

# POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

<b>COURSE: World Geography</b>	<b>GRADE(S): 7</b>
<b>UNIT 1: Foundations of Geography</b>	<b>TIMEFRAME: 5 Weeks</b>

## PA CORE STANDARDS:

### Geography:

#### 7.1 BASIC GEOGRAPHIC LITERACY

**7.1.7.A.** Explain how common geographic tools are used to organize and interpret information about people, places, and environment.

**7.1.7.B.** Explain and locate places and regions as defined by physical and human features.

#### 7.2 PHYSICAL CHARACTERISTICS OF PLACES AND REGIONS

**7.2.7.A.** Explain the characteristics of places and regions.

**7.2.7.B.** Describe the physical processes that shape patterns on Earth's surface.

#### 7.3 HUMAN CHARACTERISTICS OF PLACES AND REGIONS

**7.3.7.A.** Describe the human characteristics of places and regions using the following criteria: Population, Culture, Settlement, Economic activities, Political activities

#### 7.4 INTERACTIONS BETWEEN PEOPLE AND THE ENVIRONMENT

**7.4.7.A.** Describe and explain the effects of the physical systems on people within regions.

**7.4.7.B.** Describe and explain the effects of people on the physical systems within regions.

## NCSS STANDARDS:

1. Culture
2. Time, Continuity and Change
3. People, Places and Environments
4. Individual Development and Identity
5. Individuals, Groups, and Institutions
6. Power, Authority, and Governance
7. Production, Distribution, and Consumption
8. Science, Technology, and Society
9. Global Connections
10. Civics Ideals and Practices

## KEY CONCEPTS

1. The five themes of Geography help make sense of where things are located and why they are there.
2. Geographers have drawn imaginary lines around Earth, dividing it into parts to help pinpoint locations.
3. Globes, photographs, computer images, and maps are all ways to show and view Earth's surface.
4. Each way of showing Earth's surface has advantages and disadvantages.

## UNIT OBJECTIVES and ESSENTIAL KNOWLEDGE

1. **Identify** ways that Geographers use the five themes of Geography, location, place, region, movement, and human environment interaction to study and understand Earth.
  - Location-
    - Absolute location describes a place's exact position on Earth in terms of longitude and latitude.
    - Relative location is the location of a place relative to another place (Stroudsburg is about 15 miles from Swiftwater).
  - Place refers to the mix of human and nonhuman features at a given location.
  - Region is an area with at least one unifying physical or human feature such as climate, landforms, population or history.
  - Movement explores how people, goods, and ideas get from one place to another.
  - Identify ways the five themes of Geography apply to specific areas of the Earth.
2. **Describe** ways Geographers use latitude and longitude to study Earth and identify exact locations of places on Earth using correct longitude and latitude coordinates.
  - Latitude is the distance north or south of the Equator. It is measured in degrees.
  - Longitude is the distance east or west of the Prime Meridian and is measured in degrees.
3. **Explain** why finding exact position of places on Earth is useful.
  - Every place has a "global address" that tells exactly where in the world it's located, just as your home has a street address. There are two numbers in a global address--a number

# POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

for *latitude* and one for *longitude*. If you know these numbers and how to use them, you can find any place in the world.

4. **Illustrate** ways or models to show and view Earth's surface.
  - Showing Earth on a flat surface always brings some distortion or loss of accuracy in the size or position of objects on a map.
  - Flat Map Projections:
    - The Equal-Area Projection is an equal-area map showing the correct size of landmasses, however, shapes are distorted.
    - The Robinson Projection shows nearly the correct size and shape of most land areas. However, even the Robison projection has distortions especially around the edges of the map.
    - The Mercator projection show correct shapes and directions but not true distances or sizes.
  - A globe is a model of Earth with the same round shape as Earth. The only difference is the scale.
  - Aerial photographs are images of Earth's surface taken from the air.
  - Satellite images are pictures of Earth's surface taken from a satellite in orbit.
  - Geographic information systems (GIS) are computer-based systems that store and use information linked to geographic locations.
5. **Define** map scale, map key and compass rose.
  - A map's scale shows how much space on the map represents a given distance on the land.
  - A map's key explains the symbols and shading on the map. The shades correspond to land elevations.
  - A compass rose is a diagram of a compass showing direction (N, E, S, W).
6. **Apply** knowledge of map scale, key, and compass rose to identify information about specific locations on Earth.
  - Maps have parts that help you read them.
  - Different maps show different things about a place but the same tools are used to understand them.
7. **Analyze** population density maps, elevation maps, political maps, physical maps, climate maps, and special purpose maps.
  - Population density maps show how many people live in different areas on Earth.
  - Elevation maps reflect the elevation of the region being depicted; this is usually done using lines, shading and color patterns. 3D models of elevation maps provide higher resolution and more accurate data, according to the U.S. Geological Survey. Another term for an elevation map is a topographic map.
  - A political map is used to show the boundaries of states, countries and counties (depending on the scale), as well as major bodies of water and major cities.
  - A physical map is to show landforms, bodies of water and other geographical features. Features shown include mountains, deserts and lowlands as well as lakes, rivers and oceans.
  - A climate map is a type of map used to provide data about the general weather conditions in particular areas around the world. The information is derived from the long-term observations of climatic factors such as precipitation, temperature, relative humidity, sunlight duration, cloud cover, wind force and direction and atmospheric pressure.
  - Special purpose maps show specific kinds of information. They can show climates, different languages, how land is used, or populations in a country. Special purpose maps show you how things are distributed or spread out.
  - A special-purpose map shows the location or distribution of human or physical features.

## SUGGESTED ACTIVITIES:

1. **Writing:** Develop and write an essay using the five themes of Geography. Describe each theme in detail and give specific examples of each theme. Apply each theme to examine a particular region or area.
2. **Read:** Use the maps in the textbook (pages 860-875) to read Latitude and Longitude to **find** specific locations on the Earth.
3. **Explain:** Use knowledge to explain why using latitude and longitude to pinpoint exact locations is essential to Geographers.
4. **Read** textbook (pages 4-15) and **answer**

## ASSESSMENTS:

- Simulations
- Informal Dialogue
- At The Bell Activities, Notebook
- Teacher-Made Tests and Quizzes
- Document Based Questions
- Product Based Assessments
- Text Dependent Analysis

# POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

<p>objective questions related to reading.</p> <ol style="list-style-type: none"><li>5. After locating examples of various types of maps, <b>describe</b> the purpose of each map. <b>Relate</b> the map to a continent or region of Earth.</li><li>6. <b>Examine</b> a world map for 5-10 minutes, next <b>Recreate</b> a map of the world including continents and oceans.</li><li>7. <b>Create</b> a map (of a fictional or real area) using all of the essential elements of a map.</li><li>8. <b>Research</b> Maps on File- Assign students a country to <b>create</b> a map of the country using the essential elements of a map.</li><li>9. <b>Identify</b> states and continents on appropriate maps. <b>Compare</b> land sizes and land features.</li></ol>	<p style="text-align: center;"><b>REMEDIATION:</b></p> <ul style="list-style-type: none"><li>• Peer Tutoring</li><li>• Small Group Instruction</li><li>• Computer Assisted Learning</li><li>• Individualized Instruction</li><li>• Chunking of Information</li></ul> <p style="text-align: center;"><b>ENRICHMENT:</b></p> <ul style="list-style-type: none"><li>• Research Opportunities</li><li>• Class Presentation</li><li>• Independent Investigation</li><li>• Case Study</li></ul>
--	---

