

# MOSCOW SCHOOL DISTRICT CURRICULUM GUIDE

## Subject/Course: Social Studies: Geography-Eastern Hemisphere Grades 7

Students are expected to know content and apply skills from previous grades.

### **Standard 1: History**

Students in Geography-Eastern Hemisphere build an understanding of the cultural and social development of human civilization.

<i>Goal – The student will:</i>	<i>Objectives (to be reached by the end of the course)</i>	<i>Samples of Applications</i>	<i>Curriculum Materials (including technological resources)</i>	<i>Key Vocabulary for Standard 1</i>
<b>Goal 1.1: Build an understanding of the cultural and social development of the United States.</b>				
No objectives in Geography–Eastern Hemisphere				
<b>Goal 1.2: Trace the role of migration and immigration of people in the development of the United States.</b>				
No objectives in Geography–Eastern Hemisphere				
<b>Goal 1.3: Identify the role of American Indians in the development of the United States.</b>				
No objectives in Geography–Eastern Hemisphere				
<b>Goal 1.4: Analyze the political, social, and economic responses to industrialization and technological innovations in the development of the United States.</b>				
No objectives in Geography–Eastern Hemisphere				
<b>Goal 1.5: Trace the role of exploration and expansion in the development of the United States.</b>				
No objectives in Geography–Eastern Hemisphere				
<b>Goal 1.6: Explain the rise of human civilization.</b>				
No objectives in Geography–Eastern Hemisphere				
<b>Goal 1.7: Trace how natural resources and technological advances have shaped human civilization.</b>				
No objectives in Geography–Eastern Hemisphere				
<b>Goal 1.8: Build an understanding of the cultural and social development of human civilization.</b>	<ul style="list-style-type: none"> <li>● 6-9.GEH.1.8.1 Describe the civilizations of the Eastern Hemisphere prior to European contact, such as Muslim civilization, China, Japan, and sub-Saharan Africa.</li> <li>● 6-9.GEH.1.8.2 Examine the impact of Europeans on indigenous cultures in the Eastern Hemisphere.</li> <li>● 6-9.GEH.1.8.3 Identify various colonial powers in the Eastern Hemisphere.</li> <li>● 6-9.GEH.1.8.4 Recognize historical perspective by identifying the context in which events occurred.</li> <li>● 6-9.GEH.1.8.5 Describe the historical origins, central beliefs, and spread of major religions, including Judaism,</li> </ul>	<ul style="list-style-type: none"> <li>● Use GPS receivers on a course</li> <li>● Africa Colonial Powers Game</li> </ul>	<ul style="list-style-type: none"> <li>● GPS receivers</li> <li>● TV news</li> <li>● <i>Civilization</i> game</li> </ul>	<ul style="list-style-type: none"> <li>● Eastern Civilization</li> <li>● indigenous cultures</li> <li>● colonization</li> <li>● colonial powers</li> <li>● historical perspective</li> <li>● historical origins</li> <li>● central beliefs</li> <li>● points of view</li> <li>● Africa</li> <li>● Asia</li> <li>● China</li> <li>● Japan</li> <li>● sub-Saharan Africa</li> <li>● Muslim</li> <li>● Judaism</li> <li>● Christianity</li> <li>● Islam</li> </ul>

	Christianity, Islam, Hinduism, Buddhism, and Confucianism. <ul style="list-style-type: none"> <li>6-9.GEH.1.8.6 Examine multiple points of view by analyzing a current event relating to Africa or Asia. (469.06f)</li> </ul>			<ul style="list-style-type: none"> <li>Hinduism</li> <li>Buddhism</li> <li>Confucianism</li> </ul>
<b>Goal 1.9: Identify the role of religion in the development of human civilization.</b> No objectives in Geography–Eastern Hemisphere				

**Standard 2: Geography**

Students in Geography-Eastern Hemisphere analyze the spatial organizations of people, places, and environment on the earth’s surface, explain how human actions modify the physical environment and how physical systems affect human activity and living conditions, trace the migration and settlement of human populations on the earth’s surface, analyze the human and physical characteristics of different places and regions, and explain how geography enables people to comprehend the relationships between people, places, and environments overtime.

