoples' lives. • Describe the climate and vegetation of these regions and how it affects the people 	<ul style="list-style-type: none"> • Label both physical and political maps of Japan and Korea. • Describe the major land regions of Japan and Korea and the impact each has on the people living there. • Discuss the climates of these regions and how they affect people, recalling past knowledge from the tools and concepts material. • Explain how the resources are used by people both for subsistence and also as a means for economic growth. 	<ul style="list-style-type: none"> • Students will label political maps for each country. Students will then label physical maps for each country. This will set up the discussion on political boundaries and physical features. 	<ul style="list-style-type: none"> • Homework • Map Tests • Individualized tests • By questioning

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<p>and where they choose to live.</p> <ul style="list-style-type: none"> • Discuss the natural resources of Japan and Korea. • Discuss brief political histories to show the separation of each of the Koreas and the relationships they share with Japan. • Discuss the education system of Japan. • How has Japan’s movement towards modernization played a role in the country today? • Discuss the implications of changes in government and political status of these countries and the role that China has played throughout history 	<ul style="list-style-type: none"> • Identify the factors that have influenced each countries current political system. • Compare the educational system of the U.S. to that of Japan. • Identify the key historical occurrences responsible for shaping the countries relationships past and present. 	<ul style="list-style-type: none"> • Lecture and Power Point discussing Geographic and Historical key points • Read Textbook • Assignments from Workbook • Watch video • A timeline will be constructed for this region from 1450-1850 A.D. • John Collins Writing: <ul style="list-style-type: none"> - Type 1: Weekly prompts - Type 2: Monthly Prompts - Type 3: Monthly Prompts (Including 10% Summaries) 	
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Materials/Resources/Technology
<ul style="list-style-type: none"> • Video Streaming • Workbook • Note sheets • Power point/ Projector • Textbook

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Unit 4 East Asia: China

Targeted Standard(s): Common Core

- 7.1 Basic Geography Literacy
- 7.2 The Physical Characteristics of Places and Regions
- 7.3 The Human Characteristics of Places and Regions
- 7.4 The Interaction Between People and Places

World History

- 8.4.7.A: Summarize the social, political, cultural, and economic contributions of individuals and groups in world history.
- 8.4.7.B Explain the importance of historical documents, artifacts, and sites which are critical to world history.
- 8.4.7.C: Differentiate how continuity and change have impacted world history.
 - Belief systems and religions
 - Commerce and industry
 - Technology
 - Politics and government
 - Physical and human geography
 - Social organizations
- 8.4.7.D: Explain how conflict and cooperation among groups and organizations have impacted the history of the world.

Common Core Reading Standards for History

- CC.8.5.6-8.A. Cite specific textual evidence to support analysis of primary and secondary sources.
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- CC.8.5.6-8.D. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- CC.8.5.6-8.G. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- CC.8.5.6-8.H. Distinguish among fact, opinion, and reasoned judgment in a text
- CC.8.5.6-8.I. Analyze the relationship between a primary and secondary source on the same topic.

Common Core Writing Standards for History

- CC.8.6.6-8.A. Write arguments focused on *discipline-specific content*.
 - Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

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- Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
 - Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
 - Establish and maintain a formal style.
 - Provide a concluding statement or section that follows from and supports the argument presented.
- CC.8.6.6-8.B.* Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
 - 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.
 - Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
 - Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
 - Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - Establish and maintain a formal style and objective tone.
 - Provide a concluding statement or section that follows from and supports the information or explanation presented.
 - CC.8.6.6-8.C. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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 - CC.8.6.6-8.E. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
 - CC.8.6.6-8.H. Draw evidence from informational texts to support analysis reflection, and research.
 - CC.8.6.6-8.I. 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.

Enduring Understandings:

- The students will understand the physical characteristics of the country of China.
- Be able to understand why the terrain and climate of China is so varied.
- Identify the cultural make-up of China.
- Describe the government and Economy of China and the historical significances of the country.
- The history of China from 1450-1850 A.D. and the significance that China holds in terms of its impact on the rest of the world, including its neighboring countries.

Essential Questions:

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- What physical features in China play an important role in the culture and the climates found there?
- What is the importance of the natural resources that are present there?
- What significance has China exhibited in world history and how has Geography helped to define this?
- In what ways has China influenced the rest of the world?
- In what ways did imperialism, economic instability, and revolution have on developing nations like China?

