

**District Overview:**

The vision of the BHASD Social Studies Department is to cultivate the skills students will need in order to live an engaged and meaningful civic life. Throughout the course of the school year, students will be reading, writing, critically thinking, researching and analyzing information, and contributing to discussions. Students study will focus on history, geography, economics, civics and government from a global and diverse perspective. From Kindergarten through high school, students will move in a sequence that expands their awareness of self through home, school, community, state, region, country, and world. Students will be exposed to major cultural and geographic regions of the world. As they learn to reason and examine and evaluate past and current events, they will begin to develop an understanding of the fundamental ideas about government, economics and the rights and responsibilities of citizens.

**Grade 7 Description:**

The 7th grade Social Studies course is designed to assist students in better understanding our changing and complex world through the study of geography. Comprehensive and organized by region, this course helps students understand the Earth's physical and human diversity. We will study geography from the physical, historical, and cultural perspective through the Five Geographical Themes of location, place, human environment interaction movement, and region, as well as the Eight Elements of Culture: Social Groups, Religion, Language, Daily Life, The Arts, Government, History, and Economy. Special emphasis will be placed on geographical skills and geographic literacy (map skills, locating countries, capitals, and physical features of the world). While studying humans around the world, students compare development, standards of living, systems of government and economic factors across the globe. In addition, students gain a rich understanding of global cultures and the historical factors that have shaped the world around us.

**Grade 7 Units:**

- Unit 1: The Geographer's Toolbox
- Unit 2: Physical and Human Geography
- Unit 3: Mexico, Central America and the Caribbean
- Unit 4: South America
- Unit 5: Southwest Asia and North Africa
- Unit 6: Sub-Saharan Africa



<b>Subject:</b> World Geography	<b>Grade:</b> 7	<b>Suggested Timeline:</b> 3.5 weeks
<b>Unit Title:</b> The Geographer's Toolbox		
<b>Unit Overview/Essential Understanding:</b> Throughout this course, students will be studying the world's people, places and landscapes. One of the main tools used in this study is the map - the primary tool of geographers. This geography and map skills unit explains some of the basic features of maps. For example, it explains how maps are made, how to read them, and how they can show the round surface of the Earth on a flat piece of paper. This unit also introduces the types of maps used in subsequent units. In addition, students will learn the different features on Earth and about how geographers use themes to study the world.  <b>Essential Questions:</b> <ul style="list-style-type: none"><li>● What is geography and why is it important?</li><li>● How does geography help us understand our world?</li><li>● How and why do we and geographers use the Five Themes of Geography to study the earth?</li></ul>		
<b>Unit Objectives:</b> Students will be able to: <ul style="list-style-type: none"><li>● Understand how mapmakers represent a round globe on a flat surface</li><li>● Explain and demonstrate how to find absolute location using latitude and longitude</li><li>● Recognize the special map parts of a map</li><li>● Explain and demonstrate how to use a scale bar to measure distances on a map</li><li>● Identify, examine, and apply the Five Themes of Geography as a tool to study the world</li></ul>		
<b>Focus Standards Addressed in this Unit:</b> <ul style="list-style-type: none"><li>● 7.1 A, B - Basic Geography Literacy: geographic tools and locations of places and regions</li><li>● 7.2 A, B - Physical Characteristics of Places and Regions: physical characteristics and physical processes</li><li>● 7.3 A - Human Characteristics of Places and Regions</li><li>● 7.4. A, B - Interactions Between People and the Environment</li></ul>		

**Important Standards Addressed in this Unit:**

- CC.8.5.6-8.C - Identify key steps in a text's description of a process related to history/social studies
- CC.8.5.6-8.D - Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies
- CC.8.5.6-8.G - Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts
- CC.8.6.6-8.E - Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently
- CC.8.6.6-8.H - Draw evidence from informational texts to support analysis reflection, and research

**Misconceptions:**

- Students often use geography terms incorrectly, such as referring to Africa as a country or The United Kingdom as a state.
- Students often believe that geographers only study maps and the physical world and do not realize that they study humans as well.
- When looking at maps, students often do not take into consideration the distortions to the continents and oceans that occur when showing the round planet on a flat surface. For example, on a Mercator map, Greenland appears the same size as Africa, when in reality, Africa's area is 14 times greater.