<i>Goal – The student will:</i>	<i>Objectives (to be reached by the end of the course)</i>	<i>Samples of Applications</i>	<i>Curriculum Materials (including technological resources)</i>	<i>Key Vocabulary for Standard 2</i>
<b>Goal 2.1: Analyze the spatial organizations of people, places, and environment on the earth’s surface.</b>	<ul style="list-style-type: none"> <li>6-9.GEH.2.1.1 Explain and use the components of maps, compare different map projections, and explain the appropriate uses for each. (469.01b)</li> <li>6-9.GEH.2.1.2 Apply latitude and longitude to locate places on Earth and describe the uses of locational technology, such as Global Positioning Systems (GPS) and Geographic Information Systems (GIS).</li> <li>6-9.GEH.2.1.3 Use mental maps to answer geographic questions and to analyze how they reflect an individual’s attitude toward places. (469.01b)</li> <li>6-9.GEH.2.1.4 Analyze visual and mathematical data presented in charts, tables, graphs, maps, and other graphic organizers to assist in interpreting a historical event. (473.01a)</li> </ul>	<ul style="list-style-type: none"> <li>Construct graphic organizers and use type of data given.             <ul style="list-style-type: none"> <li>Students construct maps using proper coordinates</li> <li>Students read varying types of maps and projections.</li> <li>Create, Analyze, and Interpret statistical data from various sources</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>VCR</li> <li>Video projector</li> <li>VHS films</li> <li>DVDs</li> <li>Internet and programs</li> <li>Graphic organizer templates</li> <li>Almanacs and Atlases</li> </ul>	<ul style="list-style-type: none"> <li>Eastern Hemisphere</li> <li>map components</li> <li>map projection</li> <li>Mercator projection</li> <li>visual data</li> <li>mathematical data</li> <li>charts</li> <li>tables</li> <li>graphs</li> <li>graphic organizers</li> <li>latitude</li> <li>longitude</li> <li>locational technology</li> <li>mental maps</li> <li>physical geography</li> <li>human geography</li> <li>erosion</li> <li>mountains</li> <li>alluvial deposition</li> <li>biomes</li> </ul>
<b>Goal 2.2: Explain how</b>	<ul style="list-style-type: none"> <li>6-9.GEH.2.2.1 Explain how Earth/sun</li> </ul>	<ul style="list-style-type: none"> <li>Recognize and use a variety of map types</li> </ul>	<ul style="list-style-type: none"> <li>Inspiration</li> <li>Publisher</li> </ul>	

<p><b>human actions modify the physical environment and how physical systems affect human activity and living conditions.</b></p>	<p>relationships, ocean currents, and winds influence climate differences on Earth. (469.03f)</p> <ul style="list-style-type: none"> <li>6-9.GEH.2.2.2 Locate and map the climate regions of the Eastern Hemisphere. Describe the characteristics of each and explain how they differ.</li> <li>6-9.GEH.2.2.3 Identify major biomes and explain ways in which the natural environment of places in the Eastern Hemisphere relates to their climate. (469.03a)</li> <li>6-9.GEH.2.2.4 Explain how physical processes have shaped Earth's surface. Classify these processes according to those that have built up Earth's surface (mountain-building and alluvial deposition) and those that wear away at Earth's surface (erosion). (469.03c)</li> </ul>	<p>and projection, construct.</p> <ul style="list-style-type: none"> <li>Biome Power point presentations/ groups</li> <li>Read and study geography handbook.</li> </ul>	<ul style="list-style-type: none"> <li>Civilization</li> <li>CD ROMs</li> <li>Almanacs and Atlases</li> </ul>	<ul style="list-style-type: none"> <li>earth / sun relationships</li> <li>ocean currents</li> <li>winds</li> <li>climate regions</li> <li>country</li> <li>city</li> <li>physical characteristics</li> <li>cultural characteristics</li> <li>rural population</li> <li>urban population</li> <li>migration</li> <li>population distribution</li> <li>cultural patterns</li> <li>compare</li> <li>contrast</li> <li>manufacturing region</li> <li>agricultural region</li> <li>natural resources</li> </ul>
<p><b>Goal 2.3: Trace the migration and settlement of human populations on the earth's surface.</b></p>	<ul style="list-style-type: none"> <li>6-9.GEH.2.3.1 Identify the names and locations of countries and major cities in the Eastern Hemisphere.</li> <li>6-9.GEH.2.3.2 Describe major physical characteristics of regions in the Eastern Hemisphere.</li> <li>6-9.GEH.2.3.3 Compare major cultural characteristics of regions in the Eastern Hemisphere.</li> </ul>	<ul style="list-style-type: none"> <li>Physical and political maps</li> <li>Use of <i>geoquizzes</i></li> <li>Web sites for mapping</li> </ul>	<ul style="list-style-type: none"> <li>Overhead projector</li> <li>Learning games</li> <li>Almanacs and Atlases</li> </ul>	<ul style="list-style-type: none"> <li>physical environment</li> <li>natural hazard</li> <li>technological hazard</li> <li>population centers</li> <li>historical trend</li> <li>land forms</li> <li>water forms</li> <li>natural vegetation</li> <li>climate</li> <li>contrasting perspectives</li> </ul>
<p><b>Goal 2.4: Analyze the human and physical characteristics of different places and regions.</b></p>	<ul style="list-style-type: none"> <li>6-9.GEH.2.4.1 Use maps, charts, and graphs to compare rural and urban populations in selected countries in the Eastern Hemisphere.</li> <li>6-9.GEH.2.4.2 Compare and contrast cultural patterns in the Eastern Hemisphere, such as</li> </ul>	<ul style="list-style-type: none"> <li>Create a two page report with citations.</li> <li>Interpret, analyze, and create demographic maps, charts, graphs, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Virtual tours</li> <li>Almanacs and Atlases</li> </ul>	<ul style="list-style-type: none"> <li>acid rain</li> <li>air pollution</li> <li>water pollution</li> <li>deforestation</li> <li>Global Positioning System (GPS)</li> <li>Geographic</li> </ul>