Core Content/Objectives		Instructional Actions	
Concepts What students will know	Competencies What students will be able to do	Activities/Strategies Learning Activities/Differentiation Interdisciplinary Connections	Assessment How Learning Will Be Assessed
<ul style="list-style-type: none"> • The physical make-up of China. • The climate of China. • The culture of China and the ways in which it has evolved. • The government and economy of China. • The importance of the natural resources that are present there. • The population density and distribution of China. • The students will discuss the history of China from 1450-1850 A.D., highlighting the influence that China received from other countries as well as the influence China played on them as well. 	<ul style="list-style-type: none"> • Label the physical and political maps of China. • Discuss the climates found in China and their contributing factors. • Identify the major cultural characteristics of China and their respective influences. • Identify the political and economic systems in use in China. • Relate the natural resources present to their cultural and economic importance. • Identify the large population of China in relation to the areas of it that are habitable by humans. • Identify key historical figures and events. 	<ul style="list-style-type: none"> • Label the physical and political maps of China. • Lecture • Power point Notes • Work book • Note sheets • Map of Hong Kong • Watch video • A timeline will be constructed for this region from 1450-1850 A.D. • John Collins Writing: <ul style="list-style-type: none"> - Type 1: Weekly prompts - Type 2: Monthly Prompts - Type 3: Monthly Prompts (Including 10% Summaries) 	<ul style="list-style-type: none"> • Homework • Individual Testing • Map Tests • By Questioning

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Materials/Resources/Technology

- Internet
- Work book
- Note sheets
- Power Point/
Project
- Video Streaming

Unit 5 Asia: The Middle East

Targeted Standard(s): Common Core

- 7.1 Basic Geography Literacy
- 7.2 The Physical Characteristics of Places and Regions
- 7.3 The Human Characteristics of Places and Regions
- 7.4 The Interaction Between People and Places

World History

- 8.4.7.A: Summarize the social, political, cultural, and economic contributions of individuals and groups in world history.
- 8.4.7.B Explain the importance of historical documents, artifacts, and sites which are critical to world history.
- 8.4.7.C: Differentiate how continuity and change have impacted world history.
 - Belief systems and religions
 - Commerce and industry
 - Technology
 - Politics and government
 - Physical and human geography
 - Social organizations
- 8.4.7.D: Explain how conflict and cooperation among groups and organizations have impacted the history of the world.

Common Core Reading Standards for History

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- CC.8.5.6-8.C. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
- CC.8.5.6-8.D. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
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- CC.8.5.6-8.F. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
- CC.8.5.6-8.G. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- CC.8.5.6-8.H. Distinguish among fact, opinion, and reasoned judgment in a text

Common Core Writing Standards for History

Tunkhannock Area School District
Grade 7_World Geography
Curriculum Map

- CC.8.6.6-8.B.* Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
 - 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.
 - Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
 - Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
 - Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - Establish and maintain a formal style and objective tone.
 - Provide a concluding statement or section that follows from and supports the information or explanation presented.
- CC.8.6.6-8.C. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CC.8.6.6-8.D. 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 audience have been addressed.
- CC.8.6.6-8.E. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
- CC.8.6.6-8.F. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- CC.8.6.6-8.H. Draw evidence from informational texts to support analysis reflection, and research.
- CC.8.6.6-8.I. 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.

Enduring Understandings:

- The students will be able to understand what countries make up the Middle East.
- The students will be able to identify the main physical features of the region.
- Students will be able to identify the climates and cultures of the region and the ways in which the people adapt to their environment.
- The students will discuss the importance of religion in the relationships amongst people in the region of the Middle East.
- The students will examine key historical figures and events of the Middle East from 1450-1850 A.D. and the influence that these key topics may have on the current status of the Middle East.

Essential Questions:

- What are the main physical features of the Middle East and what countries are part of this region?
- What climates would you find in the Middle East and how do these climates affect the people living in the Middle East?
- What are some of the issues that are present in the Middle East that have been causing tensions amongst some of the countries in this region?
- How has the history of the Middle East affected it today?

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- What influence has the Middle East had on the rest of the world in the past and in recent times as well?

