

7th Grade Social Studies
Curriculum Mapping
2019-2020
Wade Gall

Unit: <i>Exploring Our World</i>		Time: <i>August 2019</i>
Standards Taught		
<ul style="list-style-type: none"> ● 7.G.2.1-Create an argument for the importance of the study of Geography ● 7.G.2.2-Recognize and apply the Five Themes of Geography ● 7.G.4.1Demonstrate understanding of the processes that result in the natural landscape ● 7.G.4.2-Explain how and why different cultures interact with earth's physical systems in various ways ● K-12.G.4 Students will identify Earth's physical systems and the ways in which they are dynamic and interactive 		
Differentiation/Assessment:	Classroom Management and Environment:	What will the students be doing?
<i>Students who needed the extra help received guided notes, extra time for assignments/quizzes/tests, and shortened quizzes/tests.</i>	<i>The classroom is set up with 10 tables with 2 to 3 students per table. Allows for easy access to discussion/group work. Overall the environment is structured and has rules and procedures in place.</i>	<i>To assess the students' knowledge of the information that has been discussed the students completed:</i> <ul style="list-style-type: none"> ● <i>Bell Ringer Exercises</i> ● <i>Lecture/Notes over Unit 1</i> ● <i>Assignments which corresponded with the lesson.</i> ● <i>Assessments</i>
Prior Knowledge Needed	Vocabulary	Assessments
<i>I checked the students' prior knowledge of each lesson by having the students write down as much information as they could about what they believed the section was about or would cover</i>	<i>perspective, spatial perspective, geography, urban, rural, absolute & relative location, diffusion, subregions, human & physical geography, cartography, meteorology, climatology, solar system, orbit, solstice, equinox, atmosphere, water cycle, evaporation, condensation, precipitation, landforms, plate tectonics, weathering, erosion</i>	<i>Guided Reading Worksheet(s) filled out while reading the Section/Lesson before going over the lesson with Lecture/Notes</i> <i>Writing Assessments over Module information covering the students' thoughts/beliefs on the topics covered along with their explanations of those thoughts/beliefs</i> <i>Notes Quizzes/Test over the information that was covered in the Module</i>

<p>Reflection: <i>Overall, this unit was effective. Students were very somewhat surprised about how geography covers so many areas of our lives and even those of space. This first unit gave the students a great indicator of how many different topics were going to be discusses chapter to chapter as we move forward.</i></p>	<p>Essential Questions:</p> <ul style="list-style-type: none"> ● <i>What role does perspective play in the study of Geography?</i> ● <i>What are some issues or topics that geographers study?</i> ● <i>What tools do geographers use to study the world?</i> ● <i>What shapes Earth’s features?</i> ● <i>How do humans shape the world?</i> ● <i>How does studying geography help us understand the world?</i> ● <i>What is included In the study of human geography?</i> ● <i>What is included in the study of physical geography?</i> ● <i>What types of work do geographers do?</i> ● <i>What objects make up the solar system?</i> ● <i>What causes the seasons?</i> ● <i>What are the four parts of the Earth System?</i> ● <i>What processes make up the water cycle and how are they connected?</i> ● <i>How is water distributed on Earth?</i> ● <i>What are primary landforms?</i> ● <i>What are secondary landforms?</i> ● <i>How do humans interact with landforms?</i>
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Unit: <i>Exploring Our World</i>	Time: <i>September 2019</i>	
Standards Taught		
<ul style="list-style-type: none"> ● 7.G.3.2-Describe how cultural patterns, including but not limited to economic and political decisions, influence environments and the daily lives of people in both nearby and distant places ● 7.G.3.3-Explain how the physical and human characteristics of places and regions are connected to human identities and cultures ● 7.G.4.2-Explain how and why different cultures interact with earth’s physical systems in various ways ● K-12.G.4 Students will identify Earth’s physical systems and the ways in which they are dynamic and interactive ● 7.G.5.2-Identify population distribution and characteristics of human populations ● 7.G.5.3-Explain how changes in land use affect population distribution patterns ● 7.G.6.1-Clarify how human groups adapt to, and depend upon, the natural environment ● K-12.G.6 Students will understand the ways in which humans culturally adapt to, use, and modify the natural environment and its various elements ● K-12.G.7 Students will be applying geographic knowledge to understand the diversity of Earth’s physical and human conditions, past, present, and future. ● 7.G.7.1-Evaluate how the relationship between physical and cultural characteristics of a place impacts economic activity 		
Differentiation/Assessment:	Classroom Management and Environment:	What will the students be doing?