**Concepts/Content:**

- Mapping the Earth: hemispheres and using latitude and longitude
- Map projections: cylindrical and conic
- Map essentials: compass rose, scale, legend
- Working with maps: political, physical and special purpose maps
- The Five Themes of Geography
- The World map

**Competencies/Skills:**

- Accurately label the continents and oceans of the world
- Identify the four hemispheres and the lines that divide them
- Calculate absolute location using lines of latitude and longitude
- Calculate the distance between locations using a scale bar
- Define the Five Themes of Geography and state how these help to study regions of the world

**Description of Activities:**

- Geography Skills Handbook activities focusing on hemispheres, latitude and longitude, map essentials, scale, and working different types of maps
- Vocabulary activities
- World map
- Five Themes of Geography project



**Formative Assessments:**

- Study guide
- Geography Skills Handbook activities
- Section quizzes

**Summative Assessments:**

- Unit test
- World map test
- Five Themes of Geography project

**Interdisciplinary Connections:**

- Reading non-fiction text
- Vocabulary acquisition skills
- Using digital learning tools (Google Suite, Google Classroom)
- Creating multimedia presentations
- Using math skills to determine distance using a scale bar

**Additional Resources:**

- District approved textbook
- Digital maps
- Teacher created resources
- Additional supplemental materials
- CIA.gov - World Factbook



<b>Subject:</b> World Geography	<b>Grade:</b> 7	<b>Suggested Timeline:</b> 4- 5 weeks
<b>Unit Title:</b> Physical and Human Geography		
<b>Unit Overview/Essential Understanding:</b> This unit is focused on physical and human geography. In terms of the physical world it describes how the Earth’s movement and the sun’s energy interact to create day and night, temperature changes, seasons, and climate regions. There is a focus on water being the dominant feature on Earth’s surface and essential for life. Students investigate how processes below and on the Earth’s surface shape the planet’s physical features. In relation to the human world, this unit looks at the Eight Elements of Culture, how culture differs from group to group and changes over time. There is a focus on different types of government and economic development around the world as well as how global connections have made cultural exchange, trade, and a cooperative world community possible.  <b>Essential Questions:</b> <ul style="list-style-type: none"><li>● How is the Earth continually changing?</li><li>● What shapes the Earth's landscapes and environments?</li><li>● What concepts help us to understand the world’s people?</li><li>● What is the importance of understanding cultural diversity?</li><li>● How and why are populations studied around the world?</li><li>● How are countries increasingly linked to each other through culture, trade, and travel?</li></ul>		
<b>Unit Objectives:</b> Students will be able to: <ul style="list-style-type: none"><li>● Explain how and why the Earth’s seasons change and the impact of this change in different regions of the world</li><li>● Describe Earth’s common physical features, including both land and water features and how they affect where people live</li><li>● Locate and describe the world’s major climate regions</li><li>● Identify and summarize the Eight Elements of Culture and how they are used to study the world’s people</li><li>● Investigate how resources and technology influence economic development and quality of life around the world</li><li>● Explain how improvements in transportation, communication and technology promotes globalization</li></ul>		
<b>Focus Standards Addressed in this Unit:</b> <ul style="list-style-type: none"><li>● 7.1 A, B - Basic Geography Literacy: geographic tools and locations of places and regions</li></ul>		

- 7.2 A, B – Physical Characteristics of Places and Regions: physical characteristics and physical processes
- 7.3 A – Human Characteristics of Places and Regions
- 7.4. A, B – Interactions Between People and the Environment
- 6.4.7.D – Explain how transportation, communication networks, and technology contribute to economic interdependence
- 5.4.7.A – Identify how countries have varying interests

**Important Standards Addressed in this Unit:**

- CC.8.5.6-8.D – Determine the meaning of words and phrases as they are used in a text
- CC.8.5.6-8.G – Integrate visual information with other information in print and digital texts
- CC.8.6.6-8.B – Write informative/explanatory texts
- CC.8.6.6-8.H – Draw evidence from informational texts to support analysis reflection, and research
- 5.4.7.B – Describe how countries coexist in the world community.
- 5.4.7.D – Identify mass media sources and how they report world events
- 6.4.7.A – Explain why people specialize in the production of goods and services and divide labor
- 6.4.7.B – Analyze how changes in trade affect standards of living.
- 6.4.7.C – Explain how multinational corporations and other non-government organizations contribute to economic interdependence
- 6.5.7.A – Describe how people are compensated for their production of goods and services

**Misconceptions:**

- Students use the terms ‘weather’ and ‘climate’ interchangeably because they do not understand the precise meaning of each.
- That the world has an endless supply of water and resources.
- Students often believe that culture is based on nationality.
- Not all societies practice their culture in the same way.