<p style="text-align: center;"><b>RESOURCES:</b></p> <ol style="list-style-type: none"><li>1. My World Geography Textbook</li><li>2. USGS.gov (<a href="https://www.usgs.gov/products/maps">https://www.usgs.gov/products/maps</a>)</li><li>3. Google Earth</li><li>4. My Flashcard Maker: World Geography</li><li>5. USGS Topographical Maps</li><li>6. Maps on File</li><li>7. Chromebooks/computers</li><li>8. Sheppard's Software (<a href="http://www.sheppardsoftware.com">http://www.sheppardsoftware.com</a>)</li><li>9. Kahoot (<a href="https://kahoot.it/#/">https://kahoot.it/#/</a>)</li><li>10. Discovery Education (<a href="http://www.discoveryeducation.com">http://www.discoveryeducation.com</a>)</li></ol>
---

# POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

<b>COURSE: World Geography</b>	<b>GRADE(S): 7</b>
<b>UNIT 2: Physical Geography</b>	<b>TIMEFRAME: 5 Weeks</b>

## PA CORE STANDARDS:

### Geography:

#### 7.1 BASIC GEOGRAPHIC LITERACY

**7.1.7.A.** Explain how common geographic tools are used to organize and interpret information about people, places, and environment.

**7.1.7.B.** Explain and locate places and regions as defined by physical and human features.

#### 7.2 PHYSICAL CHARACTERISTICS OF PLACES AND REGIONS

**7.2.7.A.** Explain the characteristics of places and regions.

**7.2.7.B.** Describe the physical processes that shape patterns on Earth's surface.

#### 7.3 HUMAN CHARACTERISTICS OF PLACES AND REGIONS

**7.3.7.A.** Describe the human characteristics of places and regions using the following criteria: Population, Culture, Settlement, Economic activities, Political activities

#### 7.4 INTERACTIONS BETWEEN PEOPLE AND THE ENVIRONMENT

**7.4.7.A.** Describe and explain the effects of the physical systems on people within regions.

**7.4.7.B.** Describe and explain the effects of people on the physical systems within regions.

## NCSS STANDARDS:

1. Culture
2. Time, Continuity and Change
3. People, Places and Environments
4. Individual Development and Identity
5. Individuals, Groups, and Institutions
6. Power, Authority, and Governance
7. Production, Distribution, and Consumption
8. Science, Technology, and Society
9. Global Connections
10. Civics Ideals and Practices

## KEY CONCEPTS

1. The Earth's movement around the sun causes changes in the length of daylight and seasons.
2. Time zones play an important role in the organizing time globally.
3. The core, mantle, crust and the movement of Earth's plates create and shape major landforms on Earth.
4. Water, wind, and ice create weathering and erosion and help create and shape major landforms on Earth.
5. Weather and climate shape human, animal, and plant life on Earth.
6. Earth's latitude zones influence and guide temperature patterns on Earth.
7. Temperature, precipitation, ocean currents and wind shape climate regions.
8. Climate regions on Earth influence how and where there is life.

## UNIT OBJECTIVES and ESSENTIAL KNOWLEDGE

1. **Describe** how Earth's movement around the sun causes changes in daylight and in the seasons.
  - The Earth's changing climate is caused by the tilt of the Earth's axis and its elliptical orbit around the sun.
  - Sunlight hits the surface of the planet at different angles during the planet's year-long journey, causing parts to experience different seasons as the amount of heat and light change.
  - There is no noticeable seasonal change at the equator, where sunlight amount and strength is relatively constant throughout the year.
2. **Describe** the function and role of time zones in organizing time globally.
  - Earth's spinning movement causes day and night.
  - Each rotation takes about 24 hours.
  - At any one time, it is night on the side of the Earth facing away from the sun and the opposite side is facing the sun.
  - Governments have agreed to divide the world into standard time zones, or areas sharing the same time. Times in neighboring zones are one hour apart. The Prime Meridian, in Greenwich, England is at the center of one of these zones. The time in that zone is known as Universal time.

## POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

3. **Identify** and **define** the core, mantle, crust, layers of Earth.
  - Earth is made up of different parts, above and below its surface.
  - The Earth's inner core is a huge metal ball, 2,500km wide. Made mainly of iron, the temperature of the ball is 5,000°C to 6,000°C – that's up to 6,000 times hotter than our atmosphere and scorching enough to make metal melt! The metal at the inner core stays solid because of the incredible pressure surrounding it.
  - The outer core flows around the center of the Earth, and the movement of the metals creates our planet's magnetic field.
  - The lower mantle is found between 670km and 2,890km below the surface, and is made from solid rock. The rock is hot enough to melt, but is solid because of the pressure pushing down on it.
  - This layer is up to 670km below the Earth's surface. The lower part of the upper mantle is made from both solid and melted rock (liquid), while the rock in the upper region is stiffer, because it's cooler.
  - The Earth's surface is covered by its thinnest layer, the crust. Land is made of continental crust, which is 8km to 70km thick and made mostly from a rock called granite. The layer beneath the ocean bed is made of oceanic crust, which is about 8km thick and made mainly from a rock called basalt.
4. **Explain** how plate tectonics influence and shape major landforms on Earth.
  - The surface of Earth has been in constant motion. Landmasses have shifted and moved over time. Landforms have been created and destroyed. The way Earth looks from space has changed many times because of the movement of continents.
  - Earth's rigid crust is made up of 16 enormous pieces called tectonic plates.
  - These plates vary in size and shape.
  - They also vary in the amount they move.
  - Movement of surface plates changes Earth's surface features very slowly.
  - It takes millions of years for plates to move enough to form a landform.
5. **Explain** how forces such as wind, water, and ice shape Earth's landforms.
  - Weathering is a process by which Earth's surface is worn away by forces such as wind, rain, chemicals, and the movement of ice and flowing water.
  - Wind, water and ice cause weathering and erosion to Earth's landforms and create and change the landforms on Earth.
6. **Differentiate** between weather and climate.
  - Weather is the state of the atmosphere at a given time, such as during a week, a day, or an afternoon.
  - Climate is the average weather conditions in a region or area over a longer period.
  - A useful measure for comparing climates is the average daily temperature.
7. **Identify** Earth's Climate zones (Zones of Latitude) and their temperature characteristics.
  - Climate zones are regions of Earth classified by temperature, precipitation, and distance from the Equator.
  - The climate zones are as follows: Tropical (A); Desert (B); Humid Temperate(C); Cold Temperate (D); and Polar (E).
  - High latitudes also known as Polar Zones have cold temperatures year-round.
  - Middle latitudes also known as Temperate Zones have cool to cold winters and warm to hot summers.
  - Low latitudes also known as the Tropics have hot temperatures year-round.
8. **Review** the importance of temperature, precipitation, ocean currents and wind in shaping climate regions.
  - Temperature and precipitation are the basis for classifying climate types.
  - Ocean currents can warm or cool a region's climate.
  - Global wind patterns can have an effect on temperature and especially precipitation.
9. **Apply** climate regions to places on Earth to examine how they influence life in a region.
  - The climate in a zone affects how people live and work.
  - Each climate zone has its own unique types of vegetation and animal life.

