For History Government And Social Studies

Adopted April 16, 2013

7th

Geography

The Geography course in the seventh grade should familiarize students with their world using the Essential Elements and Geography Themes. Students should develop skills and knowledge about location, place, human/environmental interaction, movement, and regions. The course should compare and contrast these themes across all continents. Special attention should be given to the most essential skills and knowledge of the discipline. Instruction should feature examples from a variety of geographic regions. The course should be rigorous and relevant with instruction that integrates thinking skills, historical processes, and content so that students are able to apply their learning to their own lives. Students are able to apply their geographic knowledge to their community, state, nation, world, and themselves. Instruction should include the integration of concepts and principles from history, economics, geography, civics, and the humanities.

Units

For the purpose of instruction, educators have great flexibility in how instructional content is organized. The units listed below are provided as a planning guide. The state performance assessment prompts and primary/secondary source libraries used as part of the assessment process are based on this unit organization.

State performance assessments will measure students' ability to integrate content as part of their understanding of the Standards and Benchmarks. It is this ability to use content in authentic ways that will be assessed, not simply the content itself.

So the specific content contained in these units is not mandated but is made available as a suggested grade level scope and sequence to assist in the planning of lessons and units. It should be remembered that during this planning, emphasis must be placed on the "doing" of geography rather than simple acquisition of content knowledge.

- Introduction to Geography
- Physical Geography: The Earth and Landforms
- Physical Geography: Physical Systems
- Human Geography: Culture
- Human Geography: Government, Economics, and Religion
- Human Interactions with the Earth and Environment

Standards

- 1. Choices have consequences.
- 2. Individuals have rights and responsibilities.
- 3. Societies are shaped by beliefs, idea, and diversity.
- 4. Societies experience continuity and change over time.

5. Relationships between people, place, idea, and environments are dynamic.

Connecting with Best Practices and Literacy Expectations

It is the process of applying foundational knowledge, not rote memorization of content, which prepares students for the 21st century. It is vital that Kansas K-12 students acquire the ability to analyze, interpret, evaluate, and communicate at high levels. These discipline-specific process skills are best learned through integrating them into the content of the Geography course.

The skills are more clearly articulated in the Benchmarks and Best Practices and Literacy Expectations and reflect the influence of the Kansas College and Career Ready Standards for English Language Arts & Literacy in History/Social Studies, Science and Technical Subjects (KCCRS), often referred to as the Common Core. It is this nuanced balance of process skills, historical and social science foundational knowledge, and the KCCRS that best prepares students for college, career, and citizenship.

State assessments will focus on the Standards and Benchmarks, not specific content. The following Instructional Narrative and Content Outline may be used as a grade level scope and sequence to assist in the planning of lessons and units. But it should be remembered that during this planning, emphasis must be placed on the "doing" of geography rather than simple acquisition of content knowledge.

As they prepare to teach U.S. History in seventh grade geography course, teachers should review the Profile of the 21st Century Learner and the Kansas Social Emotional and Character Development Model Standards endorsed by the Kansas State Board of Education and Geography for Life: National Geography Standards, Second Edition from the National Council for Geographic Education (NCGE).

Connecting with Past Learning

Students should possess a general understanding of Kansas geography, symbols, industry, culture, and identify with a community or region of the state. They should have basic geography skills and an awareness of the different regions of the U.S. They should be familiar with U.S. History prior to 1800 and Ancient and Medieval Civilizations. They should have experience with the "Best Practices and Literacy Expectations" and should be aware of the discipline's ways of thinking or habits of mind.

Connecting with Future Learning

Students will be asked to link their understanding of geography with events in future integrated courses such as World and U.S. History. This understanding will provide needed background knowledge in other courses such as literature, science and other technical subjects. The skills and content taught at this grade level may be used as background and prior knowledge for future pursuits in geography. Critical components of their experience in seventh grade geography should include reading, writing, and speaking about geography. Students should become familiar with specific habits of mind that make up the History, Government, and Social Studies disciplines. Students should also be able to recognize, evaluate, analyze, and investigate specific topics in order to draw conclusions or parallels between those topics and others.

Instructional Narrative and Content Outline

Branches of Geography

The content included in this outline is sufficient for a two-semester class. Districts are encouraged to modify this outline to meet the needs of their students and curriculum.

A strong foundational knowledge of content is an essential part of creating a democratic citizen capable of critical thinking. To develop this foundational knowledge, experienced teachers of American history would include, but not be limited to, the following as part of a high-quality seventh grade instructional design.

This narrative and outline is intended to assist in unit design and to provide a uniform, comprehensive guide for instruction. It is not intended to be a state-mandated curriculum for how and when content is taught. The outline is not a list of required items and so was developed with the understanding that content often overlaps. Because of this overlap, it may seem as if important ideas, people, places, and events are missing from this outline. It would be impossible for students to learn, for example, about the continents, without also learning about North America; so North America does not appear in this outline. Teachers may amend this outline in a way that best fits the needs of their students. This also means that the outline should be amended in ways that best fits the instructional needs of students. While retaining the integrity of the outline's scope and sequence, districts may choose to eliminate certain items from the list or to teach the outline in a different order.

Introduction to Geography

In this unit students should address geographic elements and themes, the National Geography standards, and the National Council for the Social Studies (NCSS) Thematic strands. In addition students should interpret various types of geographic information and how geographers look at the world. In this unit students should be introduced to existing and emerging technologies in geography. Students should be able to analyze the characteristics of physical and human geography and apply this analysis to their world.