**Concepts/Content:**

- Earth and the Sun’s energy: rotation, revolution, and tilt
- Water on Earth: freshwater vs. saltwater, surface vs. groundwater, water and people
- Landforms and physical features

**Competencies/Skills:**

- Identify different types of landforms and water features
- Identify the characteristics in terms of temperature, precipitation and vegetation for each of the world’s twelve climate regions

**Description of Activities:**

- Current event articles
- Vocabulary activities
- Climate map and multimedia presentations
- Guided reading activities and graphic organizers for note-taking
- The Eight Elements of Culture project

<ul style="list-style-type: none"> <li>● Weather and climate</li> <li>● World Climate regions</li> <li>● Natural resources: renewable vs. nonrenewable</li> <li>● Culture (the Eight Elements of Culture)</li> <li>● Population patterns, where people live, population changes</li> <li>● Global connections</li> </ul>	<ul style="list-style-type: none"> <li>● Calculate population density to see where the world's population is concentrated</li> <li>● Calculate population growth by analyzing a region's birth rate vs. death rate</li> <li>● Define the Eight Elements of Culture and show how these help to study cultures and regions of the world</li> </ul>	<ul style="list-style-type: none"> <li>● Population patterns and density map activities</li> </ul>
<p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Study guide</li> <li>● Guided reading activities</li> <li>● Section quizzes</li> <li>● Class discussions</li> <li>● Teacher observation</li> </ul> <p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Chapter tests</li> <li>● World map test</li> <li>● Multimedia projects for climate regions and culture</li> </ul>		
<p><b>Interdisciplinary Connections:</b></p> <ul style="list-style-type: none"> <li>● Reading non-fiction text</li> <li>● Physical Science connection with the study of physical geography</li> <li>● Using digital learning tools (Google Suite, Google Classroom)</li> <li>● Creating multimedia presentations</li> <li>● Using math skills to determine population density and population growth</li> </ul>	<p><b>Additional Resources:</b></p> <ul style="list-style-type: none"> <li>● District approved textbook</li> <li>● Digital maps and resources</li> <li>● Teacher created resources</li> <li>● Additional supplemental materials</li> <li>● CIA.gov - World Factbook</li> </ul>	

<b>Subject:</b> World Geography	<b>Grade:</b> 7	<b>Suggested Timeline:</b> 6 weeks
<b>Unit Title:</b> Mexico, Central America and the Caribbean		
<b>Unit Overview/Essential Understanding:</b> In this regional unit, students will examine the countries of Mexico, Central America and the large islands of the Caribbean. Students will be asked to recognize the physical features, characteristics, and human geography of the region. Each nation and/or region will be examined with consideration to the Five Themes of Geography and the Eight Elements of Culture.		
<b>Essential Questions:</b>		
<ul style="list-style-type: none"> <li>● What are the major physical, cultural, and economic features of Mexico, Central America and the large islands of the Caribbean?</li> <li>● How has this region been shaped by geography and history?</li> <li>● What challenges have the countries of the region faced since gaining their independence?</li> </ul>		
<b>Unit Objectives:</b>		
Students will be able to: <ul style="list-style-type: none"> <li>● Name the major physical features of Mexico, Central America and the Caribbean Islands</li> <li>● Describe the climates and resources found in Mexico, Central America and the Caribbean Islands</li> <li>● Summarize the history and culture of Mexico, Central America and the Caribbean Islands</li> <li>● Describe the governments and economies of Mexico, Central America and the Caribbean Islands</li> <li>● Identify issues affecting these nations today</li> </ul>		
<b>Focus Standards Addressed in this Unit:</b>		
<ul style="list-style-type: none"> <li>● 7.1 A, B - Basic Geography Literacy: geographic tools and locations of places and regions</li> <li>● 7.2 A, B - Physical Characteristics of Places and Regions: physical characteristics and physical processes</li> <li>● 7.3 A - Human Characteristics of Places and Regions</li> <li>● 7.4. A, B - Interactions Between People and the Environment: impact of physical systems and people, and impact of people on physical systems</li> <li>● 8.4.7 A, B, C, D - World History: contributions of individuals and groups, historical documents artifacts and sites, impact on continuity and change, conflict and cooperation</li> </ul>		