### SUGGESTED ACTIVITIES:

1. **Analyze** climate graphs from various locations around the world inspecting their differences and connecting the reasons for the differences.
2. **Create** and **analyze** various graphs based

### ASSESSMENTS:

- Simulations
- Informal Dialogue
- At The Bell Activities, Notebook
- Teacher-Made Tests and Quizzes
- Document Based Questions

# POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

<p>upon local climate data.</p> <ol style="list-style-type: none"><li>3. <b>Read</b> textbook pages 18-43 and <b>answer</b> various reading comprehension questions.</li><li>4. <b>Read</b> a time zone map to <b>demonstrate</b> an understanding of the different times on Earth.</li><li>5. <b>Create</b> a booklet illustrating and defining key terms from the unit.</li><li>6. <b>Search</b> using text and computers for different examples of landforms throughout the Earth.</li><li>7. <b>Analyze</b> those landforms and show how they influence life on Earth for the people, plants, and animals.</li><li>8. <b>Examine</b> Central Asia and the Middle East and its lack of water to study the effects of an arid and semiarid climate on people.</li><li>9. <b>Compare</b> and <b>Contrast</b> the climates of Western Europe and Canada by examining how ocean currents have influenced these areas.</li></ol>	<ul style="list-style-type: none"><li>• Product Based Assessments</li><li>• Text Dependent Analysis</li></ul> <p style="text-align: center;"><b>REMEDIATION:</b></p> <ul style="list-style-type: none"><li>• Peer Tutoring</li><li>• Small Group Instruction</li><li>• Computer Assisted Learning</li><li>• Individualized Instruction</li><li>• Chunking of Information</li></ul> <p style="text-align: center;"><b>ENRICHMENT:</b></p> <ul style="list-style-type: none"><li>• Research Opportunities</li><li>• Class Presentation</li><li>• Independent Investigation</li><li>• Case Study</li></ul>
--	---

<p><b>RESOURCES:</b></p> <ol style="list-style-type: none"><li>1. My World Geography Textbook</li><li>2. USGS.gov (<a href="https://earthquake.usgs.gov/earthquakes/map">https://earthquake.usgs.gov/earthquakes/map</a>)</li><li>3. My Flashcard Maker: World Geography</li><li>4. National Weather Service Local Climate Data <a href="http://w2.weather.gov/climate/index.php?wfo=phi">http://w2.weather.gov/climate/index.php?wfo=phi</a></li><li>5. Kahoot (<a href="https://kahoot.it/#/">https://kahoot.it/#/</a>)</li><li>6. Discovery Education (<a href="http://www.discoveryeducation.com">http://www.discoveryeducation.com</a>)</li><li>7. Chromebooks/computers</li></ol>
---

# POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

<b>COURSE: World Geography</b>	<b>GRADE(S): 7</b>
<b>UNIT 3: Environmental Geography</b>	<b>TIMEFRAME: 5 Weeks</b>

## PA CORE STANDARDS:

### Economics:

#### **6.3 FUNCTIONS OF GOVERNMENT**

**6.3.7.B.** Describe the impact of government involvement in state and national economic activities.

### Geography:

#### **7.4 INTERACTIONS BETWEEN PEOPLE AND THE ENVIRONMENT**

**7.4.7.A.** Describe and explain the effects of the physical systems on people within regions.

**7.4.7.B.** Describe and explain the effects of people on the physical systems within regions.

### World History:

#### **8.4 IMPACT OF CONTINUITY AND CHANGE (WORLD)**

**8.4.7.C.** Differentiate how continuity and change have impacted world history.

Commerce and industry

Technology

Politics and government

Physical and human geography

## NCSS STANDARDS:

1. Culture
2. Time, Continuity and Change
3. People, Places and Environments
4. Individual Development and Identity
5. Individuals, Groups, and Institutions
6. Power, Authority, and Governance
7. Production, Distribution, and Consumption
8. Science, Technology, and Society
9. Global Connections
10. Civics Ideals and Practices

## KEY CONCEPTS

9. People depend on the environment for food, water, energy, and other natural resources.
10. Some resources are replaced by Earth over time but others are not.
11. People affect the environment in many ways.
12. People try to decrease the negative effects of using resources.

## UNIT OBJECTIVES and ESSENTIAL KNOWLEDGE

1. **Recognize** the difference between renewable and nonrenewable natural resources.
  - A renewable resource is a resource that Earth or people can replace.
  - A nonrenewable resource is a resource that cannot be replaced in a relatively short period of time.
  - Soil, water, plants and animals are forms of renewable resources.
  - Fossil fuels and minerals are examples of nonrenewable resources.
  - People rely on renewable and nonrenewable sources of energy for human activity.
2. **Examine** the ways in which environment and culture affect land use.
  - All people need food, water, clothing and shelter. To meet these needs, people use materials from environment.
  - People remove many kinds of natural resources from the environment.
  - Advances in technology have allowed people to extract some resources more easily (oil, coal, lumber).

# POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

- Extracting resources can harm ecosystems and the environment.
  - People's activities can also produce pollution or waste that makes the air, soil, or water less clean.
  - In some cases governments limit land use to preserve the environment.
  - People who live in similar environments may use their land differently based on cultural practices.
3. **Analyze** the link between human activity and environmental problems.
- New technologies have affected people's ability to change the environment.
  - Engineering and manufacturing industry have increased the use of materials like metals, plastic, oil and rubber.
  - Most plastics are made from petroleum or natural gas, non-renewable resources extracted and processed using energy-intensive techniques that destroy fragile ecosystems.
  - The manufacture of plastic, as well as its destruction by incineration, pollutes air, land and water and exposes workers to toxic chemicals, including carcinogens.
  - Pollution is a spillover, which is an effect on someone or something not involved in an activity.

## SUGGESTED ACTIVITIES:

1. **Identify** resources as renewable or nonrenewable.
2. **List** uses for specific resources.
3. **Create** a video presentation focusing on either a renewable or nonrenewable resource.
4. **Write** an essay describing problems related to the depletion of natural resources.
5. **Describe** how technology has increased the production of renewable resources.
6. **Examine** how different resources are used in specific climate zones. For example, identify resources which may be needed more in a tropical zone compared to a polar zone.
7. **Research** current environmental issues and share information with classmates.
8. **Brainstorm** strategies for reducing the amount of plastic used and discarded by community members.
9. **Research** pollution regulations in specified countries. **Compare** and **contrast** regulations of foreign nations with the United States.

