

7th Grade - Geography

UNIT 1: The Geographer's World



ESSENTIAL QUESTION

BIG IDEAS

How do geographers' tools help me think spatially?

Student geographers will be able to...

- utilize a number of tools (maps & geographic representations) to help explain the spatial relationships between where things are located on Earth and why.
- analyze and evaluate how geographic representations help us ask and answer geographic questions.

GUIDING QUESTIONS

Content

- How do geographers show information on maps? (e.g. absolute location, latitude and longitude, relative location, distortion, map projections)
- What are the features of a map and what do they communicate? (e.g. title, compass rose, scale, legend/key, grid system)
- Why do geographers use a variety of maps to represent the world? (e.g. political, cultural, physical, climatic, resource, topographic, vegetation, population density, economic activity)
- What are the advantages and disadvantages of using different geographic representations? (e.g. maps, globes, graphs, diagrams, aerial and other photographs, remotely-sensed images, geographic visualizations)
- How does understanding the relative location of Earth's oceans and continents help me position locations and places? (e.g. Africa, Antarctica, Asia, Australia, Europe, North America, South America, Arctic Ocean, Atlantic Ocean, Indian Ocean, Pacific Ocean, Southern Ocean)

Process

- How do I locate the seven continents and five oceans on a world map?
- How do I locate the Equator, Prime Meridian, and use the Global Grid to find absolute locations?
- How do I read and analyze features (e.g. title, compass rose, scale, legend/key, grid system) of a variety of maps? (e.g. political, cultural, physical, climatic, resource, topographic, vegetation, population density, economic activity)
- How do I analyze and explain the advantages and disadvantages of using different geographic representations for different purposes? (e.g. maps, globes, graphs, diagrams, aerial and other photographs, remotely-sensed images, and geographic visualizations)
- How do I analyze geographic representations based on their properties (e.g., orientation, grid system, scale, resolution, and content) and purposes (e.g., using GIS and digital globes to explore geographic information and relationships at a range of scales).

Reflective

- How do geographic representations help me ask and answer geographic questions?
- How do geographers' tools help show the spatial relationship between where things are located on Earth and why?

- What does it mean to “think spatially”? (How is it helpful to understand the space, position, area, and size of things?)

FOCUS STANDARDS

Kansas History, Government, and Social Studies Standards

- The student will recognize and evaluate continuity and change over time. (4.1)
- The student will analyze the context and draw conclusions about continuity and change. (4.2)
- The student will investigate and connect continuity and change to a contemporary issue. (4.3)
- The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations. (5.1)
- The student will analyze the context and draw conclusions about dynamic relationships. (5.2)
- The student will investigate and connect dynamic relationships to contemporary issues. (5.3)

7th Grade - Geography



UNIT 2: Places and Regions

ESSENTIAL QUESTION

BIG IDEAS

How does where you live influence how you live?

Student geographers will...

- analyze why people and things are located where they are.
- evaluate how people create regions by grouping places that share physical and/or human characteristics.
- analyze how cultural characteristics shape identity.

GUIDING QUESTIONS

Content

- What physical characteristics can be used to describe a place and region? (e.g. landforms, climate, resources)
- What human characteristics can be used to describe a place and region? (e.g. population, culture, history, religion, economics, government)
- What are the common criteria used to determine regions? (physical and human characteristics)
- How do physical and human characteristics of a place or region impact how people live?
- How are personal, community and national identities rooted in and attached to places?
- What are the characteristics of culture? (e.g. spoken and written languages, social organizations, beliefs and customs, forms of architecture, educational systems, etc.)

Process

- How do I explain how physical characteristics impact how people live?
- How do I explain how human characteristics impact how people live?
- How do I interpret distinctive physical and human characteristics that give meaning and character to places and regions?
- How do I describe and explain the factors that contribute to the identity of being from a specific place or region? (e.g. a "New Yorker", a "Southerner", postal code such as 90210, etc.)
- How do I explain how a place-based or region-based identity results from the characteristics of a place or region? (e.g. peoples impacted by climate change are more environmentally conscious, people in coastal cities rely more on seafaring traditions, population density affects the way people live)
- How do I explain how place-based or region-based identities can sometimes result in stereotypes of people from a specific place? (e.g. cowboys from Wyoming or Texas, miners in Appalachia, IT workers in India)
- How do I analyze the cultural characteristics of different regions?
- How do I analyze maps and satellite images and compare different settlement patterns observed across regions (e.g. linear rural settlement along roadways, railways, and rivers; urban centers that spread from a central node; village clusters or rural landscapes; seaport settlements that are interrupted by water)

Reflective

- How does where you live influence how you live?
- How does my place-based identity affect my view of other places and/or regions?