Core Content/Objectives		Instructional Actions	
Concepts What students will know	Competencies What students will be able to do	Activities/Strategies Learning Activities/Differentiation Interdisciplinary Connections	Assessment How Learning Will Be Assessed
<ul style="list-style-type: none"> • The countries make up the Middle East. • What the physical features and climates of the Middle East are. • How people adapt to their environments in this region. • Students will discuss the political borders of this area, how they were created, and the impact that these borders has on the people in the region. • Students will examine and discuss key historical figures and events that have shaped the Middle and influenced other regions of the world. 	<ul style="list-style-type: none"> • Identify the countries that make up the Middle East. • Identify the climates and physical features of the region. • Discuss how people adapt to the climate and physical features of the Middle East. • Identify sources of tension in the Middle East and the border disputes that exist there. • Identify key historical occurrences that have influenced the modern Middle East and its neighbors 	<ul style="list-style-type: none"> • Label the physical and political maps of the Middle East. • Lecture • Power point Notes • Work book • Note sheets • Watch video • World Peace Activity • A timeline will be constructed for this region from 1450-1850 A.D. • John Collins Writing: <ul style="list-style-type: none"> - Type 1: Weekly prompts - Type 2: Monthly Prompts - Type 3: Monthly Prompts (Including 10% Summaries) 	<ul style="list-style-type: none"> • Homework • Individual Testing • Map Tests • By Questioning • By examining the responses to the World Peace Activity

Materials/Resources/Technology

- Internet
- Work book
- Note sheets
- Power Point/ Projector
- Video Streaming
- Text book

Unit 6 The Pacific Rim

Targeted Standard(s): Common Core

- 7.1 Basic Geography Literacy
- 7.2 The Physical Characteristics of Places and Regions
- 7.3 The Human Characteristics of Places and Regions
- 7.4 The Interaction Between People and Places

World History

- 8.4.7.A: Summarize the social, political, cultural, and economic contributions of individuals and groups in world history.
- 8.4.7.B Explain the importance of historical documents, artifacts, and sites which are critical to world history.
- 8.4.7.C: Differentiate how continuity and change have impacted world history.
 - Belief systems and religions
 - Commerce and industry
 - Technology
 - Politics and government
 - Physical and human geography
 - Social organizations
- 8.4.7.D: Explain how conflict and cooperation among groups and organizations have impacted the history of the world.

Common Core Reading Standards for History

- CC.8.5.6-8.A. Cite specific textual evidence to support analysis of primary and secondary sources.
- CC.8.5.6-8.B. 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.
- CC.8.5.6-8.C. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
- CC.8.5.6-8.D. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

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- CC.8.5.6-8.E. Describe how a text presents information (e.g., sequentially, comparatively, causally).
- CC.8.5.6-8.F. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
- CC.8.5.6-8.G. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- CC.8.5.6-8.H. Distinguish among fact, opinion, and reasoned judgment in a text
- CC.8.5.6-8.I. Analyze the relationship between a primary and secondary source on the same topic.

Common Core Writing Standards for History

- CC.8.6.6-8.A. Write arguments focused on *discipline-specific content*.
 - Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
 - Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
 - Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
 - Establish and maintain a formal style.
 - Provide a concluding statement or section that follows from and supports the argument presented.
- CC.8.6.6-8.B.* Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
 - 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.
 - Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
 - Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
 - Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - Establish and maintain a formal style and objective tone.
 - Provide a concluding statement or section that follows from and supports the information or explanation presented.
- CC.8.6.6-8.C. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CC.8.6.6-8.D. 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 audience have been addressed.
- CC.8.6.6-8.E. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
- CC.8.6.6-8.F. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- CC.8.6.6-8.H. Draw evidence from informational texts to support analysis reflection, and research.

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<ul style="list-style-type: none"> CC.8.6.6-8.I. 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.
<p>Enduring Understandings:</p> <ul style="list-style-type: none"> Students will understand the following countries of the Pacific Rim: Australia, New Zealand, and the Pacific Islands Students will understand the climates, cultures and physical make-up of the region. The historical importance of this region in the development of trade and imperialism.
<p>Essential Questions:</p> <ul style="list-style-type: none"> What countries make up the Pacific Rim? What are the cultures that are present in this region and what influences them? How has plate movement influenced this region? What are the political and economic systems present? What natural resources are available to this region and how are they used? What key historical figures and events have occurred in this region and what was their significance? What importance did this region play in terms of imperialism from other countries?