## ASSESSMENTS:

- Informal Dialogue
- At The Bell Activities, Notebook
- Teacher-Made Tests and Quizzes
- Document Based Questions
- Product Based Assessments
- Text Dependent Analysis

## REMEDIATION:

- Peer Tutoring
- Small Group Instruction
- Computer Assisted Learning
- Individualized Instruction
- Chunking of Information

## ENRICHMENT:

- Research Opportunities
- Class Presentation
- Independent Investigation
- Case Study

## RESOURCES:

1. My World Geography Textbook
2. World Without Oil <https://www.youtube.com/watch?v=BXUh5GUcnmQ>
3. Strange Days on Planet Earth (<http://www.pbs.org/strangedays>)
4. My Flashcard Maker: World Geography
5. National Weather Service Local Climate Data <http://w2.weather.gov/climate/index.php?wfo=phi>
6. Kahoot (<https://kahoot.it/#/>)
7. Discovery Education (<http://www.discoveryeducation.com>)
8. Chromebooks/computers



# POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

<b>COURSE: World Geography</b>	<b>GRADE(S): 7</b>
<b>UNIT 4: Economics</b>	<b>TIMEFRAME: 6 Weeks</b>

## PA CORE STANDARDS:

### Civics and Government:

#### **5.3 HOW GOVERNMENT WORKS**

**5.3.7.C.** Describe how local, state, and national governments provide services.

**5.3.7.J.** Identify various types of governments.

#### **5.4 HOW INTERNATIONAL RELATIONSHIPS FUNCTION**

**5.4.7.A.** Identify how countries have varying interests.

**5.4.7.B.** Describe how countries coexist in the world community.

### Economics:

#### **6.1 SCARCITY AND CHOICE**

**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. Describe how resources are combined to produce different goods and services.

#### **6.2 MARKETS AND ECONOMIC SYSTEMS**

**6.2.7.A.** Describe the interaction of consumers and producers of goods and services in the state and national economy.

**6.2.7.B.** Explain why and how market competition takes place.

**6.2.7.D.** Explain the effects that changes in price have on buyers and sellers.

**6.2.7.E.** Explain the causes and effects of expansion and contraction of businesses.

**6.2.7.G.** Examine how various economic systems address the three basic questions.

What to produce? How? For whom?

#### **6.3 FUNCTIONS OF GOVERNMENT**

**6.3.7.B.** Describe the impact of government involvement in state and national economic activities.

**6.3.7.C.** Explain the cost and benefits of taxation.

**6.3.7.D.** Identify how governments limit or promote international trade.

#### **6.4 ECONOMIC INTERDEPENDENCE**

**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.

**6.4.7.D.** Explain how transportation, communication networks, and technology contribute to economic interdependence.

## NCSS STANDARDS:

1. Culture
2. Time, Continuity and Change
3. People, Places and Environments
4. Individual Development and Identity
5. Individuals, Groups, and Institutions
6. Power, Authority, and Governance
7. Production, Distribution, and Consumption
8. Science, Technology, and Society
9. Global Connections
10. Civics Ideals and Practices

## KEY CONCEPTS

1. Consumers and producers make economic decision and exchange within markets, both domestic and international.
2. Different economic systems involve varying levels of government control and individual freedom.
3. National development is a measure of economic growth and the overall quality of life.
4. Producers and consumers exchange goods and services in a market.
5. Competition is a key part of the economic process.

# POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

6. Money is essential to our economic system, and it provides consumers with a convenient and accurate means of paying for goods.
7. Many people save and invest money.

## UNIT OBJECTIVES and ESSENTIAL KNOWLEDGE

1. **Describe** supply, demand, and the actions consumers and producers take to meet them.
  - Supply is the amount of a good or service supplied based on the demand for the good or service.
  - Demand is the desire for a certain good or service.
  - Demand and supply are connected to price.
  - The price at which demand equals supply is the market price.
  - Economies bring together producers and consumers.
  - Producers are people or businesses that make and sell products.
  - Consumers are people or businesses that buy or consume products.
  - Marginal cost is the cost of making one unit of a product.
  - The marginal cost for the producer sets a minimum price for the product.
2. **Analyze** the exchange of goods and services and the various issues affecting profit.
  - A Market is an organized way for producers and consumers to trade goods and services.
  - Profit is the money a company has left after subtracting the costs of doing business.
  - To make a profit, businesses try to reduce expenses and increase profits.
  - Revenue is the money earned by selling goods and services.
  - The price of resources affects revenue and profit.
3. **Examine** the different types of economic systems: traditional economies, market economies, mixed economies and command economies.
  - Economic systems describe how a society decides the ownership and distribution of its economic resources.
  - Traditional economy is an economy in which people made economic decisions based on their customs and habits. An underdeveloped economy is an economy in which communities use primitive tools and methods to harvest and hunt for food, often resulting in little economic growth. Traditional economies are often found in rural regions with high levels of subsistence farming. Countries that evolve their economies past the traditional level often develop into market economies or command economies.
  - Market Economy is an economy with individual consumers and producers who make economic decisions. A market economy is a system where the laws of supply and demand direct the production of goods and services. Supply includes natural resources, capital, and labor. Demand includes purchases by consumers, businesses, and the government.
  - Command Economy is an economy in which the central government makes all economic decisions. The government or a collective owns the land and the means of production. It does not rely on the laws of supply and demand that operate in a market economy.
  - Mixed Economy is an economy that combines elements of traditional, market and command economic systems. Most societies have mixed economies with varying levels of government economies.
4. **Determine** the factors which contribute to a country's economic development.
  - Economic resources include the goods and services a society provides and how they are produced, distributed, and used.
  - Parts of the Economy:
    - In economics, land is a factor of production that includes natural resources.
    - Another factor of production is labor, which refers to all paid workers within a system.
    - The other factor is capital, the human-made resources used to produce other goods.
    - An industry is a branch of a business (agriculture industry, service industry).
  - A country's economic development can be measured by its Gross domestic product, standard of living, education, literacy rates and life expectancies.
  - Gross domestic product (GDP) is the total dollar value of all final goods and services produced in a country during a single year.
  - The standard of living is the level at which a person, a group, or a nation lives as measured by the extent to which it meets its needs. Needs include food, shelter, clothing, education and health care.

## POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

- A country can increase its economic development by finding and using new resources, investing in capital goods, improving education and increasing worker skills and knowledge.
5. **Investigate** the workings of domestic, international and free trade.
    - Domestic trade or internal trade is the trade which takes place between the different regions of the same country (e.g., the trade between New York and California).
    - International trade is the exchange of goods and services between countries. Exports create jobs and boost economic growth. They give domestic companies more experience in producing for foreign markets. Over time, companies gain a competitive advantage in global trade. Trade also makes companies more efficient. Imports allow foreign competition to reduce prices for consumers. It also gives shoppers a wider variety of goods and services. Examples include tropical and out-of-season fruits and vegetables.
    - Free trade is a policy to eliminate discrimination against imports and exports. Buyers and sellers from different economies may voluntarily trade without a government applying tariffs, quotas, subsidies or prohibitions on goods and services. Free trade is the opposite of trade protectionism or economic isolationism.
    - A tariff is a tax on imports or exports. Tariffs are an example of trade barriers.
  6. **Examine** the principles of money management.
    - Money has three basic functions regardless of the economy in which it is used.
    - A Medium of Exchange - Exchanging money for goods and services is an everyday occurrence. The most basic function of money is a medium of exchange between individuals in an economy.
    - A Standard of Value – Prices stated in money terms provide a standard that allows consumers to compare the values of the goods and services. For instance, do you get the \$20 haircut or the \$50 haircut?
    - Store of Value – Money can be stored or saved for future use. Money serves as store of value, allowing a consumer to buy goods or services sometime in the future.
    - A budget plan is often created to show income and expenses over a period of time. A budget's income should be equal to or greater than its expenses.
    - Investing is the act of using money in hope of making a future profit. Stocks, bonds, and mutual funds are some forms of investment.
    - A stock is a share of ownership in a company.
    - A bond is a certificate issued by a company or government promising to pay back borrowed money with interest.
    - A mutual fund is a company that invests members' money in a variety of stocks, bonds, and other investments.
    - Investments offer different levels of risk and return.