<p><i>Students who needed the extra help received guided notes, extra time for assignments/quizzes/tests, and shortened quizzes/tests.</i></p>	<p><i>The classroom is set up with 10 tables with 2 to 3 students per table. Allows for easy access to discussion/group work. Overall the environment is structured and has rules and procedures in place.</i></p>	<p><i>To assess the students' knowledge of the information that has been discussed the students completed:</i></p> <ul style="list-style-type: none"> • <i>Bell Ringer Exercises</i> • <i>Lecture/Notes over Unit 1</i> • <i>Assignments which corresponded with the lesson.</i> • <i>Assessments</i>
<p>Prior Knowledge Needed</p>	<p>Vocabulary</p>	<p>Assessments</p>
<p><i>I checked the students' prior knowledge of each lesson by having the students write down as much information as they could about what they believed the section was about or would cover</i></p>	<p><i>entrepreneurs, command and market economy, factors of production, free enterprise, carrying capacity, weather, climate, greenhouse effect, air pressure, front, currents, rain shadow, monsoon, arid, permafrost, extinct, ecology, nutrients, ecosystem, humus, Culture, ethnic groups, multicultural, acculturation, symbol, domestication, subsistence agriculture, civilization, limited government</i></p>	<p><i>Guided Reading Worksheet(s) filled out while reading the Section/Lesson before going over the lesson with Lecture/Notes</i></p> <p><i>Writing Assessments over Module information covering the students' thoughts/beliefs on the topics covered along with their explanations of those thoughts/beliefs</i></p> <p><i>Notes Quizzes/Test over the information that was covered in the Module</i></p>
<p>Reflection: <i>Overall, this unit was effective. Students were very somewhat surprised about how many different types of governments and economies there were and very interested on how some governments restrict peoples' rights and freedoms. The students also had a lot to say about the differences between ethnic groups, race, & how these different</i></p>	<p>Essential Questions:</p> <ul style="list-style-type: none"> • <i>How does the Sun's energy change Earth?</i> • <i>Why are wind and ocean currents important?</i> • <i>What is included in the study of weather?</i> • <i>What are the major climate types, and what types of plants live in each?</i> • <i>How do environments affect life and how do they change?</i> • <i>What substances make up the different layers of soil?</i> • <i>What is culture?</i> • <i>What influences how cultures develop?</i> • <i>How did agriculture affect the development of culture?</i> 	

<p><i>cultures have been shared throughout history.</i></p>	<ul style="list-style-type: none"> • <i>How does population density vary?</i> • <i>How do geographers describe and measure economies?</i> • <i>What are the different types of economic systems?</i> • <i>How do governments differ?</i> • <i>What are two different views of population growth & resources?</i>

<p>Unit: Southern, West-Central, & Northern Europe</p>	<p>Time: October 2019</p>	
<p>Standards Taught</p>		
<ul style="list-style-type: none"> • 7.G.2.2-Recognize and apply the Five Themes of Geography • 7.G.3.1-Identify and differentiate between the human and/or physical characteristics that create a region • 7.G.3.2-Describe how cultural patterns, including but not limited to economic and political decisions, influence environments and the daily lives of people in both nearby and distant places • 7.G.3.3-Explain how the physical and human characteristics of places and regions are connected to human identities and cultures • 7.G.4.1-Demonstrate understanding of the processes that result in the natural landscape • 7.G.4.2-Explain how and why different cultures interact with earth's physical systems in various ways • 7.G.5.2-Identify population distribution and characteristics of human populations • 7.G.5.3-Explain how changes in land use affect population distribution patterns • 7.G.6.1-Clarify how human groups adapt to, and depend upon, the natural environment • 7.G.6.2-Recognize and explain how cultures and cultural landscapes change • 7.G.7.1-Evaluate how the relationship between physical and cultural characteristics of a place impacts economic activity • 7.C.1.1-Identify and describe different forms of government used throughout the world • 7.E.3.1-Describe the relationship between government and economic systems in different countries • 7.E.4.1-Describe how economic activity affects standard of living • 7.E.4.2-Describe how technology affects the economic development of places and regions • 7.E.4.3-Describe the role of trade barriers and agreements in the global economy • 7.E.4.4-Explain how the availability of resources provides for or challenges human activities 		
<p>Differentiation/Assessment:</p>	<p>Classroom Management and Environment:</p>	<p>What will the students be doing?</p>
<p><i>Students who needed the extra help received guided notes, extra time for assignments/quizzes/tests, and shortened quizzes/tests.</i></p>	<p><i>The classroom is set up with 10 tables with 2 to 3 students per table. Allows for easy access to discussion/group work. Overall the environment is structured and has rules and procedures in place.</i></p>	<p><i>To assess the students' knowledge of the information that has been discussed the students completed:</i></p> <ul style="list-style-type: none"> • <i>Bell Ringer Exercises</i> • <i>Lecture/Notes over Chapters 13, 14 & 15</i> • <i>Assignments which corresponded with the lesson.</i>