	<p>language, religion, and ethnicity. (469.04c)</p> <ul style="list-style-type: none"> <li>6-9.GEH.2.4.3 Analyze the locations of the major manufacturing and agricultural regions of the Eastern Hemisphere.</li> </ul>			Information Systems (GIS)
<p><b>Goal 2.5: Explain how geography enables people to comprehend the relationships between people, places, and environments over time.</b></p>	<ul style="list-style-type: none"> <li>6-9.GEH.2.5.1 Analyze the distribution of natural resources in the Eastern Hemisphere.</li> <li>6-9.GEH.2.5.2 Analyze and give examples of the consequences of human impact on the physical environment and evaluate ways in which technology influences human capacity to modify the physical environment. (469.05a)</li> <li>6-9.GEH.2.5.3 Give examples of how both natural and technological hazards have impacted the physical environment and human populations in specific areas of the Eastern Hemisphere. (469.05c)</li> <li>6-9.GEH.2.5.4 Give examples of how land and water forms, climate, and natural vegetation have influenced historical trends and developments in the Eastern Hemisphere. (469.06c)</li> <li>6-9.GEH.2.5.5 Identify contrasting perspectives of environmental issues that affect the Eastern Hemisphere.</li> <li>6-9.GEH.2.5.6 Explain how human-induced changes in the physical environment in one place cause changes in another place, such as acid rain, air and water pollution, deforestation. (469.05b)</li> </ul>	<ul style="list-style-type: none"> <li>Create a biomediorama or PowerPoint</li> <li>Human-Environmental Interaction per unit of study. Eg. China/ Three Gorges dam; Africa/ deforestation and desertification; Russia/ Chernoble</li> </ul>	<ul style="list-style-type: none"> <li>Almanacs and Atlases</li> </ul>	

**Standard 3: Economics**

Students in Geography-Eastern Hemisphere identify different influences on economic systems.

<i>Goal – The student will:</i>	<i>Objectives (to be reached by the end of the course)</i>	<i>Samples of Applications</i>	<i>Curriculum Materials (including technological resources)</i>	<i>Key Vocabulary for Standard 3</i>
<b>Goal 3.1: Explain basic economic concepts.</b> - No objectives in Geography–Eastern Hemisphere				
<b>Goal 3.2: Identify different influences on economic systems.</b>	<ul style="list-style-type: none"> <li>• 6-9.GEH.3.2.1 Describe how different economic systems in the Eastern Hemisphere answer the basic economic questions on what to produce, how to produce, and for whom to produce.</li> <li>• 6-9.GEH.3.2.2 Compare the standard of living of various countries of the Eastern Hemisphere today using Gross Domestic Product (GDP) per capita as an indicator.</li> <li>• 6-9.GEH.3.2.3 Analyze current economic issues in the countries of the Eastern Hemisphere using a variety of information resources.</li> <li>• 6-9.GEH.3.2.4 Identify economic connections between a local community and the countries of the Eastern Hemisphere.</li> <li>• 6-9.GEH.3.2.5 Identify specific areas of the Eastern Hemisphere with important natural resource deposits.</li> <li>• 6-9.GEH.3.2.6 Investigate how physical geography, productive resources, specialization, and trade have influenced the way people earn income.</li> </ul>	<ul style="list-style-type: none"> <li>• Information poster</li> <li>• Use reference almanacs, news, websites</li> <li>• Current events</li> <li>• Analysis and interpretation of economic resource maps</li> </ul>	<p><i>Current Events Magazine</i> and current events from various web sites.</p> <p>Economic simulations scavenger hunt Cd's</p> <p>Almanacs and Atlases</p>	<ul style="list-style-type: none"> <li>• standard of living per capita</li> <li>• economic indicators</li> <li>• economic systems</li> <li>• economic issues</li> <li>• basic economic questions</li> <li>• factors of production</li> <li>• Gross Domestic Product (GDP)</li> </ul>
<b>Goal 3.3: Analyze the different types of economic institutions.</b> - No objectives in Geography–Eastern Hemisphere				
<b>Goal 3.4: Explain the concepts of good personal finance.</b> - No objectives in Geography–Eastern Hemisphere				

### **Standard 4: Civics and Government**

Students in Geography-Eastern Hemisphere build an understanding of comparative government.