### SUGGESTED ACTIVITIES:

1. **Read** textbook and summarize content.
2. **Identify** commonly purchased classroom items and identify country where they were manufactured.
3. **Create** a bar graph based on the data and highlight regions of where the products are produced on a world map. **Draw conclusions** about the information gathered.
4. **Demonstrate** specialization and competition by picking a product to have students specialize in producing and have them try to sell their product to others.
5. **Create** a flag for a country and have the students trade items to make the flag. Certain students will not be able to trade with others creating trade barriers.
6. **Examine** how trade barriers can affect real countries.
7. **Analyze** economies of countries using online culture grams to examine how different countries produce products.

### ASSESSMENTS:

- Simulations
- Informal Dialogue
- At The Bell Activities, Notebook
- Teacher-Made Tests and Quizzes
- Document Based Questions
- Product Based Assessments
- Text Dependent Analysis

### REMEDIATION:

- Peer Tutoring
- Small Group Instruction
- Computer Assisted Learning
- Individualized Instruction
- Chunking of Information

### ENRICHMENT:

- Research Opportunities
- Class Presentation
- Independent Investigation
- Case Study

# POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

- |   |  |
|---|--|
| <ol style="list-style-type: none"><li>8. <b>Utilizing</b> Culture grams have students determine if a country is a developed or developing country showing data to support their conclusion.</li><li>9. <b>Examine</b> current events related to economics.</li><li>10. <b>Compare</b> economic indicators of the United States to other nations' economics.</li></ol> |  |
|---|--|

## RESOURCES:

1. My World Geography Textbook
2. My Flashcard Maker: World Geography
3. Kahoot (<https://kahoot.it/#/>)
4. Share My Lesson. [www.sharemylesson.com](http://www.sharemylesson.com)
5. Discovery Education (<http://www.discoveryeducation.com>)
6. CultureGrams (<https://online.culturegrams.com/>)
7. Chromebooks/computers

# POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

<b>COURSE: World Geography</b>	<b>GRADE(S): 7</b>
<b>UNIT 5: Population and Migration</b>	<b>TIMEFRAME: 6 Weeks</b>

## PA CORE STANDARDS:

### Civics and Government:

#### **5.1 PRINCIPLES AND DOCUMENTS OF GOVERNMENT**

**5.1.7.C.** Explain how the principles and ideals shape local, state, and national government.

- Liberty/Freedom
- Democracy
- Justice
- Equality

#### **5.2 RIGHTS AND RESPONSIBILITIES OF CITIZENSHIP**

**5.2.7.B.** Compare the methods citizens use to resolve conflicts in society and government.

#### **5.3 HOW GOVERNMENT WORKS**

**5.3.7.C.** Describe how local, state, and national governments provide services.

**5.3.7.J.** Identify various types of governments.

#### **5.4 HOW INTERNATIONAL RELATIONSHIPS FUNCTION**

**5.4.7.A.** Identify how countries have varying interests.

**5.4.7.B.** Describe how countries coexist in the world community.

### Economics:

#### **6.1 SCARCITY AND CHOICE**

**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. Describe how resources are combined to produce different goods and services.

#### **6.2 MARKETS AND ECONOMIC SYSTEMS**

**6.2.7.A.** Describe the interaction of consumers and producers of goods and services in the state and national economy.

**6.2.7.B.** Explain why and how market competition takes place.

**6.2.7.D.** Explain the effects that changes in price have on buyers and sellers.

**6.2.7.E.** Explain the causes and effects of expansion and contraction of businesses.

**6.2.7.G.** Examine how various economic systems address the three basic questions.

➤ What to produce?

➤ How?

➤ For whom?

#### **6.3 FUNCTIONS OF GOVERNMENT**

**6.3.7.B.** Describe the impact of government involvement in state and national economic activities.

**6.3.7.C.** Explain the cost and benefits of taxation.

**6.3.7.D.** Identify how governments limit or promote international trade.

#### **6.4 ECONOMIC INTERDEPENDENCE**

**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.

**6.4.7.D.** Explain how transportation, communication networks, and technology contribute to economic interdependence.

### Geography:

#### **7.1 BASIC GEOGRAPHIC LITERACY**

**7.1.7.A.** Explain how common geographic tools are used to organize and interpret information about people, places, and environment.

**7.1.7.B.** Explain and locate places and regions as defined by physical and human features.

#### **7.2 PHYSICAL CHARACTERISTICS OF PLACES AND REGIONS**

**7.2.7.A.** Explain the characteristics of places and regions.

**7.2.7.B.** Describe the physical processes that shape patterns on Earth's surface.

#### **7.3 HUMAN CHARACTERISTICS OF PLACES AND REGIONS**

**7.3.7.A.** Describe the human characteristics of places and regions using the following criteria: Population, Culture, Settlement, Economic activities, Political activities.

#### **7.4 INTERACTIONS BETWEEN PEOPLE AND THE ENVIRONMENT**

**7.4.7.A.** Describe and explain the effects of the physical systems on people within regions.

**7.4.7.B.** Describe and explain the effects of people on the physical systems within regions.

# POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

## NCSS STANDARDS:

1. Culture
2. Time, Continuity and Change
3. People, Places and Environments
4. Individual Development and Identity
5. Individuals, Groups, and Institutions
6. Power, Authority, and Governance
7. Production, Distribution, and Consumption
8. Science, Technology, and Society
9. Global Connections
10. Civics Ideals and Practices

## KEY CONCEPTS

1. Population distribution is uneven around the world and characteristics of human populations differ over time and from region to region.
2. Population growth rates and are influenced by human, environmental, economic, and political factors.
3. Rapid growth can have positive and negative effects on humans, the environment, and the economy.
4. The causes of migration and human settlement patterns are influenced by natural and human factors.
5. There is a difference between rural and urban areas and how people live.
6. Population growth can have both short-term and long-term economic and environment effects on a place.
7. Migration takes place when people decide that their needs can be better met in different locations.

## UNIT OBJECTIVES and ESSENTIAL KNOWLEDGE

1. **Recognize** ways to measure population, including birth rate and death rate.
  - Demographers are scientists who study human populations.
  - Birthrate is the number of babies born compared to the total number of individuals in a population at a given time.
  - Death rate is the number of deaths compared to the total number of individuals in a population at a given time.
  - Population growth is found by finding the difference between the birth rate and the death rate.
  - Migration can increase or decrease population.
2. **Identify** the causes and effects of rapid population growth.
  - Rapid population growth is often caused by high birth rates.
  - Migration and lower death rates contribute to rapid population growth.
  - Rapid population growth can have a positive effect in that it requires more goods and services to be produced which can boost a country's economy.
  - Rapid population growth can have negative impacts due to shortages of food, water and housing.
  - Pollution and desertification can result from rapid population growth.
3. **Identify** patterns of population distribution and the effect on population density.
  - Population distribution is the geographic pattern of where people live on Earth.
  - Population density is the average number of people living within a square mile or a square kilometer.
  - It is important to note a country's population density is the averages for the entire country. There are more densely populated areas than a country's average indicates.
  - People try to live in places that meet their basic needs.

# POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

- Natural obstacles and harsh climate may limit where people settle.
  - Areas that have good soil, fresh water and mild climates tend to have higher population densities.
4. **Investigate** the reasons why people leave one place and settle in another.
    - Emigrate means to leave one's home to live in another place.
    - Emigration can happen within the same nation or to move from one nation to another.
    - To immigrate means to enter and live in a new country.
    - Push factors drive people from an area. Example may include war, famine, disease, lack of jobs, etc.
    - Pull factors attract people to an area. Example may include religious or political freedom, education opportunities, closeness to family members, etc.
  5. **Analyze** negative and positive effects of migration.
    - The movement of people to and from different parts of the world can affect the land, resources, culture and economy of an area. Some effects are positive while others can be harmful.
    - A positive effect of migration is cultural blending. This creates new, unique cultures and ways of life.
    - Artwork and music created in diverse urban areas provides an interesting mixture of styles and rhythms from around the world.
    - New styles of clothing and food are often introduced by migrants.
  6. **Explain** the difference between urban and rural.
    - Urban areas are densely populated and are developed with roads, houses and businesses.
    - Rural areas are sparsely populated and less developed, generally consisting of farmland and wooded areas.
    - The main reason people settle in some areas and not in others is the need for resources.

## SUGGESTED ACTIVITIES:

1. **Create** a population cartogram of various regions of the world.
2. **Calculate** population growth of countries based on data from Population Reference Bureau.
3. **Analyze** population pyramids to determine various factors which affect the countries growth.
4. **Read** textbook pages 73-82 and **answer** various reading comprehension questions.
5. **Create** an essay examining the difference between living in a rural versus an urban area giving specific examples.
6. **Utilize** the readworks.org., **read** the article *Immigration* and **answer** the text dependent analysis questions that follow.
7. **Create** a Venn diagram using push versus pull factors.
8. **Analyze** current events related to population and migration.
9. **Compare** migration numbers of emigrants entering the United States to number of emigrants entering other nations.
10. **Identify** factors leading to high rates of migration.

## ASSESSMENTS:

- Simulations
- Informal Dialogue
- At The Bell Activities, Notebook
- Teacher-Made Tests and Quizzes
- Document Based Questions
- Product Based Assessments
- Text Dependent Analysis

## REMEDATION:

- Peer Tutoring
- Small Group Instruction
- Computer Assisted Learning
- Individualized Instruction
- Chunking of Information

## ENRICHMENT:

- Research Opportunities
- Class Presentation
- Independent Investigation
- Case Study

# POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

## RESOURCES:

1. My World Geography Textbook
2. My Flashcard Maker: World Geography
3. Kahoot (<https://kahoot.it/#/>)
4. Discovery Education (<http://www.discoveryeducation.com>)
5. CultureGrams (<https://online.culturegrams.com/>)
6. Chromebooks/computers



# POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

<b>COURSE: World Geography</b>	<b>GRADE(S): 7</b>
<b>UNIT 6: Cultural Geography</b>	<b>TIMEFRAME: 6 Weeks</b>

## PA CORE STANDARDS:

### Civics and Government:

#### **5.1 PRINCIPLES AND DOCUMENTS OF GOVERNMENT**

**5.1.7.C.** Explain how the principles and ideals shape local, state, and national government.

- Liberty/Freedom
- Democracy
- Justice
- Equality

#### **5.2 RIGHTS AND RESPONSIBILITIES OF CITIZENSHIP**

**5.2.7.B.** Compare the methods citizens use to resolve conflicts in society and government.

#### **5.3 HOW GOVERNMENT WORKS**

**5.3.7.C.** Describe how local, state, and national governments provide services.

**5.3.7.J.** Identify various types of governments.

#### **5.4 HOW INTERNATIONAL RELATIONSHIPS FUNCTION**

**5.4.7.A.** Identify how countries have varying interests.

**5.4.7.B.** Describe how countries coexist in the world community.

### Economics:

#### **6.1 SCARCITY AND CHOICE**

**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. Describe how resources are combined to produce different goods and services.

#### **6.2 MARKETS AND ECONOMIC SYSTEMS**

**6.2.7.A.** Describe the interaction of consumers and producers of goods and services in the state and national economy.

**6.2.7.B.** Explain why and how market competition takes place.

**6.2.7.D.** Explain the effects that changes in price have on buyers and sellers.

**6.2.7.E.** Explain the causes and effects of expansion and contraction of businesses.

**6.2.7.G.** Examine how various economic systems address the three basic questions.

- What to produce?
- How?
- For whom?

#### **6.3 FUNCTIONS OF GOVERNMENT**

**6.3.7.B.** Describe the impact of government involvement in state and national economic activities.

**6.3.7.C.** Explain the cost and benefits of taxation.

**6.3.7.D.** Identify how governments limit or promote international trade.

#### **6.4 ECONOMIC INTERDEPENDENCE**

**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.

**6.4.7.D.** Explain how transportation, communication networks, and technology contribute to economic interdependence.

### Geography:

#### **7.1 BASIC GEOGRAPHIC LITERACY**

**7.1.7.A.** Explain how common geographic tools are used to organize and interpret information about people, places, and environment.

**7.1.7.B.** Explain and locate places and regions as defined by physical and human features.

#### **7.2 PHYSICAL CHARACTERISTICS OF PLACES AND REGIONS**

**7.2.7.A.** Explain the characteristics of places and regions.

**7.2.7.B.** Describe the physical processes that shape patterns on Earth's surface.

#### **7.3 HUMAN CHARACTERISTICS OF PLACES AND REGIONS**

**7.3.7.A.** Describe the human characteristics of places and regions using the following criteria: Population, Culture, Settlement, Economic activities, Political activities.

#### **7.4 INTERACTIONS BETWEEN PEOPLE AND THE ENVIRONMENT**

**7.4.7.A.** Describe and explain the effects of the physical systems on people within regions.

**7.4.7.B.** Describe and explain the effects of people on the physical systems within regions.

# POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

## NCSS STANDARDS:

1. Culture
2. Time, Continuity and Change
3. People, Places and Environments
4. Individual Development and Identity
5. Individuals, Groups, and Institutions
6. Power, Authority, and Governance
7. Production, Distribution, and Consumption
8. Science, Technology, and Society
9. Global Connections
10. Civics Ideals and Practices

## KEY CONCEPTS

1. Every culture has a distinctive set of cultural traits.
2. Earth has thousands of different cultures.
3. Culture is always evolving, and geography plays an important role in shaping it.
4. Language provides the basis for culture.
5. Language can unify people or keep them apart.
6. The most basic unit of any society is the family.
7. Family structures vary in different cultures.
8. Families, language, and religion play an important role in defining culture.
9. Religious beliefs have an important role in shaping cultures.
10. Technology has helped speed up the effects of cultural change.