		<ul style="list-style-type: none"> • Assessments
Prior Knowledge Needed	Vocabulary	Assessments
<i>I checked the students' prior knowledge of each lesson by having the students write down as much information as they could about what they believed the section was about or would cover</i>	<i>Sirocco, city-state, mosaics, pope, Renaissance, Coalition Government, Moors, Dialect, cork, navigable, loess, medieval, impressionism, Reformation, Holocaust, chancellor, cosmopolitan city Canton, nationalism, fjords, lochs, North Atlantic Drift, constitutional monarchy, famine, bog, peat, uninhabitable, geysers</i>	<p><i>Guided Reading Worksheet(s) filled out while reading the Section/Lesson before going over the lesson with Lecture/Notes</i></p> <p><i>Writing Assessments over Module information covering the students' thoughts/beliefs on the topics covered along with their explanations of those thoughts/beliefs</i></p> <p><i>Notes Quizzes/Test over the information that was covered in the Module</i></p>
Reflection: <i>The students liked the material covered in these three chapters. Most notably, they were very interested in the World Wars and how they affected the regions. The Holocaust and other wars were discussed quite a bit as well. Overall, the students were very interested in most of the material and found it interesting.</i>	Essential Questions: <ul style="list-style-type: none"> • What are the major landforms & rivers in southern, west-central, & northern Europe? • What are the major climate types and resources of southern, west-central, and northern Europe? • What were some of the achievements of the ancient Greeks? • What is Greece like today? • How has Italy added to world culture? • What is Italy like today? • What are some of the major events in the history of Spain & Portugal? • What are the main cultural features of Spain & Portugal? • What are Spain & Portugal like today? • What role do rivers, canals, & harbors play in the west-central Europe? • What are west-central, southern, and northern Europe's main resources? • Which foreign groups affected the historical development of France? • What are the main features of French culture? • What effects did wars have on Germany? 	

	<ul style="list-style-type: none"> ● What are Germany’s major contributions to world culture? ● How did the division of Germany affect its economy? ● What larger nations influenced the Benelux nations? ● What is the culture like in the Benelux nations? ● What are the Benelux nations like today? ● What are some of the major events in the history of the Alpine nations? ● What are some of the cultural features of the Alpine nations? ● How are the economies similar in Switzerland & Austria? ● What are some of the major events in the history of the United Kingdom? ● What are the people and culture of Britain, Ireland, & Scandinavia like? ● What kind of economic changes has Ireland gone through recently? ● What are some of the important features of each of the Scandinavian nations, plus Greenland & Lapland?
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Unit: Eastern Europe & Russia	Time: November 2019
Standards Taught	
<ul style="list-style-type: none"> ● 7.G.2.2-Recognize and apply the Five Themes of Geography ● 7.G.3.1-Identify and differentiate between the human and/or physical characteristics that create a region ● 7.G.3.2-Describe how cultural patterns, including but not limited to economic and political decisions, influence environments and the daily lives of people in both nearby and distant places ● 7.G.3.3-Explain how the physical and human characteristics of places and regions are connected to human identities and cultures ● 7.G.4.1-Demonstrate understanding of the processes that result in the natural landscape ● 7.G.4.2-Explain how and why different cultures interact with earth’s physical systems in various ways ● 7.G.5.2-Identify population distribution and characteristics of human populations ● 7.G.5.3-Explain how changes in land use affect population distribution patterns ● 7.G.6.1-Clarify how human groups adapt to, and depend upon, the natural environment ● 7.G.6.2-Recognize and explain how cultures and cultural landscapes change ● 7.G.7.1-Evaluate how the relationship between physical and cultural characteristics of a place impacts economic activity ● 7.C.1.1-Identify and describe different forms of government used throughout the world ● 7.E.3.1-Describe the relationship between government and economic systems in different countries ● 7.E.4.1-Describe how economic activity affects standard of living ● 7.E.4.2-Describe how technology affects the economic development of places and regions ● 7.E.4.3-Describe the role of trade barriers and agreements in the global economy ● 7.E.4.4-Explain how the availability of resources provides for or challenges human activities 	

Differentiation/Assessment:	Classroom Management and Environment:	What will the students be doing?
<i>Students who needed the extra help received guided notes, extra time for assignments/quizzes/tests, and shortened quizzes/tests.</i>	<i>The classroom is set up with 10 tables with 2 to 3 students per table. Allows for easy access to discussion/group work. Overall the environment is structured and has rules and procedures in place.</i>	<p><i>To assess the students' knowledge of the information that has been discussed the students completed:</i></p> <ul style="list-style-type: none"> • <i>Bell Ringer Exercises</i> • <i>Lecture/Notes over Chapters 16 & 17</i> • <i>Assignments which corresponded with the lesson.</i> • <i>Assessments</i>
Prior Knowledge Needed	Vocabulary	Assessments
<i>I checked the students' prior knowledge of each lesson by having the students write down as much information as they could about what they believed the section was about or would cover</i>	<i>Oil shale, lignite, amber, Indo-European, Roma, taiga, steppe, czar, abdicated, allies, superpower, Cold War, consumer goods, light & heavy industry, smelters, habitation fog, icebreakers</i>	<p><i>Guided Reading Worksheet(s) filled out while reading the Section/Lesson before going over the lesson with Lecture/Notes</i></p> <p><i>Writing Assessments over Module information covering the students' thoughts/beliefs on the topics covered along with their explanations of those thoughts/beliefs</i></p> <p><i>Notes Quizzes/Test over the information that was covered in the Module</i></p>
Reflection: <i>The students liked the material covering the different types of foods and traditions of these regions of the world. They also enjoyed talking about the Russian czars, life in Siberia, and Lake Baikal and how extremely clean it is because of its isolation from the rest of the world for so many years.</i>	Essential Questions: <ul style="list-style-type: none"> • What are the major physical features of eastern Europe & Russia? • What are the climates, vegetation, & natural resources of eastern Europe & Russia? • Identify the early peoples who contributed to the early history of eastern Europe & Russia • How was northeastern Europe's culture influenced by other cultures? • How has the political organization of eastern Europe changed since World War II? 	

