Tripoli Evangelical School

Social Studies Curriculum

Class: Grade 7IP Cycle: III

Subject: Social Studies Textbook: Introduction to Geography

Domains	Objectives		Learning Outcomes & Skills
Reading (Themes)			
I. A Geographer's World	I. The study of geography and the use	I.	Students should be able to map the
	of geographic tools help the students		Earth by using latitude and
	view the world in a new way.		longitude.
	II. Geographers have created two	II.	Students should be able to
	different but related systems for		understand map projections:
	organizing geographic studies.		Cylindrical, Conic, and Flat-Plane
	III. Geography is divided into two main		projections.
	branches: physical and human	III.	Students should be able to learn
	geography.		how to read maps: Title, Compass
			Rose, Scale, Legend, and Locator
II. Planet Earth	I. Earth movement and the sun's		map.
	energy interact to create day and	IV.	Students should be able to use
	night, temperature changes, and the		different kinds of map: Political,
	seasons.		Physical, and Special-Purpose
	II. Water is a dominant feature on		maps.
	Earth's surface and is essential for	V.	Students should be able to master
	life.		the themes of geography:
	III. Processes below and on Earth's		Location, Place, Regions,
	surface shape the planet physical		Movement, and Human-
	features.		Environment Interaction.
III. Climate, Environment, and	I. The sun, location, wind, water, and	VI.	Students should be able to master
Resources	mountains affect weather and		the six essential elements of
RESULTES			

IV.	The World's People

- climate.
- II. Earth's five major climate zones are identified by temperature, precipitation, and plant life.
- III. Plants, animals, and the environment, including soil, interact and affect one another.
- IV. Earth's natural resources have many valuable uses and their availability affects people in many ways.
- I. Culture, a group's shared practices and beliefs, differs from group to group and changes overtime.
- II. Population studies are an important part of geography.
- III. The world's countries have different governments and levels of economic development.
- IV. Fast, easy global connections have made cultural exchange, trade, and a cooperative world community possible.

- geography: The world in Spatial Terms, Places and Regions, Physical Systems, Human Systems, Environment and Society, and the Uses of Geography.
- VII. Students should be able to accomplish interdisciplinary projects, for example: map your neighborhood, diagram an ecosystem, and poster presentation.
- VIII. Students should be able to submit visual presentations of each chapter's main ideas.

 Presentations can be customized by including quick facts charts, images from the text, and video clips.
- IX. Students should be able to use a graphic organizer, create a geography puzzle, and research activities.
- X. Students should be able to locate different countries on the globe, and to discuss where each country is in relation to the equator and what the climate might be like there.
- V. Students should submit an activity at the end of each chapter to support their understanding: for example, have them research a

	building or monument in Washington, D.C. and one in ancient Greece, Egypt, and Rot How are they alike? Different? VI. Students should be able to compare and contrast between different types of geography. VII. Students should be able to: explain, make judgments, defin make inferences, recall, identif cause and effect, describe, practice, elaborate, and draw conclusions. VIII. Students should be able to link social studies' skills to history of	? ne, fy
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