**Important Standards Addressed in this Unit:**

- CC.8.5.6-8.D - Determine the meaning of words and phrases as they are used in a text
- CC.8.5.6-8.G - Integrate visual information
- CC.8.6.6-8.B - Write informative/explanatory texts, including the narration of historical events
- CC.8.6.6-8.H - Draw evidence from informational texts to support analysis reflection, and research
- 6.1.7.A - Explain how limited resources and unlimited wants cause scarcity
- 6.1.7.B - Compare decisions made because of limited resources and unlimited wants
- 6.1.7.C - Define opportunity cost and describe the opportunity cost of personal choice
- 6.1.7.D - Explain how positive and negative incentives affect behavior
- 6.2.7.A - Describe the interaction of consumers and producers of goods and services in the state and national economy
- 6.2.7.D - Explain the effects that changes in price have on buyers and sellers
- 6.2.7.G - Examine how various economic systems address the three basic questions
- 6.4.7.B - Analyze how changes in trade affect standards of living
- 6.4.7.D - Explain how transportation, communication networks, and technology contribute to economic interdependence
- 5.4.7.A - Identify how countries have varying interests
- 5.4.7.B - Describe how countries coexist in the world community

**Misconceptions:**

- Students often think that Mexico, Central America and the Caribbean are part of the South American continent, not North America.
- That the early Mesoamerican civilizations were not advanced enough to create calendars, forms of writing, and advances in irrigation and agriculture that are still used today, as well as mathematics and astronomy.

**Concepts/Content:**

- Regional Atlas and map skills for Mexico, Central America and the Caribbean
- Physical Geography (landforms, climate and resources) of Mexico, Central America and the Caribbean

**Competencies/Skills:**

- Locate Mexico, the countries of Central America and the large islands of the Caribbean and their capitals
- Name and locate the major physical features in the region, describe how these features affect life in the region

**Description of Activities:**

- Current event articles
- Vocabulary activities
- Multimedia presentations and projects
- Guided reading activities and graphic organizers for note-taking
- Olmec, Toltec, Maya and Aztec project
- Timeline activities for European colonization, colonial times and independence

<ul style="list-style-type: none"> <li>● History and Cultures of Mexico, Central America and the Caribbean</li> <li>● Mexico, Central America and the Caribbean Today</li> </ul>	<ul style="list-style-type: none"> <li>● Identify the climates, resources, governments and economies in the region</li> <li>● Apply the Eight Elements of Culture to describe the cultural aspects of the regions</li> <li>● Compare and contrast the cultural elements in the region</li> <li>● Identify some of the current issues and challenges facing the region today</li> </ul>	
<p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Study guide</li> <li>● Guided reading activities</li> <li>● Section quizzes</li> <li>● Class discussions</li> <li>● Teacher observation</li> </ul> <p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Chapter tests</li> <li>● Olmec, Toltec, Maya and Aztec project</li> <li>● Multimedia projects for the elements of culture and life</li> <li>● Map test</li> </ul>		
<p><b>Interdisciplinary Connections:</b></p> <ul style="list-style-type: none"> <li>● Reading non-fiction text</li> <li>● Using digital learning tools (Google Suite, Google Classroom)</li> <li>● Creating multimedia presentations</li> <li>● Using math skills to learn Mayan math calculations</li> <li>● Write informative/explanatory texts</li> </ul>	<p><b>Additional Resources:</b></p> <ul style="list-style-type: none"> <li>● District approved textbook</li> <li>● Digital maps and resources</li> <li>● Teacher created resources</li> <li>● Additional supplemental materials</li> <li>● CIA.gov - World Factbook</li> </ul>	