FOCUS STANDARDS

Kansas History, Government, and Social Studies Standards

- The student will recognize and evaluate how societies are shaped by the identities, beliefs, and practices of individuals and groups. (3.1)
- The student will analyze context and draw conclusions of how societies are shaped by the identities, beliefs, and practices of individuals and groups. (3.2)
- The student will investigate and connect how societies are shaped by the identities, beliefs, and practices of individuals and groups with contemporary issues. (3.2)
- The student will recognize and evaluate continuity and change over time. (4.1)
- The student will analyze the context and draw conclusions about continuity and change. (4.2)
- The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations. (5.1)
- The student will analyze the context and draw conclusions about dynamic relationships. (5.2)

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UNIT 3: Human Systems



ESSENTIAL QUESTION

How does the movement of people, things, and ideas connect us or divide us?

BIG IDEAS

Student geographers will...

- explain the characteristics of population, spatial distributions, and movements of human populations and how they change.
- describe and analyze how human and physical characteristics of places and environments impact economic activity.
- understand and explain how and why resources are valued.
- describe and analyze how human and physical characteristics of places and environments encourage cooperation and/or generate conflict among nations.

GUIDING QUESTIONS

Content

- How is population represented in charts and graphs?
- How can demographic data help explain populations? (e.g. population density, birth rates, death rates, race, ethnicity, water/utility access, human rights index, etc.)
- How does the distribution and density of population vary over place and time?
- What are the multiple causes (push/pull factors) of and effects (cultural, economic and political) of human migration?
- What are different types of migration? (e.g. short-term, long-term, involuntary, voluntary)
- What are resources and where can they be found? (e.g. renewable, non-renewable, capital, labor, raw materials, energy, etc.)
- How does access to resources (e.g. renewable, non-renewable, capital, labor, raw materials, energy, etc.) influence economic activity?
- How is the world increasingly interdependent as a result of movement of people, capital, information, raw materials and goods?
- How do countries and organizations cooperate? (e.g. trade, treaties, laws, and agreements to manage resources, maintain the environment, and mediate disputes)
- What causes conflict between and among territorial claims? (e.g. access to/control of resources, land/water use, and/or ethnic and national identities)

Process

- How do I interpret and analyze population charts and graphs?
- How do I describe the demographic and socioeconomic characteristics of place and or regions?
- How do I compare and contrast the demographic and socioeconomic characteristics of place and or regions?
- How do I explain how both rural and urban migration are changing the population size and density of place and regions?
- How do I analyze and explain the positive and negative consequences of the migration of large numbers of people? (e.g. resulting from short-term, long-term, involuntary, voluntary migrations)

- How do I identify and explain the role of push factors (political unrest or war, famine, loss of jobs, etc.) as reasons for migration?
- How do I identify and explain the role of pull factors (e.g. better jobs, cultural opportunities, better education. etc.) as reasons for migration?
- How do I identify and describe examples of short-term migrations? (e.g. temporary workers, people on pilgrimages, refugees, etc.)
- How do I identify and describe examples of involuntary versus voluntary migrations? (e.g. refugees from war or famine, emigrating for work or education, deployed military units, forced migration of the African slave trade, etc.)
- How do I identify and describe positive and negative impacts that might occur at the places of origin for emigration? (e.g. real estate prices, money sent back home by migrants, less tax revenue in original location)
- How do I identify and describe positive and negative impacts that might occur at migration destinations? (e.g. real estate prices, competition for jobs, wages, tax base, economic activity)
- How do I analyze maps, graphs, and charts representing economic resources and activities?
- How do I analyze why certain locations have developed a reputation for producing specific goods or services? (e.g. Wyoming - coal and natural gas deposits, China - assembly and manufacturing labor, New York - investment capital, India - Information Technology)
- How do I explain why increasing economic interdependence, and therefore globalization, depends on systems that deliver goods and services within and between regions? (e.g. shipping, trucking, railroads, ports, trade agreements, etc.)
- How do I describe and analyze the positive and negative effects of cooperation among nations? (e.g. trade, agreements to manage resources, water rights, treaties to mediate disputes, etc.)
- How do I describe and analyze the types of conflicts that can occur between and among countries? (e.g. access to/control of resources, land/water use, and/or ethnic and national identities)

Reflective

- How might nations with different population structures address policies? (e.g. national defense, education, immigration, public health care)
- How does geography impact global conflict? (e.g. boundary disputes, resource allocation and access, land-use and water-use issues)
- What strategies might be used to increase cooperation among nations?
- How does the movement of people, things, and ideas connect us or divide us?