	<ul style="list-style-type: none"> ● How did southeastern Europe’s early history help to shape its modern societies? ● How did southeastern Europe’s past contribute to its current conflicts? ● How did the Russian empire grow and then fall? ● What was the former Soviet Union like? ● What is Russia like today? ● Why is European Russia considered the nation’s heartland? ● What are some of the characteristics of Russia’s 4 major regions? ● What is the human geography like in Siberia? ● What are some of the economic features of Siberia? ● How has Lake Baikal been threatened by pollution? ● How does the climate of the Russian Far East affect agriculture there? ● What are the major cities and resources of the Russian Far East? ● What are the island regions that are a part of the Russian Far East?
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Unit: Central Asia; The Arabian Peninsula, Iraq, Iran, & Afghanistan	Time: December 2019
Standards Taught	
<ul style="list-style-type: none"> ● 7.G.2.2-Recognize and apply the Five Themes of Geography ● 7.G.3.1-Identify and differentiate between the human and/or physical characteristics that create a region ● 7.G.3.2-Describe how cultural patterns, including but not limited to economic and political decisions, influence environments and the daily lives of people in both nearby and distant places ● 7.G.3.3-Explain how the physical and human characteristics of places and regions are connected to human identities and cultures ● 7.G.4.1-Demonstrate understanding of the processes that result in the natural landscape ● 7.G.4.2-Explain how and why different cultures interact with earth’s physical systems in various ways ● 7.G.5.2-Identify population distribution and characteristics of human populations ● 7.G.5.3-Explain how changes in land use affect population distribution patterns ● 7.G.6.1-Clarify how human groups adapt to, and depend upon, the natural environment ● 7.G.6.2-Recognize and explain how cultures and cultural landscapes change ● 7.G.7.1-Evaluate how the relationship between physical and cultural characteristics of a place impacts economic activity ● 7.C.1.1-Identify and describe different forms of government used throughout the world ● 7.E.3.1-Describe the relationship between government and economic systems in different countries ● 7.E.4.1-Describe how economic activity affects standard of living ● 7.E.4.2-Describe how technology affects the economic development of places and regions ● 7.E.4.3-Describe the role of trade barriers and agreements in the global economy 	

- 7.E.4.4-Explain how the availability of resources provides for or challenges human activities

Differentiation/Assessment:	Classroom Management and Environment:	What will the students be doing?
<p><i>Students who needed the extra help received guided notes, extra time for assignments/quizzes/tests, and shortened quizzes/tests.</i></p>	<p><i>The classroom is set up with 10 tables with 2 to 3 students per table. Allows for easy access to discussion/group work. Overall the environment is structured and has rules and procedures in place.</i></p>	<p><i>To assess the students' knowledge of the information that has been discussed the students completed:</i></p> <ul style="list-style-type: none"> • <i>Bell Ringer Exercises</i> • <i>Lecture/Notes over Chapters 19 & 20</i> • <i>Assignments which corresponded with the lesson.</i> • <i>Assessments</i>
Prior Knowledge Needed	Vocabulary	Assessments
<p><i>I checked the students' prior knowledge of each lesson by having the students write down as much information as they could about what they believed the section was about or would cover</i></p>	<p><i>Landlocked, oasis, nomads, caravans, yurt, mosques, exotic rivers, wadis, fossil water, Muslims, Sunni, Shia, Qur'an, OPEC, embargo, theocracy</i></p>	<p><i>Guided Reading Worksheet(s) filled out while reading the Section/Lesson before going over the lesson with Lecture/Notes</i></p> <p><i>Writing Assessments over Module information covering the students' thoughts/beliefs on the topics covered along with their explanations of those thoughts/beliefs</i></p> <p><i>Notes Quizzes/Test over the information that was covered in the Module</i></p>
Reflection:	Essential Questions:	
<p><i>In these two chapters the students were most interested in learning about Islam and the major differences/similarities between Islam & Christianity and how those differences led extremists to the events of 9/11/2001. Again they were also interested in the</i></p>	<ul style="list-style-type: none"> • <i>What are the major physical features and climates of Central Asia & the Arabian Peninsula regions?</i> • <i>What are the major resources of Central Asia & the Arabian Peninsula regions?</i> • <i>How did trade and invasions affect the history of Central Asia?</i> • <i>What are the political & economic conditions of Central Asia today?</i> 	