<b>Subject:</b> World Geography	<b>Grade:</b> 7	<b>Suggested Timeline:</b> 6 weeks
<b>Unit Title:</b> South America		
<b>Unit Overview/Essential Understanding:</b> In this regional unit, students will examine the countries of South America. Students will be asked to recognize the physical features, characteristics, and human geography of the region. Each nation and/or region will be examined with consideration to the Five Themes of Geography and the Eight Elements of Culture.		
<b>Essential Questions:</b> <ul style="list-style-type: none"><li>• What are the major physical, cultural, and economic features of the countries of South America?</li><li>• How has this region been shaped by geography and history?</li><li>• What challenges have the countries of the region faced since gaining their independence?</li></ul>		
<b>Unit Objectives:</b> Students will be able to: <ul style="list-style-type: none"><li>• Name the major physical features of South America</li><li>• Describe the climates and resources found in South America</li><li>• Summarize the history and culture of South America</li><li>• Describe the governments and economies of South America</li><li>• Identify issues affecting these nations today</li></ul>		
<b>Focus Standards Addressed in this Unit:</b> <ul style="list-style-type: none"><li>• 7.1 A, B - Basic Geography Literacy: geographic tools and locations of places and regions</li><li>• 7.2 A, B - Physical Characteristics of Places and Regions: physical characteristics and physical processes</li><li>• 7.3 A - Human Characteristics of Places and Regions</li><li>• 7.4. A, B - Interactions Between People and the Environment: impact of physical systems and people, and impact of people on physical systems</li><li>• 8.4.7 A, B, C, D - World History: contributions of individuals and groups, historical documents artifacts and sites, impact on continuity and change, conflict and cooperation</li></ul>		

**Important Standards Addressed in this Unit:**

- CC.8.5.6-8.D - Determine the meaning of words and phrases as they are used in a text
- CC.8.5.6-8.G - Integrate visual information
- CC.8.6.6-8.B - Write informative/explanatory texts, including the narration of historical events
- CC.8.6.6-8.H - Draw evidence from informational texts to support analysis reflection, and research
- 6.1.7.A - Explain how limited resources and unlimited wants cause scarcity
- 6.1.7.B - Compare decisions made because of limited resources and unlimited wants
- 6.1.7.C - Define opportunity cost and describe the opportunity cost of personal choice
- 6.1.7.D - Explain how positive and negative incentives affect behavior
- 6.2.7.A - Describe the interaction of consumers and producers of goods and services in the state and national economy
- 6.2.7.D - Explain the effects that changes in price have on buyers and sellers
- 6.2.7.G - Examine how various economic systems address the three basic questions
- 6.4.7.B - Analyze how changes in trade affect standards of living
- 6.4.7.D - Explain how transportation, communication networks, and technology contribute to economic interdependence
- 5.4.7.A - Identify how countries have varying interests
- 5.4.7.B - Describe how countries coexist in the world community

**Misconceptions:**

- Because South America is part of the region Latin America, many students think that the main language in the area is Latin, not Spanish and Portuguese.
- Often students believe that all areas of South America are hot and tropical because it is so far south. While the countries on the Equator and in the tropics are warm, there are countries such as Argentina and Chile that can be as cold as Boston or Detroit.
- Some students think there cannot be snow at the Equator or in the tropics but find out that the snow covers many peaks of the Andes in this region due to the high altitude.

**Concepts/Content:**

- Regional Atlas and map skills South America
- Physical Geography (landforms, climate and resources) of South America
- History and Cultures of South America

**Competencies/Skills:**

- Locate the countries of South America and their capitals
- Name and locate the major physical features in the region, describe how these features affect life in the region

**Description of Activities:**

- Current event articles
- Vocabulary activities
- Multimedia presentations and projects
- Guided reading activities and graphic organizers for note-taking
- Inca project