## UNIT OBJECTIVES and ESSENTIAL KNOWLEDGE

1. **Identify** the elements that make up culture and how geography influences culture.
  - Culture is the beliefs, customs, practices, and behaviors of a nation or group of people.
  - Cultural traits are the features that make up a culture.
  - A cultural trait is an idea or way of doing things that is common in a certain culture.
  - Cultural traits include language, laws, religion, values, food, clothing, etc.
  - Common cultural traits are called norms. A norm is a behavior that is considered normal in a particular society.
  - Some cultural traits remain constant while others change over time.
  - The environment of a region can affect culture.
  - Climate is a huge factor in different cultures. If a group of people live in a cold place, they will most likely wear thicker clothes, opposed to the thin clothes worn by people in warmer places. Also, the climate affects crops that can be grown, animals living in an area, what houses look like, and so on.
  - Topography affects culture also. For example, people living near lakes will be more into trading and fishing than people living on a prairie, who will be more dependent on farming and hunting. Second, if people live on flat land they'll most likely grow crops, whereas in mountainous regions the people in the area will be more reliant on hunting. Lastly, topography affects housing; in some areas of the country, the people there build houses on stilts to avoid the marshes and flooding.
  - Raw materials affect cultures. If an area is full of trees, people are more likely to build houses out of wood, rather than stone or concrete. Depending on the raw materials in an area the jobs, food, and specialties change.
2. **Compare** families, social structure and social classes.
  - The most basic unit of any society is the family.
  - Family structures vary in different cultures, but every society has organized relationships among groups of people.
  - Common family units are the nuclear (parents and their children) and the extended family (parents, children, grandparents, aunts, etc.) and each play an important role in culture.
  - Societies and the social structures that frame them are formed to meet people's shared basic needs.

## POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

- Social structure is a pattern of organized relationships among groups of people within a society.
  - All societies have common institutions. These include government, religious, economic and educational institutions.
  - A social class is a group of people living in similar economic conditions.
3. **Describe** the role of language in culture
    - Language provides the basis for culture.
    - Language can unify people or keep them apart.
    - Language is a set of spoken sounds, written symbols or hand gestures that make communication possible.
    - Language promotes the sharing of ideas and information.
  4. **Identify** the major religions of the world.
    - Religion is a system of worship and belief, including belief about the nature of a god or gods.
    - Religious beliefs play an important role in shaping cultures.
    - The world has many different religions.
    - Judaism, Christianity, Islam, Hinduism, Buddhism are the five major world religions that influence culture.
    - All religions have prayers and rituals.
  5. **Determine** how and why cultures influence other cultures.
    - Cultures change over time and traits can spread from one culture to another.
    - Cultures spread and change as the people within them also spread out and change.
  6. **Analyze** the effects of advances in technology on culture.
    - Cultures often develop with science and technology and technological advances have greatly changed human life.
    - Technology is the mark of modern life. From transportation to engineering, entertainment, finance, warfare, communication, sports, art, medicine, every sphere of human life is influenced and shaped by the modern technologies that continually change — and in turn change us and the way we live.

### SUGGESTED ACTIVITIES:

11. **Utilize** Culturegrams to **create** skits from everyday life from various cultures around the world.
12. **Create** a travel poster to highlight the culture from a country of the world.
13. **Utilize** Culturegrams to **print** the country summary and give the students the Do's and Don'ts of the various cultures. Students **present** the Do's or Don'ts in a poster, Instagram post, or any other visual display.
14. **Create** a Time Capsule using cereal boxes, shoes boxes, etc. Have the students put in pictures of items that were popular during the school year and **write** an explanation as to why they chose the item.
15. **Create** a holiday and **develop** an essay about the holiday. The holiday should include elements of culture.
16. **Examine** common cultures in other industrialized nations and **compare** and **contrast** life in USA to the life of a child in another country.
17. **Read** textbook pages 85-100 and **answer** various comprehension questions throughout the chapter.

### ASSESSMENTS:

- Simulations
- Informal Dialogue
- At The Bell Activities, Notebook
- Teacher-Made Tests and Quizzes
- Document Based Questions
- Product Based Assessments
- Text Dependent Analysis

### REMEDIATION:

- Peer Tutoring
- Small Group Instruction
- Computer Assisted Learning
- Individualized Instruction
- Chunking of Information

### ENRICHMENT:

- Research Opportunities
- Class Presentation
- Independent Investigation
- Case Study

## POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

- |  |  |
|--|--|
| <ol style="list-style-type: none"><li>18. <b>Analyze</b> current events related to cultural geography.</li><li>19. <b>Analyze</b> positive and negative effects of technology on culture.</li><li>20. <b>Compare</b> technology availability and usage in various nations.</li></ol> |  |
|--|--|

### RESOURCES:

7. My World Geography Textbook
8. My Flashcard Maker: World Geography
9. Kahoot (<https://kahoot.it/#/>)
10. Discovery Education (<http://www.discoveryeducation.com>)
11. CultureGrams (<https://online.culturegrams.com/>)
12. Chromebooks/computers

# POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

<b>COURSE: World Geography</b>	<b>GRADE(S): 7</b>
<b>UNIT 7: Civics and Government</b>	<b>TIMEFRAME: 5 Weeks</b>

## PA CORE STANDARDS:

### Civics and Government:

#### **5.1 PRINCIPLES AND DOCUMENTS OF GOVERNMENT**

- 5.1.7.C.** Explain how the principles and ideals shape local, state, and national government.
- Liberty/Freedom
  - Democracy
  - Justice
  - Equality

#### **5.2 RIGHTS AND RESPONSIBILITIES OF CITIZENSHIP**

- 5.2.7.B.** Compare the methods citizens use to resolve conflicts in society and government.

#### **5.3 HOW GOVERNMENT WORKS**

- 5.3.7.C.** Describe how local, state, and national governments provide services.

- 5.3.7.J.** Identify various types of governments.

#### **5.4 HOW INTERNATIONAL RELATIONSHIPS FUNCTION**

- 5.4.7.A.** Identify how countries have varying interests.

- 5.4.7.B.** Describe how countries coexist in the world community.

### Economics:

#### **6.1 SCARCITY AND CHOICE**

- 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. Describe how resources are combined to produce different goods and services.

#### **6.2 MARKETS AND ECONOMIC SYSTEMS**

- 6.2.7.A.** Describe the interaction of consumers and producers of goods and services in the state and national economy.

- 6.2.7.B.** Explain why and how market competition takes place.

- 6.2.7.D.** Explain the effects that changes in price have on buyers and sellers.

- 6.2.7.E.** Explain the causes and effects of expansion and contraction of businesses.

- 6.2.7.G.** Examine how various economic systems address the three basic questions.

- What to produce?

- How?

- For whom?

#### **6.3 FUNCTIONS OF GOVERNMENT**

- 6.3.7.B.** Describe the impact of government involvement in state and national economic activities.

- 6.3.7.C.** Explain the cost and benefits of taxation.

- 6.3.7.D.** Identify how governments limit or promote international trade.

#### **6.4 ECONOMIC INTERDEPENDENCE**

- 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.

- 6.4.7.D.** Explain how transportation, communication networks, and technology contribute to economic interdependence.