FOCUS STANDARDS

Kansas History, Government, and Social Studies Standards

- The student will recognize and evaluate significant choices and consequences that have impacted our lives and futures. (1.1)
- The student will analyze the context and draw conclusions about choices and consequences. (1.2)
- The student will investigate and connect examples of choices and consequences with contemporary issues. (1.3)
- The student will analyze context and draw conclusions of how societies are shaped by the identities, beliefs, and practices of individuals and groups. (3.2)
- The student will analyze the context and draw conclusions about continuity and change. (4.2)
- The student will investigate and connect continuity and change to a contemporary issue. (4.3)
- The student will use their understanding of continuity and change to make a claim or advance a thesis using evidence and argument. (4.4)
- The student will analyze the context and draw conclusions about dynamic relationships. (5.2)
- The student will investigate and connect dynamic relationships to contemporary issues. (5.3)

7th Grade - Geography

UNIT 4: Environment and Society



ESSENTIAL QUESTION

BIG IDEAS

**What is my footprint on the physical environment?
What is the collective human footprint on the planet?**

Student geographers will...

- understand and evaluate the human footprint on the physical environment.
- analyze how human modifications of the physical environment have costs and benefits.
- evaluate how to make informed, sustainable choices.

GUIDING QUESTIONS

Content

- How do humans (individually and collectively) affect the physical environment?
- Why do humans (individually and collectively) attempt to modify the physical environment?
- How are humans affected by changes they make to their physical environment?
- How do human modifications of the physical environment in one place affect other places? (e.g. rerouting rivers, wind turbines, dams, flood control, smog and air pollution, etc.)
- What are different viewpoints regarding the use of renewable and nonrenewable resources?
- How do humans manage resources to sustain or prolong their use?

Process

- How do I describe and analyze how individuals and groups affect the physical environment?
- How do I describe and explain how human-induced changes in one place can affect the physical environment in other places? (e.g. water availability for human consumption and agriculture, flood control, electricity generation, deforestation, soil erosion, acid rain, smog and air pollution, etc.)
- How do I describe the size and effect on the environment of the ecological footprint of people in different regions of the world?
- How do I describe and explain how renewable resources can be replenished through sustainable use? (e.g. sustainable timber harvesting practices, fishing practices, reducing petroleum-based products like plastic bags, eating utensils, disposable diapers, etc.)
- How do I explain how the development of new technologies can maintain or prolong the supply of nonrenewable resources? (e.g. deep-water ocean drilling platforms, hybrid engines, alternative energy technologies)
- How do I describe and explain ways humans may increase sustainability and reduce the scale of human-induced effects on the physical environment? (e.g. reduced energy use, the use of new sustainable building materials, green space protection, sustainable forestry, etc.)

Reflective

- How do I analyze and evaluate how human and physical characteristics of places and environments impact current events and issues?
- What is my footprint on the physical environment?

- What is the collective human footprint on the planet?
- How should resources be used and preserved?

FOCUS STANDARDS

Kansas History, Government, and Social Studies Standards

- The student will recognize and evaluate significant choices and consequences that have impacted our lives and futures. (1.1)
- The student will analyze the context and draw conclusions about choices and consequences. (1.2)
- The student will investigate and connect examples of choices and consequences with contemporary issues. (1.3)
- The student will use their understanding of choices and consequences to make a claim or advance a thesis using evidence and argument. (1.4)
- The student will recognize and evaluate the rights and responsibilities of people living in societies. (2.1)
- The student will analyze the context and draw conclusions about rights and responsibilities. (2.2)
- The student will investigate and connect the rights and responsibilities of individuals with contemporary issues. (2.3)
- The student will analyze context and draw conclusions of how societies are shaped by the identities, beliefs, and practices of individuals and groups. (3.2)
- The student will analyze the context and draw conclusions about continuity and change. (4.2)
- The student will investigate and connect continuity and change to a contemporary issue. (4.3)
- The student will analyze the context and draw conclusions about dynamic relationships. (5.2)
- The student will investigate and connect dynamic relationships to contemporary issues. (5.3)