<ul style="list-style-type: none"> <li>● South America Today</li> </ul>	<ul style="list-style-type: none"> <li>● Identify the climates, resources, governments and economies in the region</li> <li>● Apply the Eight Elements of Culture to describe the cultural aspects of the regions</li> <li>● Compare and contrast the cultural elements in the region</li> <li>● Identify some of the current issues and challenges facing the region today</li> </ul>	<ul style="list-style-type: none"> <li>● Timeline activities for European colonization, colonial times and independence</li> </ul>
<p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Study guide</li> <li>● Guided reading activities</li> <li>● Section quizzes</li> <li>● Class discussions</li> <li>● Teacher observation</li> </ul> <p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Chapter tests</li> <li>● Inca Project</li> <li>● Multimedia projects for the elements of culture and life</li> <li>● Map test</li> </ul>		
<p><b>Interdisciplinary Connections:</b></p> <ul style="list-style-type: none"> <li>● Reading non-fiction text</li> <li>● Using digital learning tools (Google Suite, Google Classroom)</li> <li>● Creating multimedia presentations</li> <li>● Write informative/explanatory texts</li> </ul>	<p><b>Additional Resources:</b></p> <ul style="list-style-type: none"> <li>● District approved textbook</li> <li>● Digital maps and resources</li> <li>● Teacher created resources</li> <li>● Additional supplemental materials</li> <li>● CIA.gov - World Factbook</li> </ul>	

<b>Subject:</b> World Geography	<b>Grade:</b> 7	<b>Suggested Timeline:</b> 8.5 weeks
<b>Unit Title:</b> Southwest Asia and North Africa		
<b>Unit Overview/Essential Understanding:</b> In this regional unit, students will examine the countries of Southwest Asia and North Africa. Students will be asked to recognize the physical features, characteristics, and human geography of the region. Each nation and/or region will be examined with consideration to the Five Themes of Geography and the Eight Elements of Culture.		
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>● What are the major physical, cultural, and economic features of the countries of Southwest Asia and North Africa?</li> <li>● How has this region been shaped by geography and history?</li> <li>● How did civilizations develop in Southwest Asia and North Africa?</li> <li>● How have resources and migration shaped culture in Southwest Asia and North Africa?</li> <li>● What forces have affected the development of modern countries in the region?</li> <li>● How has religion shaped the development of the nations in this region?</li> </ul>		
<b>Unit Objectives:</b> Students will be able to: <ul style="list-style-type: none"> <li>● Name the major physical features of Southwest Asia and North Africa</li> <li>● Describe the climates and resources found in Southwest Asia and North Africa</li> <li>● Summarize the history and culture of Southwest Asia and North Africa</li> <li>● Describe the governments and economies of Southwest Asia and North Africa</li> <li>● Identify issues affecting these nations today</li> </ul>		
<b>Focus Standards Addressed in this Unit:</b> <ul style="list-style-type: none"> <li>● 7.1 A, B - Basic Geography Literacy: geographic tools and locations of places and regions</li> <li>● 7.2 A, B - Physical Characteristics of Places and Regions: physical characteristics and physical processes</li> <li>● 7.3 A - Human Characteristics of Places and Regions</li> </ul>		

- 7.4. A, B – Interactions Between People and the Environment: impact of physical systems and people, and impact of people on physical systems
- 8.4.7 A, B, C, D, - World History: contributions of individuals and groups, historical documents artifacts and sites, impact on continuity and change, conflict and cooperation

**Important Standards Addressed in this Unit:**

- CC.8.5.6-8.D - Determine the meaning of words and phrases as they are used in a text
- CC.8.5.6-8.G - Integrate visual information
- CC.8.6.6-8.B - Write informative/explanatory texts, including the narration of historical events
- CC.8.6.6-8.H - Draw evidence from informational texts to support analysis reflection, and research
- 8.4.7 A, B, C, D - World History: contributions of individuals and groups, historical documents artifacts and sites, impact on continuity and change, conflict and cooperation
- 6.1.7.A - Explain how limited resources and unlimited wants cause scarcity
- 6.1.7.B - Compare decisions made because of limited resources and unlimited wants
- 6.1.7.C - Define opportunity cost and describe the opportunity cost of personal choice
- 6.1.7.D - Explain how positive and negative incentives affect behavior
- 6.2.7.A - Describe the interaction of consumers and producers of goods and services in the state and national economy
- 6.2.7.D - Explain the effects that changes in price have on buyers and sellers
- 6.2.7.G - Examine how various economic systems address the three basic questions
- 6.4.7.B - Analyze how changes in trade affect standards of living
- 6.4.7.D - Explain how transportation, communication networks, and technology contribute to economic interdependence
- 5.4.7.A - Identify how countries have varying interests
- 5.4.7.B - Describe how countries coexist in the world community

**Misconceptions:**

- Students often think that there is nothing but oil and desert in this region. However, the geography of the Middle East is diverse and includes everything from fertile river deltas and forests, to mountain ranges and arid plateaus. Some countries in the Middle East are oil rich, while others have little or no oil reserves.
- It is a common misconception that everyone living in Southwest Asia speaks Arabic and are Muslim. However, there are many different languages and dialects spoken in the area. These include Persian, Turkish, Kurdish, English, and Hebrew. In addition to Islam, there is a large Jewish population in Israel, and significant Christian and small Jewish communities throughout the region.