<p><i>different cultural aspects, food, and traditions/customs</i></p>	<ul style="list-style-type: none"> ● What are some aspects of the culture in Kazakhstan, Tajikistan, Turkmenistan, Uzbekistan, & Kyrgyzstan? ● What are Saudi Arabia’s history, government, and people like? ● What kinds of government and economy do other nations in the Arabian Peninsula have? ● What are some of the key events in Iraqi history? ● What is Iraq’s government, economy, & makeup of their population like? ● What are some of the major Iranian historical events? ● What is Iran’s government and people like? ● What are some of the problems that Afghanistan is facing today?
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<p>Unit: The Eastern Mediterranean; China, Mongolia, & Taiwan</p>	<p>Time: January 2020</p>	
<p>Standards Taught</p>		
<ul style="list-style-type: none"> ● 7.G.2.2-Recognize and apply the Five Themes of Geography ● 7.G.3.1-Identify and differentiate between the human and/or physical characteristics that create a region ● 7.G.3.2-Describe how cultural patterns, including but not limited to economic and political decisions, influence environments and the daily lives of people in both nearby and distant places ● 7.G.3.3-Explain how the physical and human characteristics of places and regions are connected to human identities and cultures ● 7.G.4.1-Demonstrate understanding of the processes that result in the natural landscape ● 7.G.4.2-Explain how and why different cultures interact with earth’s physical systems in various ways ● 7.G.5.2-Identify population distribution and characteristics of human populations ● 7.G.5.3-Explain how changes in land use affect population distribution patterns ● 7.G.6.1-Clarify how human groups adapt to, and depend upon, the natural environment ● 7.G.6.2-Recognize and explain how cultures and cultural landscapes change ● 7.G.7.1-Evaluate how the relationship between physical and cultural characteristics of a place impacts economic activity ● 7.C.1.1-Identify and describe different forms of government used throughout the world ● 7.E.3.1-Describe the relationship between government and economic systems in different countries ● 7.E.4.1-Describe how economic activity affects standard of living ● 7.E.4.2-Describe how technology affects the economic development of places and regions ● 7.E.4.3-Describe the role of trade barriers and agreements in the global economy ● 7.E.4.4-Explain how the availability of resources provides for or challenges human activities 		
<p>Differentiation/Assessment:</p>	<p>Classroom Management and Environment:</p>	<p>What will the students be doing?</p>
<p><i>Students who needed the extra help received guided notes, extra time for assignments/quizzes/tests, and shortened quizzes/tests.</i></p>	<p><i>The classroom is set up with 10 tables with 2 to 3 students per table. Allows for easy access to discussion/group work. Overall the</i></p>	<p><i>To assess the students’ knowledge of the information that has been discussed the students completed:</i></p> <ul style="list-style-type: none"> ● <i>Bell Ringer Exercises</i>

	<i>environment is structured and has rules and procedures in place.</i>	<ul style="list-style-type: none"> • <i>Lecture/Notes over Chapters 21 & 27</i> • <i>Assignments which corresponded with the lesson.</i> • <i>Assessments</i>
Prior Knowledge Needed	Vocabulary	Assessments
<i>I checked the students' prior knowledge of each lesson by having the students write down as much information as they could about what they believed the section was about or would cover</i>	<i>Phosphates, asphalt, secular, Diaspora, Zionism, mandate, arable, emperor, dynasty, porcelain, martial law, pagodas,</i>	<p><i>Guided Reading Worksheet(s) filled out while reading the Section/Lesson before going over the lesson with Lecture/Notes</i></p> <p><i>Writing Assessments over Module information covering the students' thoughts/beliefs on the topics covered along with their explanations of those thoughts/beliefs</i></p> <p><i>Notes Quizzes/Test over the information that was covered in the Module</i></p>
Reflection: <i>In these two chapters the students were quite interested in the plight of the Jews from their early days under the control of the Romans to when they were able to form the nation of Israel & the troubles that followed.</i>	Essential Questions: <ul style="list-style-type: none"> • What are the major physical features and climates of the Eastern Mediterranean, China, Japan, & Mongolia? • What are the major resources of the Eastern Mediterranean, China, Japan, & Mongolia? • What is the history of the area that is now Turkey? • What is the government & economy of Turkey & Syria today? • How is Turkish society divided? • What were some of the major events in early Israel? • What is Israel like today? • What is the basis for the conflict over the Occupied Territories? • How is Lebanese society divided today? • What events shaped the history of Jordan? 	