Core Content/Objectives		Instructional Actions	
Concepts What students will know	Competencies What students will be able to do	Activities/Strategies Learning Activities/Differentiation Interdisciplinary Connections	Assessment How Learning Will Be Assessed
<ul style="list-style-type: none"> The countries that make up the Pacific Rim. The physical Geography of the region. The cultures that are present and their respective influences. The climates and natural resources of this region. 	<ul style="list-style-type: none"> Identify the countries that make up the Pacific Rim. Discuss the physical Geography of the region. Examine the cultures that are present and their respective influences. Identify climates and natural resources of this region. Discuss effect that plate movement has on this region. 	<ul style="list-style-type: none"> Label the physical and political maps of the Pacific Rim. Lecture Power point Notes Work book Note sheets Watch video 	<ul style="list-style-type: none"> Homework Individual Testing Map Tests By Questioning

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<ul style="list-style-type: none"> • The effect that plate movement has on this region. • Discuss what key historical figures and events occurred in this region from 1450-1850 A.D. and how have these key topics influenced the rest of the world. 	<ul style="list-style-type: none"> • Identify key historical figures and event from 1450-1850 A.D. and the effect that they have had on other parts of the world. 	<ul style="list-style-type: none"> • A timeline will be constructed for this region from 1450-1850 A.D. • John Collins Writing: <ul style="list-style-type: none"> - Type 1: Weekly prompts - Type 2: Monthly Prompts - Type 3: Monthly Prompts (Including 10% Summaries) 	
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Materials/Resources/Technology
<ul style="list-style-type: none"> • Internet • Work book • Note sheets • Power Point/ Projector • Video Streaming • Textbook

Unit 7 Africa

Targeted Standard(s): Common Core

- 7.1 Basic Geography Literacy
- 7.2 The Physical Characteristics of Places and Regions
- 7.4 The Interaction Between People and Places

World History

- 8.4.7.A: Summarize the social, political, cultural, and economic contributions of individuals and groups in world history.
- 8.4.7.B Explain the importance of historical documents, artifacts, and sites which are critical to world history.
- 8.4.7.C: Differentiate how continuity and change have impacted world history.
 - Belief systems and religions
 - Commerce and industry
 - Technology
 - Politics and government
 - Physical and human geography
 - Social organizations
- 8.4.7.D: Explain how conflict and cooperation among groups and organizations have impacted the history of the world.

Common Core Reading Standards for History

- CC.8.5.6-8.A. Cite specific textual evidence to support analysis of primary and secondary sources.
- CC.8.5.6-8.B. 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.
- CC.8.5.6-8.D. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- CC.8.5.6-8.E. Describe how a text presents information (e.g., sequentially, comparatively, causally).
- CC.8.5.6-8.F. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
- CC.8.5.6-8.G. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- CC.8.5.6-8.H. Distinguish among fact, opinion, and reasoned judgment in a text
- CC.8.5.6-8.I. Analyze the relationship between a primary and secondary source on the same topic.

Common Core Writing Standards for History

- CC.8.6.6-8.A. Write arguments focused on *discipline-specific content*.

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- Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
 - Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
 - Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
 - Establish and maintain a formal style.
 - Provide a concluding statement or section that follows from and supports the argument presented.
- CC.8.6.6-8.B.* Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
 - 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.
 - Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
 - Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
 - Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - Establish and maintain a formal style and objective tone.
 - Provide a concluding statement or section that follows from and supports the information or explanation presented.
 - CC.8.6.6-8.C. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
 - CC.8.6.6-8.D. 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 audience have been addressed.
 - CC.8.6.6-8.E. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
 - CC.8.6.6-8.F. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
 - CC.8.6.6-8.H. Draw evidence from informational texts to support analysis reflection, and research.
 - CC.8.6.6-8.I. 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.
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Enduring Understandings:

- Students will be able to identify the countries of Africa.
- Students will be able to identify the four main regions of Africa and describe their physical features.
- Students will be able to identify the important role that rivers play in Africa.
- Students will identify key historical figures and events in Africa from 1450-1850 A.D.
- Students will examine and discuss the slave trade and western imperialism.

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Essential Questions:

- What are the four major regions of Africa?
- What physical features in Africa affect the way people live?
- What is the importance of a water source in any location where people inhabit? In the case of Africa, what is the importance of the rivers?
- What climates would you expect to find there?
- What key historical figures and events have shaped Africa?
- How has the slave trade and imperialism changed Africa?