<p><b>Concepts/Content:</b></p> <ul style="list-style-type: none"> <li>● Regional Atlas and map skills Southwest Asia and North Africa</li> <li>● Physical Geography (landforms, climate and resources) of Southwest Asia and North Africa</li> <li>● History and Cultures of Southwest Asia and North Africa</li> <li>● Southwest Asia and North Africa Today</li> <li>● Christianity, Islam and Judaism</li> <li>● Importance of Jerusalem to Christianity, Islam and Judaism</li> <li>● Israeli-Palestinian conflict</li> </ul>	<p><b>Competencies/Skills:</b></p> <ul style="list-style-type: none"> <li>● Locate the countries of Southwest Asia and North Africa and their capitals</li> <li>● Name and locate the major physical features in the region, describe how these features affect life in the region</li> <li>● Identify the climates, resources, governments and economies in the region</li> <li>● Apply the Eight Elements of Culture to describe the cultural aspects of the regions</li> <li>● Compare and contrast the cultural elements in the region</li> <li>● Identify some of the current issues and challenges facing the region today</li> <li>● Compare and contrast the tenets of Judaism, Christianity, and Islam</li> </ul>	<p><b>Description of Activities:</b></p> <ul style="list-style-type: none"> <li>● Current event articles</li> <li>● Vocabulary activities</li> <li>● Multimedia presentations and projects</li> <li>● Guided reading activities and graphic organizers for note-taking</li> <li>● Israeli-Palestinian conflict timeline activity</li> <li>● Compare and contrast Christianity, Islam and Judaism</li> </ul>
<p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Study guide</li> <li>● Guided reading activities</li> <li>● Section quizzes</li> <li>● Class discussions</li> <li>● Teacher observation</li> </ul> <p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Chapter tests</li> </ul>		

- Map test
- Multimedia projects for the elements of culture and life

**Interdisciplinary Connections:**

- Reading non-fiction text
- Using digital learning tools (Google Suite, Google Classroom)
- Creating multimedia presentations
- Cross-curricular ELA book study - Memoir
- Write informative/explanatory texts

**Additional Resources:**

- District approved textbook
- Digital maps and resources
- Teacher created resources
- Additional supplemental materials
- CIA.gov - World Factbook



<b>Subject:</b> World Geography	<b>Grade:</b> 7	<b>Suggested Timeline:</b> 8.5 weeks
<b>Unit Title:</b> Sub-Saharan Africa		
<b>Unit Overview/Essential Understanding:</b> In this regional unit, students will examine the countries of Sub-Saharan Africa. Students will be asked to recognize the physical features, characteristics, and human geography of the region. Each nation and/or region will be examined with consideration to the Five Themes of Geography and the Eight Elements of Culture.  <b>Essential Questions:</b> <ul style="list-style-type: none"><li>● How has the varied geography of Sub-Saharan Africa affected people's lives?</li><li>● How did trade networks and migration influence the development of African Civilizations?</li><li>● What historical and geographic factors have influenced the cultures of Sub-Saharan Africa?</li><li>● How have conflict and government instability slowed economic development in Sub-Saharan Africa?</li></ul>		
<b>Unit Objectives:</b> Students will be able to: <ul style="list-style-type: none"><li>● Name the major physical features of Sub-Saharan Africa</li><li>● Describe the climates and resources found in Sub-Saharan Africa</li><li>● Summarize the history and culture of Sub-Saharan Africa</li><li>● Describe the governments and economies of Sub-Saharan Africa</li><li>● Identify issues affecting these nations today</li></ul>		
<b>Focus Standards Addressed in this Unit:</b> <ul style="list-style-type: none"><li>● 7.1 A, B - Basic Geography Literacy: geographic tools and locations of places and regions</li><li>● 7.2 A, B - Physical Characteristics of Places and Regions: physical characteristics and physical processes</li><li>● 7.3 A - Human Characteristics of Places and Regions</li><li>● 7.4. A, B - Interactions Between People and the Environment: impact of physical systems and people, and impact of people on physical systems</li><li>● 8.4.7 A, B, C, D, - World History: contributions of individuals and groups, historical documents artifacts and sites, impact on continuity and change, conflict and cooperation</li></ul>		