Transmit or Goograpmy	p, o. o. a
Essential Elements	the world in spatial terms, places and regions, physical systems, human systems, environment and society, the uses of geography, the five themes of geography
Tools of Geography	mapping, absolute location, relative location,

nhysical geography human geography

technology of geography, spatial organization

Sample Compelling Questions

- What must a cartographer consider when making a map? (Standard 1)
- How might the rights of people be affected by geography? (Standard 2)
- How did differing ideas about the earth's geography impact development? (Standard 3)
- How have absolute and relative location changed over time? (Standard 4)
- What is the dynamic relationship between physical and human geography? (Standard 5)

Physical Geography: Physical Features

In this unit students should be introduced to physical geography with a concentration on physical features. Students should be able to analyze the characteristics of physical geography and apply this analysis to their world. Students should address geographic elements and themes, the National Geography standards, and the NCSS Thematic strands. In addition students should interpret various types of geographic information and how geographers look at the world.

> The Earth surface forces, physical features that create regions,

> > uses of physical geography, Earth's structure,

subterranean forces, plate tectonics theory, Ring of Fire

importance of water, the water cycle, supply and Water

scarcity, water as a resource

Climate factors of weather and climate, major climate zones,

climate change within regions, plant and animal life

Sample Compelling Questions

 What is the impact of physical systems on choices people make on where they live? (Standard 1)

- In what ways does scarcity of resources impact the rights of citizens in a region? (Standard
- How do ideas and beliefs about resources impact the daily lives of people in a given region? (Standard 3)
- How might the current physical and ecological processes impact Earth and its' inhabitants in the future? (Standard 4)
- How do surface forces and weather impact other physical systems? (Standard 5)

Physical Geography: Physical Systems

This unit may have significant overlap with science instruction grades 6-8. Collaboration and coordination of curricular design with science is recommended.

In this unit students should be introduced to physical geography with a concentration on physical systems. Students should address geographic elements and themes, the National Geography standards, and the NCSS Thematic strands. In addition students should interpret various types of geographic information and how geographers look at the world. Students should be able to analyze the characteristics of physical geography and apply this analysis to their world.

> The Earth in Space orbit, rotation, revolution, sun, planets, seasons

Natural Environments distribution of ecosystems, forest, desert, grassland,

mountain, aquatic

Resources natural, renewable, non-renewable, patterns of

resources, scarcity and abundance of resources, energy

Sample Compelling Questions

- What would be the consequences of a different earth orbit, rotation, revolution? (Standard
- In what ways are there global responsibilities for managing the physical environment? (Standard 2)
- In what ways might beliefs and ideas about energy impact the world's resources? (Standard
- How are the physical systems changing? (Standard 4)
- What factors contribute to creation of various ecosystems? (Standard 5)

Human Geography: Culture

In this unit students should be introduced to human geography with a concentration on culture. Students should address geographic elements and themes, the National Geography standards, and the NCSS Thematic strands. In addition students should interpret various types of geographic information and how geographers look at the world. Students should be able to analyze the characteristics of culture and apply this analysis to their world.

Development of Culture	traits	, culture groups	. language.	food.	customs.	religion.

traditions, history, ways of life

Cultural Regions race, religion, ethnicities, languages, custom and

tradition, cultural diversity, multiculturalism, cultural

change and diffusion

Population population patterns, distribution, density, urban, rural,

population growth, demographics, movement,

immigration, migration

Sample Compelling Questions

- What types of choices influence the development of a culture? (Standard 1)
- How are rights defined within a culture? (Standard 2)
- How does the diversity within a region impact its cultural development? (Standard 3)
- What are the most critical factors in bringing about cultural change? (Standard 4)
- What is the impact of climate and resources on culture? (Standard 5)

Human Geography: Government, Economics, and Religion

In this unit students should be introduced to human geography with a concentration on government, economics, and religion. Students should address geographic elements and themes, the National Geography standards, and the NCSS Thematic strands. In addition students should interpret various types of geographic information and how geographers look at the world. Students should be able to analyze these characteristics of human geography and apply this analysis to their world.

> **Political Systems** democracies, monarchies, dictatorships, oligarchies,

> > military states

Economic Systems traditional, command, market, mixed market,

communism, socialism, developed, developing, and

emerging economies

Religions role of religious beliefs, impact of religion on

development, Buddhism, Christianity, Hinduism, Islam,

Judaism, etc.

Sample Compelling Questions

How do religious and economic choices affect a region's political systems? (Standard 1)

- What role do individual rights play in political, economic, and religious systems? (Standard
- How do political, economic, and/or religious beliefs shape a culture? (Standard 3)
- What system would be easiest to change: political, economic, or religious? (Standard 4)
- What tension exists between political, economic, and religious systems with in a culture? (Standard 5)

Human Impact on the Earth and Physical Systems

In this unit students should be introduced to physical and human geography with a concentration on interconnectedness and interaction between human and physical systems and implications of those relationships. Students should address geographic elements and themes, the National Geography standards, and the NCSS Thematic strands. In addition, students should interpret various types of geographic information and how geographers look at the world. Students should be able to analyze the characteristics of culture and apply this analysis to their world.

> Interconnectedness significance of physical systems in supporting life,

> > relationships between physical and human systems,

human system impact on physical systems

Interaction adaptation, industrialization, technology, energy,

resources, consumption, production, waste

Implication human adaptation, changing the physical environment,

pollution, climate change, globalization

Sample Compelling Questions

- What are the critical factors on people's decisions on where to live and work? (Standard 1)
- What are the responsibilities of land ownership and management? (Standard 2)
- How will current ideas about resource management impact the world of the future? (Standard 3)
- What critical changes are required to improve the health of the planet? (Standard 4)
- In what ways does change in world population impact the geographic landscape? (Standard 5)