Core Content/Objectives		Instructional Actions	
Concepts What students will know	Competencies What students will be able to do	Activities/Strategies Learning Activities/Differentiation Interdisciplinary Connections	Assessment How Learning Will Be Assessed
<ul style="list-style-type: none"> • The countries of Africa. • The four major regions of Africa. • The physical features of Africa. • The importance of these features in the relationship to where people choose to live. • The importance of the rivers in the four regions of Africa. • The climate regions that are present. • What key historical figures and events from 1450-1850 A.D. have shaped Africa? • What effects did the slave trade and imperialism have on the continent of Africa? 	<ul style="list-style-type: none"> • Identify countries of Africa. • Describe the four major regions of Africa. • Identify the physical features of Africa. • Discuss the importance of these features in the relationship to where people choose to live. • Explain the importance of the rivers in the four regions of Africa. • Identify and discuss climate regions that are present and how they influence where people live. • Identify the roots and consequences of the slave trade. • Identify the role imperialism played in shaping parts of Africa. 	<ul style="list-style-type: none"> • Label the physical and political maps of the Africa. • Lecture • Power point Notes • Work book • Note sheets • Regions of Africa video • Ball Pre-view game • A timeline will be constructed for this region from 1450-1850 A.D. • John Collins Writing: <ul style="list-style-type: none"> - Type 1: Weekly prompts - Type 2: Monthly Prompts - Type 3: Monthly Prompts (Including 10% Summaries) 	<ul style="list-style-type: none"> • Homework • Individual Testing • Map Tests • By Questioning

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Materials/Resources/Technology
<ul style="list-style-type: none">• Internet• Work book• Note sheets• Power Point/ Projector• Video Streaming• Ball for Pre-view Game• Textbook

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Unit 7 Africa (cont.)

Targeted Standard(s): Common Core

- 7.2 The Physical Characteristics of Places and Regions
- 7.3 The Human Characteristics of Places and Regions
- 7.4 The Interaction Between People and Places

World History

- 8.4.7.A: Summarize the social, political, cultural, and economic contributions of individuals and groups in world history.
- 8.4.7.B Explain the importance of historical documents, artifacts, and sites which are critical to world history.
- 8.4.7.C: Differentiate how continuity and change have impacted world history.
 - Belief systems and religions
 - Commerce and industry
 - Technology
 - Politics and government
 - Physical and human geography
 - Social organizations
- 8.4.7.D: Explain how conflict and cooperation among groups and organizations have impacted the history of the world.

Enduring Understandings:

- Students will understand the cultures present in Africa based upon the contributing factors of any culture as present in Africa.
- Students will examine the role of climate in the movement of people in Africa.

Essential Questions:

- What causes people to settle where they do in Africa?
- What resources are present to people in the four regions of Africa?
- How have cultures in the four regions of Africa developed over time?

Core Content/Objectives		Instructional Actions	
Concepts What students will know	Competencies What students will be able to do	Activities/Strategies Learning Activities/Differentiation Interdisciplinary Connections	Assessment How Learning Will Be Assessed

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<ul style="list-style-type: none"> • The resources are available to people of the four regions of Africa. • The influences for the movement and settlement of people in each of these regions. • The development of cultures in these regions and the influences of those cultures 	<ul style="list-style-type: none"> • Identify the resources that are available to people of the four regions of Africa. • Discuss the influences for the movement and settlement of people in each of these regions. • Examine the development of cultures in these regions and the influences of those cultures. 	<ul style="list-style-type: none"> • Lecture • Power point Notes • Work book • Note sheets • Jeopardy Review Game • Ball Review game (optional) • John Collins Writing: <ul style="list-style-type: none"> - Type 1: Weekly prompts - Type 2: Monthly Prompts - Type 3: Monthly Prompts (Including 10% Summaries) 	<ul style="list-style-type: none"> • Homework • Individual Testing • Map Tests • By Questioning • Jeopardy review game assessment.
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Materials/Resources/Technology
<ul style="list-style-type: none"> • Internet • Work book • Note sheets • Power Point/ Projector • Video Streaming • Jeopardy Power Point • Ball for Review Game • Regions of Africa video

Unit 8 North America: The U.S. and Canada

Targeted Standard(s): Common Core

- 7.2 The Physical Characteristics of Places and Regions
- 7.3 The Human Characteristics of Places and Regions
- 7.4 The Interaction Between People and Places

World History

- 8.4.7.A: Summarize the social, political, cultural, and economic contributions of individuals and groups in world history.
- 8.4.7.B Explain the importance of historical documents, artifacts, and sites which are critical to world history.
- 8.4.7.C: Differentiate how continuity and change have impacted world history.
 - Belief systems and religions
 - Commerce and industry
 - Technology
 - Politics and government
 - Physical and human geography
 - Social organizations
- 8.4.7.D: Explain how conflict and cooperation among groups and organizations have impacted the history of the world.