Unit: China, Mongolia, & Taiwan; Japan & the Koreas	Time: February 2020	
Standards Taught		
<ul style="list-style-type: none"> ● 7.G.2.2-Recognize and apply the Five Themes of Geography ● 7.G.3.1-Identify and differentiate between the human and/or physical characteristics that create a region ● 7.G.3.2-Describe how cultural patterns, including but not limited to economic and political decisions, influence environments and the daily lives of people in both nearby and distant places ● 7.G.3.3-Explain how the physical and human characteristics of places and regions are connected to human identities and cultures ● 7.G.4.1-Demonstrate understanding of the processes that result in the natural landscape ● 7.G.4.2-Explain how and why different cultures interact with earth's physical systems in various ways ● 7.G.5.2-Identify population distribution and characteristics of human populations ● 7.G.5.3-Explain how changes in land use affect population distribution patterns ● 7.G.6.1-Clarify how human groups adapt to, and depend upon, the natural environment ● 7.G.6.2-Recognize and explain how cultures and cultural landscapes change ● 7.G.7.1-Evaluate how the relationship between physical and cultural characteristics of a place impacts economic activity ● 7.C.1.1-Identify and describe different forms of government used throughout the world ● 7.E.3.1-Describe the relationship between government and economic systems in different countries ● 7.E.4.1-Describe how economic activity affects standard of living ● 7.E.4.2-Describe how technology affects the economic development of places and regions ● 7.E.4.3-Describe the role of trade barriers and agreements in the global economy ● 7.E.4.4-Explain how the availability of resources provides for or challenges human activities 		
Differentiation/Assessment:	Classroom Management and Environment:	What will the students be doing?
<i>Students who needed the extra help received guided notes, extra time for assignments/quizzes/tests, and shortened quizzes/tests.</i>	<i>The classroom is set up with 10 tables with 2 to 3 students per table. Allows for easy access to discussion/group work. Overall the environment is structured and has rules and procedures in place.</i>	<i>To assess the students' knowledge of the information that has been discussed the students completed:</i> <ul style="list-style-type: none"> ● <i>Bell Ringer Exercises</i> ● <i>Lecture/Notes over Chapters 21 & 27</i> ● <i>Assignments which corresponded with the lesson.</i> ● <i>Assessments</i>
Prior Knowledge Needed	Vocabulary	Assessments
<i>I checked the students' prior knowledge of each lesson by having the students write down as much information as they could about what they</i>	<i>Command economy, multiple cropping, most-favored-nation status, Gers, tsunamis, shamans, samurai, shogun, diet, kimonos, futon, intensive cultivation,</i>	<i>Guided Reading Worksheet(s) filled out while reading the Section/Lesson before going over the lesson with Lecture/Notes</i>

<p><i>believed the section was about or would cover</i></p>	<p><i>protectionism, trade surplus, demilitarized zone, kimchi, famine</i></p>	<p><i>Writing Assessments over Module information covering the students' thoughts/beliefs on the topics covered along with their explanations of those thoughts/beliefs</i></p> <p><i>Notes Quizzes/Test over the information that was covered in the Module</i></p>
<p>Reflection: <i>The kids enjoyed learning about Genghis Khan & the Mongol Empire as well as the Chinese traditions, philosophies, and emperors. They also noticed how the division of Korea really led to North & South Korea having very little in common in any aspect of their nations.</i></p>	<p>Essential Questions:</p> <ul style="list-style-type: none"> • What are the major events in China's history? • What are some of the main features of China's culture? • Where do most of China's people live? • What are China's major cities & what are they like? • What is China's economy like? • What are some of the challenges that China faces today and in the future? • How have Mongolia's and Taiwan's cultures developed? • What are the main physical features of Japan and the Koreas? • What are the natural resources & climates of Japan & the Koreas? • What are some major events in Japan's the Koreas' early history & culture? • How did Japan modernize? • Where do most Japanese live? • What are most Japanese cities like? • What is life in Japan like? • How has the Japanese economy developed? • What are some of the major events of Korea's early modern period? • What effects did the division of Korea have on the country & the people? • What is South Korea's government, economy, & society like today? • How has North Korea's government affected the nation's development? 	