### Geography:

#### **7.1 BASIC GEOGRAPHIC LITERACY**

- 7.1.7.A.** Explain how common geographic tools are used to organize and interpret information about people, places, and environment.

- 7.1.7.B.** Explain and locate places and regions as defined by physical and human features.

#### **7.2 PHYSICAL CHARACTERISTICS OF PLACES AND REGIONS**

- 7.2.7.A.** Explain the characteristics of places and regions.

- 7.2.7.B.** Describe the physical processes that shape patterns on Earth's surface.

#### **7.3 HUMAN CHARACTERISTICS OF PLACES AND REGIONS**

- 7.3.7.A.** Describe the human characteristics of places and regions using the following criteria: Population, Culture, Settlement, Economic activities, Political activities.

#### **7.4 INTERACTIONS BETWEEN PEOPLE AND THE ENVIRONMENT**

- 7.4.7.A.** Describe and explain the effects of the physical systems on people within regions.

- 7.4.7.B.** Describe and explain the effects of people on the physical systems within regions.

# POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

## NCSS STANDARDS:

1. Culture
2. Time, Continuity and Change
3. People, Places and Environments
4. Individual Development and Identity
5. Individuals, Groups, and Institutions
6. Power, Authority, and Governance
7. Production, Distribution, and Consumption
8. Science, Technology, and Society
9. Global Connections
10. Civics Ideals and Practices

## KEY CONCEPTS

1. Governments are created to keep order in a society and provide for the people's common needs.
2. A government's powers are either limited or unlimited.
3. There are different forms of governments including monarchy, democracy, oligarchy, authoritarianism, and totalitarianism.
4. Types of states have varied throughout history.
5. Political structures help governments operate in an organized way.
6. The U.S. government follows basic democratic principles.
7. Governments and international organizations cooperate for many reasons including avoiding war and improving trade.
8. Conflict can have serious effects on countries.
9. Citizens have basic rights and responsibilities.
10. Rights and responsibilities can vary widely in different countries.

## UNIT OBJECTIVES and ESSENTIAL KNOWLEDGE

1. **Identify** the origin and purposes of government.
  - A government is a group of people who have the power to and enforce laws for a country of area.
  - The basic purpose of government is keep order, to provide services, and to protect the common good or well-being of the people.
  - Governments collect taxes from individuals and businesses to pay for goods and services they provide.
  - A government's powers are either limited or unlimited.
2. **Examine** the powers and limits of governments.
  - Limited government is a government structure in which government actions are limited by law.
  - Generally, people in a limited government may gather freely to express opinions and work to change government policies.
  - Unlimited government is a government structure in which there are no effective limits of government actions.
  - In an unlimited government a ruler or a small ruling group has the power to make all decisions for a country or society.
  - The manner in which a government is structured determines the power, rights, and freedom of its citizens.
3. **Describe** the characteristics of various forms of government.
  - There are many different kinds of government; democracy, monarchy, and authoritarian.
    - Monarchy was the most common form of government until the 19th century. Monarchy is a form of government in which a single family rules from generation to generation. The power, or sovereignty, is personified in a single individual.

## POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

- Democracy is defined as a form of government in which power belongs to the people. There are two forms of democracy. One is direct democracy, in which all eligible citizens have direct participation in the decision making of the government. The second and more common form of democracy is representative democracy, in which citizens exercise their power through elected representatives.
  - Oligarchy is a form of government in which all power resides with a few people or in a dominant class or group within the society. These groups of people may be distinguished by royalty, wealth, education, or military control. Sometimes oligarchy governments are controlled by a few families who pass their power from one generation to the next.
  - Authoritarian is a form of government in which one ruler or a small group of leaders have the real power in authoritarian political systems. Authoritarian governments may hold elections and they may have contact with their citizens, but citizens do not have any voice in how they are ruled.
  - Totalitarianism is a form of government that theoretically permits no individual freedom and that seeks to subordinate all aspects of individual life to the authority of the state.
  - Political structure helps government operate in an organized kind of way.
  - Government can distribute power in 3 basic ways:
    - Unitary system- central government makes all laws for the entire country
    - Federal system- power is divided among central, regional and local governments
    - Confederal system- a group of independent states join together to give limited powers to a common government
  - The United States government follows basic democratic principles.
    - Government follows the rule of law
    - Government decides issues by majority rule
    - Majority may not take away basic rights and freedoms
    - Government must balance majority rights with minority rights
4. **Analyze** the causes and effects of international conflict and cooperation, including foreign policy and diplomacy.
- Most countries have a foreign policy, a set of goals describing how a country's government plans to interact with other countries' governments.
  - A country's foreign policy reflects its values and intentions. Geographic factors such as location, physical features, and distribution of natural resources can also influence foreign policy.
  - Governments and international organizations cooperate for many reasons, including avoiding war and improving trade.
    - Cooperation may be in the form of a treaty (a formal agreement) between two or more countries.
    - Governments can cooperate with one another to improve their economies through trade with trade agreements.
  - Conflicts related to land control, religious disagreements, political revolutions and/or conflicts between ethnic groups can have serious effects on countries.
  - Countries may cooperate or become involved in conflict when international disputes arise.
5. **Identify** the sources of citizens' rights and the responsibilities that accompany these rights.
- A citizen is a legal member of a country.
  - Citizens' right and responsibilities can come from a number of sources including constitutions, cultures, traditions, and religious laws.
  - Americans' basic rights are protected by the Bill of Rights, a part of the U.S. Constitution.
  - The Bill of Rights protects freedom of speech and religion.
  - Americans have the right to speak freely but also have the responsibility to allow others to disagree.
  - Civic participation is a public responsibility that includes voting and keeping informed about local, state, and national issues.

# POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

## SUGGESTED ACTIVITIES:

1. **Examine** and **analyze** current events related to civics and government.
2. **Read** textbook pages 88-114 and **answer** various comprehension questions throughout the unit.
3. **Utilize** [sharemylesson.com](http://sharemylesson.com) to take advantages of the free resources on civics.
4. **Create** a crossword puzzle using key terms and have students complete different crosswords to review key terms.
5. **Watch** and **discuss** United streaming videos clips on various types of governments throughout the world.
6. **Utilize** the textbook to **examine** different government types throughout the world and **compare** and **contrast** them to American democracy.

## ASSESSMENTS:

- Simulations
- Informal Dialogue
- At The Bell Activities, Notebook
- Teacher-Made Tests and Quizzes
- Document Based Questions
- Product Based Assessments
- Text Dependent Analysis

## REMEDIATION:

- Peer Tutoring
- Small Group Instruction
- Computer Assisted Learning
- Individualized Instruction
- Chunking of Information

## ENRICHMENT:

- Research Opportunities
- Class Presentation
- Independent Investigation
- Case Study

## RESOURCES:

1. My World Geography Textbook
2. My Flashcard Maker: World Geography
3. Share My Lesson. [www.sharemylesson.com](http://www.sharemylesson.com)
4. Kahoot (<https://kahoot.it/#/>)
5. Discovery Education (<http://www.discoveryeducation.com>)
6. CIA World Factbook (<https://www.cia.gov/library/publications/the-world-factbook/docs/whatsnew.html>)
7. CultureGrams (<https://online.culturegrams.com/>)
8. Chromebooks/computers