Common Core Reading Standards for History

- CC.8.5.6-8.A. Cite specific textual evidence to support analysis of primary and secondary sources.
- CC.8.5.6-8.B. 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.
- CC.8.5.6-8.D. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- CC.8.5.6-8.E. Describe how a text presents information (e.g., sequentially, comparatively, causally).
- CC.8.5.6-8.F. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
- CC.8.5.6-8.G. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- CC.8.5.6-8.H. Distinguish among fact, opinion, and reasoned judgment in a text
- CC.8.5.6-8.I. Analyze the relationship between a primary and secondary source on the same topic.

Common Core Writing Standards for History

- CC.8.6.6-8.A. Write arguments focused on *discipline-specific content*.
 - Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

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- Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
 - Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
 - Establish and maintain a formal style.
 - Provide a concluding statement or section that follows from and supports the argument presented.
- CC.8.6.6-8.B.* Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
 - 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.
 - Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
 - Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
 - Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - Establish and maintain a formal style and objective tone.
 - Provide a concluding statement or section that follows from and supports the information or explanation presented.
 - CC.8.6.6-8.C. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
 - CC.8.6.6-8.D. 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 audience have been addressed.
 - CC.8.6.6-8.E. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
 - CC.8.6.6-8.H. Draw evidence from informational texts to support analysis reflection, and research.
 - CC.8.6.6-8.I. 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.

Enduring Understandings:

- Students will identify the major landforms of the U.S. and Canada.
- Students will identify the 50 states of the U.S. and the 13 provinces of Canada.
- Students will understand the cultures present in The United States and Canada based upon the contributing factors of any culture as present in the U.S. and Canada.
- The role of diversity in American and Canadian culture will be discussed.
- Students will examine the role of climate in the population distribution of the U.S. and Canada.

Essential Questions:

- What causes people to settle where they do in the U.S. and Canada?

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- What resources are present to people in the U.S. and Canada?
- How have cultures in the regions of the U.S. and Canada developed over time?
- What key historical figures and events are responsible for shaping the U.S.?
- What role did imperialism play in the settlement of Canada?
- What role did imperialism play in the colonization of America?

Core Content/Objectives		Instructional Actions	
Concepts What students will know	Competencies What students will be able to do	Activities/Strategies Learning Activities/Differentiation Interdisciplinary Connections	Assessment How Learning Will Be Assessed
<ul style="list-style-type: none"> • The resources are available to people of the four regions of Africa. • The influences for the movement and settlement of people in each of these regions. • The development of cultures in these regions and the influences of those cultures. • What key historical figures and events are responsible for shaping the U.S.? • What role did imperialism play in the settlement of Canada? • What role did imperialism play in the colonization of America 	<ul style="list-style-type: none"> • Identify the resources that are available to people of the four regions of Africa. • Discuss the influences for the movement and settlement of people in each of these regions. • Examine the development of cultures in these regions and the influences of those cultures. • Identify the reasons for colonization of North America including the countries of the U.S. and Canada. 	<ul style="list-style-type: none"> • Lecture • Power point Notes • Work book • Note sheets • Jeopardy Review Game • Ball Review game (optional) • Ball Pre-view game • A timeline will be constructed for this region from 1450-1850 A.D. • John Collins Writing: <ul style="list-style-type: none"> - Type 1: Weekly prompts - Type 2: Monthly Prompts - Type 3: Monthly Prompts (Including 10% Summaries) 	<ul style="list-style-type: none"> • Homework • Individual Testing • Map Tests • By Questioning • Jeopardy review game assessment.

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Materials/Resources/Technology
<ul style="list-style-type: none">• Internet• Work book• Note sheets• Power Point/ Projector• Video Streaming• Jeopardy Power Point• Ball for Review Game• Regions of Africa video• Textbook