Unit: Canada & the United States		Time: March 2020
Standards Taught		
<ul style="list-style-type: none"> ● 7.G.2.2-Recognize and apply the Five Themes of Geography ● 7.G.3.1-Identify and differentiate between the human and/or physical characteristics that create a region ● 7.G.3.2-Describe how cultural patterns, including but not limited to economic and political decisions, influence environments and the daily lives of people in both nearby and distant places ● 7.G.3.3-Explain how the physical and human characteristics of places and regions are connected to human identities and cultures ● 7.G.4.1-Demonstrate understanding of the processes that result in the natural landscape ● 7.G.4.2-Explain how and why different cultures interact with earth's physical systems in various ways ● 7.G.5.2-Identify population distribution and characteristics of human populations ● 7.G.5.3-Explain how changes in land use affect population distribution patterns ● 7.G.6.1-Clarify how human groups adapt to, and depend upon, the natural environment ● 7.G.6.2-Recognize and explain how cultures and cultural landscapes change ● 7.G.7.1-Evaluate how the relationship between physical and cultural characteristics of a place impacts economic activity ● 7.C.1.1-Identify and describe different forms of government used throughout the world ● 7.E.3.1-Describe the relationship between government and economic systems in different countries ● 7.E.4.1-Describe how economic activity affects standard of living ● 7.E.4.2-Describe how technology affects the economic development of places and regions ● 7.E.4.3-Describe the role of trade barriers and agreements in the global economy ● 7.E.4.4-Explain how the availability of resources provides for or challenges human activities 		
Differentiation/Assessment:	Classroom Management and Environment:	What will the students be doing?
<i>Students who needed the extra help received guided notes, extra time for assignments/quizzes/tests, and shortened quizzes/tests.</i>	<i>The classroom is set up with 10 tables with 2 to 3 students per table. Allows for easy access to discussion/group work. Overall the environment is structured and has rules and procedures in place.</i>	<i>To assess the students' knowledge of the information that has been discussed the students completed:</i> <ul style="list-style-type: none"> ● <i>Bell Ringer Exercises</i> ● <i>Lecture/Notes over Chapters 6 & 7</i> ● <i>Assignments which corresponded with the lesson.</i> ● <i>Assessments</i>
Prior Knowledge Needed	Vocabulary	Assessments
<i>I checked the students' prior knowledge of each lesson by having the students write down as much information as they could about what they believed the section was about or would cover</i>	<i>Potash, pulp, newsprint, provinces, dominion, Metis, regionalism, maritime, Inuit, Contiguous, continental divide, basins</i>	<i>Guided Reading Worksheet(s) filled out while reading the Section/Lesson before going over the lesson with Lecture/Notes</i> <i>Writing Assessments over Module information covering</i>

		<p><i>the students' thoughts/beliefs on the topics covered along with their explanations of those thoughts/beliefs</i></p> <p><i>Notes Quizzes/Test over the information that was covered in the Module</i></p>
<p>Reflection: Overall the class enjoyed learning about Canada & the United States. Some were surprised at how close our histories mirror each other.</p>	<p>Essential Questions:</p> <ul style="list-style-type: none"> • What are the major physical features, climates, and natural resources found in Canada & the United States? • How did France & Britain affect Canada's history? • How have immigrants influenced Canadian culture? • How has regionalism affected Canada? • What are the major areas and provinces into which Canada is divided? 	

Unit: The United States & Mexico	Time: April 2020
Standards Taught	
<ul style="list-style-type: none"> • 7.G.2.2-Recognize and apply the Five Themes of Geography • 7.G.3.1-Identify and differentiate between the human and/or physical characteristics that create a region • 7.G.3.2-Describe how cultural patterns, including but not limited to economic and political decisions, influence environments and the daily lives of people in both nearby and distant places • 7.G.3.3-Explain how the physical and human characteristics of places and regions are connected to human identities and cultures • 7.G.4.1-Demonstrate understanding of the processes that result in the natural landscape • 7.G.4.2-Explain how and why different cultures interact with earth's physical systems in various ways • 7.G.5.2-Identify population distribution and characteristics of human populations • 7.G.5.3-Explain how changes in land use affect population distribution patterns • 7.G.6.1-Clarify how human groups adapt to, and depend upon, the natural environment • 7.G.6.2-Recognize and explain how cultures and cultural landscapes change • 7.G.7.1-Evaluate how the relationship between physical and cultural characteristics of a place impacts economic activity • 7.C.1.1-Identify and describe different forms of government used throughout the world • 7.E.3.1-Describe the relationship between government and economic systems in different countries • 7.E.4.1-Describe how economic activity affects standard of living • 7.E.4.2-Describe how technology affects the economic development of places and regions • 7.E.4.3-Describe the role of trade barriers and agreements in the global economy • 7.E.4.4-Explain how the availability of resources provides for or challenges human activities 	