**Important Standards Addressed in this Unit:**

- CC.8.5.6-8.D - Determine the meaning of words and phrases as they are used in a text
- CC.8.5.6-8.G - Integrate visual information
- CC.8.6.6-8.B - Write informative/explanatory texts, including the narration of historical events
- CC.8.6.6-8.H - Draw evidence from informational texts to support analysis reflection, and research
- 6.1.7.A - Explain how limited resources and unlimited wants cause scarcity
- 6.1.7.B - Compare decisions made because of limited resources and unlimited wants
- 6.1.7.C - Define opportunity cost and describe the opportunity cost of personal choice
- 6.1.7.D - Explain how positive and negative incentives affect behavior
- 6.2.7.A - Describe the interaction of consumers and producers of goods and services in the state and national economy
- 6.2.7.D - Explain the effects that changes in price have on buyers and sellers
- 6.2.7.G - Examine how various economic systems address the three basic questions
- 6.4.7.B - Analyze how changes in trade affect standards of living
- 6.4.7.D - Explain how transportation, communication networks, and technology contribute to economic interdependence
- 5.4.7.A - Identify how countries have varying interests
- 5.4.7.B - Describe how countries coexist in the world community

**Misconceptions:**

- One of the most common misconceptions is that Africa is one large country. Africa is a continent made up of 54 countries, with each country different from the other.
- It is a common misbelief that Africans share a single culture because they are Africans. However, Africa is so rich in diverse culture that no country throughout the continent is governed by the same culture.
- Africa is not a vast stretch of desert as many students believe. Though it is home to the Sahara Desert, it only covers a third of the continent, other parts of the continent are made up of rain forests, fertile lands used for farming, tropical savannas and the Great Rift Valley with many lakes.

**Concepts/Content:**

- Regional Atlas and map skills  
Sub-Saharan Africa
- Physical Geography (landforms, climate and resources) of Sub-Saharan Africa

**Competencies/Skills:**

- Locate the countries of Southwest Asia and North Africa and their capitals
- Name and locate the major physical features in the region,

**Description of Activities:**

- Current event articles
- Vocabulary activities
- Multimedia presentations and projects
- Guided reading activities and graphic organizers for note-taking

<ul style="list-style-type: none"> <li>● History and Cultures of Sub-Saharan Africa</li> <li>● Sub-Saharan Africa Today</li> </ul>	<p>describe how these features affect life in the region</p> <ul style="list-style-type: none"> <li>● Identify the climates, resources, governments and economies in the region</li> <li>● Apply the Eight Elements of Culture to describe the cultural aspects of the regions</li> <li>● Compare and contrast the cultural elements in the region</li> <li>● Identify some of the current issues and challenges facing the region today</li> </ul>	<ul style="list-style-type: none"> <li>● Amazing Race Across Africa project - student create a Google Map pinning and describing important physical features in their selected region and a Google Drawing of a travel brochure</li> </ul>
<p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Study guide</li> <li>● Guided reading activities</li> <li>● Section quizzes</li> <li>● Class discussions</li> <li>● Teacher observation</li> </ul> <p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Chapter tests</li> <li>● Map test</li> <li>● Multimedia projects for the elements of culture and life</li> <li>● Amazing Race Across Africa</li> </ul>		
<p><b>Interdisciplinary Connections:</b></p> <ul style="list-style-type: none"> <li>● Reading non-fiction text</li> <li>● Using digital learning tools (Google Suite, Google Classroom)</li> <li>● Creating multimedia presentations</li> </ul>	<p><b>Additional Resources:</b></p> <ul style="list-style-type: none"> <li>● District approved textbook</li> <li>● Digital maps and resources</li> <li>● Teacher created resources</li> </ul>	

- Write informative/explanatory texts

- Additional supplemental materials
- CIA.gov - World Factbook