<i>Goal – The student will:</i>	<i>Objectives (to be reached by the end of the course)</i>	<i>Samples of Applications</i>	<i>Curriculum Materials (including technological resources)</i>	<i>Key Vocabulary for Standard 4</i>
<b>Goal 4.1: Build an understanding of the foundational principles of the American political system.</b>				
No objectives in Geography-Eastern Hemisphere				
<b>Goal 4.2: Build an understanding of the organization and formation of the American system of government.</b>				
No objectives in Geography-Eastern Hemisphere				
<b>Goal 4.3: Build an understanding that all people in the United States have rights and assume responsibilities.</b>				
No objectives in Geography-Eastern Hemisphere				
<b>Goal 4.4: Build an understanding of the evolution of democracy.</b>				
No objectives in Geography-Eastern Hemisphere				
<b>Goal 4.5: Build an understanding of comparative government.</b>	<ul style="list-style-type: none"> <li>6-9.GEH.4.5.1 Identify the major forms of government in the Eastern Hemisphere and compare them with the United States.</li> <li>6-9.GEH.4.5.2 Give examples of the different routes to independence from colonial rule taken by countries.</li> </ul>	<ul style="list-style-type: none"> <li>Write a biographical sketch</li> <li>Discussion of colonialism (c. 1600-1800) and its impact on a given region and the world.</li> </ul>	Almanacs and Atlases	<ul style="list-style-type: none"> <li>democracy</li> <li>direct democracy</li> <li>democratic republic</li> <li>representative democracy</li> <li>monarchy</li> <li>parliament</li> <li>congress</li> <li>dictatorship</li> <li>state</li> <li>coup d`etat</li> <li>junta</li> <li>civil disobedience</li> <li>revolution</li> <li>legitimacy</li> <li>independence</li> <li>colonialism</li> <li>empire</li> <li>emperor</li> <li>prime minister</li> <li>president</li> </ul>

### **Standard 5: Global Perspectives**

Students in Geography-Eastern Hemisphere build an understanding of multiple perspectives and global interdependence.

<i>Goal – The student will:</i>	<i>Objectives (to be reached by the end of the course)</i>	<i>Samples of Applications</i>	<i>Curriculum Materials (including technological resources)</i>	<i>Key Vocabulary for Standard 5</i>
<b>Goal 5.1: Build an understanding of multiple perspectives and global</b>	<ul style="list-style-type: none"> <li>6-9.GEH.5.1.1 Discuss how social institutions, including the family, religion, and education, influence behavior in different societies in the</li> </ul>	<ul style="list-style-type: none"> <li>Individual tribal posters and presentations per unit of study</li> <li>Cultural Days including art, music,</li> </ul>	Almanacs and Atlases	<ul style="list-style-type: none"> <li>culture</li> <li>cultural institutions</li> <li>cultural groups</li> <li>social institutions</li> </ul>

<p><b>interdependence</b></p>	<p>Eastern Hemisphere.</p> <ul style="list-style-type: none"> <li>• 6-9.GEH.5.1.2 Give examples of how language, literature, and the arts shaped the development and transmission of culture in the Eastern Hemisphere.</li> <li>• 6-9.GEH.5.1.3 Define ethnocentrism and give examples of how this attitude can lead to cultural misunderstandings.</li> <li>• 6-9.GEH.5.1.4 Discuss present conflicts between cultural groups and nation-states in the Eastern Hemisphere.</li> <li>• 6-9.GEH.5.1.5 Give examples of the benefits of global connections, such as developing opportunities for trade, cooperating in seeking solutions to mutual problems, learning for technological advances, acquiring new perspectives, and benefiting from developments in architecture, music, and the arts.</li> <li>• 6-9.GEH.5.1.6 Give examples of the causes and consequences of current global issues, such as the expansion of global markets, the urbanization of the developing world, the consumption of natural resources, and the extinction of species, and speculate possible responses by various individuals, groups, and nations.</li> </ul>	<p>and food.</p> <ul style="list-style-type: none"> <li>• Guest Speakers</li> <li>• Debates and Discussions.</li> <li>• Current Events</li> </ul>		<ul style="list-style-type: none"> <li>• ethnicity</li> <li>• ethnocentrism</li> <li>• nation-state</li> <li>• global markets</li> <li>• urbanization</li> <li>• developing world</li> <li>• extinction</li> </ul>
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