Differentiation/Assessment:	Classroom Management and Environment:	What will the students be doing?
<i>Students who needed the extra help received guided notes, extra time for assignments/quizzes/tests, and shortened quizzes/tests.</i>	<i>The classroom is set up with 10 tables with 2 to 3 students per table. Allows for easy access to discussion/group work. Overall the environment is structured and has rules and procedures in place.</i>	<p><i>To assess the students' knowledge of the information that has been discussed the students completed:</i></p> <ul style="list-style-type: none"> • <i>Bell Ringer Exercises</i> • <i>Lecture/Notes over Chapters 6 & 8</i> • <i>Assignments which corresponded with the lesson.</i> • <i>Assessments</i>
Prior Knowledge Needed	Vocabulary	Assessments
<i>I checked the students' prior knowledge of each lesson by having the students write down as much information as they could about what they believed the section was about or would cover</i>	<i>Megalopolis, diversify, Corn & Dairy Belts, colonies, plantations, annexed, textiles, bilingual, conquistadors, epidemic, empire, mestizos, missions, haciendas, inflation, cash crops, smog</i>	<p><i>Guided Reading Worksheet(s) filled out while reading the Section/Lesson before going over the lesson with Lecture/Notes</i></p> <p><i>Writing Assessments over Module information covering the students' thoughts/beliefs on the topics covered along with their explanations of those thoughts/beliefs</i></p> <p><i>Notes Quizzes/Test over the information that was covered in the Module</i></p>
Reflection: Learning about how the west was settled and learning about our involvement in the world wars, the Cold War, and the Great Depression hit a cord with the students, as well as the events of 9/11/2001. The information on Mexico was also well received.	Essential Questions: <ul style="list-style-type: none"> • What are some of the major events that have occurred in American history? • What are some of the rights & responsibilities of U.S. citizens? • How have different groups of people added to the cultural diversity of the United States? • What are the major characteristics of the five regions of the United States? • What are some of the challenges America faces today? 	

	<ul style="list-style-type: none"> • What are the main physical features, climate types, plants, natural resources, and animals in Mexico? • What early cultures developed in Mexico? • What was Mexico like under Spanish rule and after independence? • What are some important features of Mexican culture? • What kind of government and economy does Mexico have today? • What are the important features of Mexico's six culture regions?
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Unit: The United States & Mexico		Time: May 2020
Standards Taught		
<ul style="list-style-type: none"> • 7.G.2.2-Recognize and apply the Five Themes of Geography • 7.G.3.1-Identify and differentiate between the human and/or physical characteristics that create a region • 7.G.3.2-Describe how cultural patterns, including but not limited to economic and political decisions, influence environments and the daily lives of people in both nearby and distant places • 7.G.3.3-Explain how the physical and human characteristics of places and regions are connected to human identities and cultures • 7.G.4.1-Demonstrate understanding of the processes that result in the natural landscape • 7.G.4.2-Explain how and why different cultures interact with earth's physical systems in various ways • 7.G.5.2-Identify population distribution and characteristics of human populations • 7.G.5.3-Explain how changes in land use affect population distribution patterns • 7.G.6.1-Clarify how human groups adapt to, and depend upon, the natural environment • 7.G.6.2-Recognize and explain how cultures and cultural landscapes change • 7.G.7.1-Evaluate how the relationship between physical and cultural characteristics of a place impacts economic activity • 7.C.1.1-Identify and describe different forms of government used throughout the world • 7.E.3.1-Describe the relationship between government and economic systems in different countries • 7.E.4.1-Describe how economic activity affects standard of living • 7.E.4.2-Describe how technology affects the economic development of places and regions • 7.E.4.3-Describe the role of trade barriers and agreements in the global economy • 7.E.4.4-Explain how the availability of resources provides for or challenges human activities 		
Differentiation/Assessment:	Classroom Management and Environment:	What will the students be doing?
<i>Students who needed the extra help received guided notes, extra time for assignments/quizzes/tests, and shortened quizzes/tests.</i>	<i>The classroom is set up with 10 tables with 2 to 3 students per table. Allows for easy access to discussion/group work. Overall the environment is structured</i>	<i>To assess the students' knowledge of the information that has been discussed the students completed:</i> <ul style="list-style-type: none"> • Bell Ringer Exercises • Lecture/Notes over Chapter 30

	<i>and has rules and procedures in place.</i>	<ul style="list-style-type: none"> • <i>Assignments which corresponded with the lesson.</i> • <i>Assessments</i>
Prior Knowledge Needed	Vocabulary	Assessments
<i>I checked the students' prior knowledge of each lesson by having the students write down as much information as they could about what they believed the section was about or would cover</i>	<i>Teak, Sanskrit, sepoys, boycott, reincarnation, karma, nirvana, caste system, Dalits, Green Revolution</i>	<i>Guided Reading Worksheet(s) filled out while reading the Section/Lesson before going over the lesson with Lecture/Notes</i> <i>Writing Assessments over Module information covering the students' thoughts/beliefs on the topics covered along with their explanations of those thoughts/beliefs</i> <i>Notes Quizzes/Test over the information that was covered in the Module</i>
Reflection: <i>The students really enjoyed talking about the Taj Mahal, as well as the different religions that began in India & their various beliefs. Others were amazed that a system like the caste system existed let alone still is used in Indian villages today.</i>	Essential Questions: <ul style="list-style-type: none"> • What are the 3 main landform regions in India? • What are the major rivers in India? • What climate types & natural resources does India have? • What outside groups affected India's history? • What was the Mughal Empire like? • How did Britain gain control of India? • What was India divided when it became independent? • What four major religions originated in India? • What is the caste system? • What languages are important in India? • What kind of government does India have & what is India's economy like? 	