

# (3740) Geography of the Eastern Hemisphere Course Overview Curriculum Document

## Course Description

How is the world interconnected? How does it change and why? This course draws on the knowledge and skills of the social studies disciplines — geography, history, political science, economics, and behavioral science—along with inquiry, as a way to help students learn about how people live in the Eastern Hemisphere. The social studies content for seventh grade helps create a foundation for studying the world as a whole. Students may have exposure throughout the year to multicultural resources including: performances, music, food, art, audiovisual experiences, guest speakers, and texts.

Credits	Prerequisites
1	None
Board Approved	Revised
June, 2005	June, 2015; June, 2022

## Required Assessments

District-wide, standards-based common summative assessments

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
<ul style="list-style-type: none"> <li>Culture Assessment (use Aborigines of Australia)</li> <li>Inquiry Assessment (e.g. Australia’s Great Barrier Reef, Edible Insects, other)</li> </ul>	<ul style="list-style-type: none"> <li>Asia Mapping Assessment</li> <li>Hmong Unit Assessment</li> <li>Economic Assessment</li> <li>India Culture Assessment</li> <li>Mount Everest Inquiry</li> </ul>	<ul style="list-style-type: none"> <li>Middle East Mapping Assessment</li> <li>Middle East Religions Assessment</li> <li>Israeli-Palestinian Conflict DBQ</li> </ul>	<ul style="list-style-type: none"> <li>Europe Mapping Assessment</li> <li>Government Assessment</li> <li>European Vacation Inquiry (Measured by common rubric)</li> </ul>	<ul style="list-style-type: none"> <li>Africa Mapping Assessment</li> <li>African Culture Assessment</li> <li>DBQ Response</li> </ul>

## Textbooks/Resources

Civics: Government and Economics in Action. Prentice Hall, 2007. ISBN: 0-13-133549-9 (optional)  
 The Framework of Your Wisconsin Government. Wisconsin Taxpayers Alliance, August 2013. Vol. 18 No. 1-Eb (e-book)  
 DBQ Project: Mini-Qs in Civics  
 CNN-10

## Course Essential Understandings

## Course Essential Questions

As a result of successfully completing this course, students will:

- have a foundation of the social studies disciplines (geography, behavioral science, economics, history, political science)
- know how geographers use tools and concepts to make sense of the world
- understand how geography has shaped the development of the eastern hemisphere

**How is the world interconnected? How does it change and why?**

## Unit Overviews

Unit Name	Unit Description	Unit Essential Question	Instructional Standards	Assessed Standards
<b>Introduction to World Geography</b>	Seventh grade is a continuation of the study of geography but will focus on the Eastern Hemisphere. This unit is designed to build a framework of geography that will be built upon in future units. Students will be exploring a variety of sources to introduce geography concepts such as: themes of geography, culture, and current events.	How do geographers describe and analyze the world for better understanding?	<b>Instructional Standards:</b> SS.Econ.3.b.m, SS.Econ.3.c.m, SS.Econ.4.a.m, SS.Geog.1.a.m, SS.Geo.1.b.m, SS.Geog.3.b.m, SS.PS.2.c.m, SS.Hist.3.b.m, AASD.SS.1, AASD.SS.5	Stating a Claim (SS.Inq3.a.m.)  Applying appropriate evidence (SS.Inq3.c.m)  Communicating learning (SS.Inq4.a.m)  Sub-Content Standard: Mapping (SS.Geog1)  Sub-Content Standard: Patterns (SS.BH2)
<b>Asia</b>	Unit two integrates the concepts developed in unit one with the background knowledge of our unique student population by focusing on topics in Asia. This includes: the refugee experience of the Hmong, culture, economic systems, and major historical events to help the students better understand the role this region plays in the world and their local connection to it. This unit will conclude with an inquiry arc examining Mount Everest.	How does Asia impact the world?	<b>Instructional Standards:</b> SS.BH.1.a.m, SS.BH.1.b.m, SS.BH.2.a.m, SS.BH.4.a.m, SS.Econ.2.a.m, SS.Econ.2.b.m, SS.Econ.2.c.m, SS.Econ.4.a.m, SS.Econ.4.c.m, SS.Econ.4.d.m, SS.Econ.5.a.m, , SS.Geog.1.a.m, SS.Geo.1.b.m, SS.Geog.1.c.m, SS.Geog.3.b.m, SS.Geog.4.a.m, SS.Geog.5.a.m, SS.PS.2.c.m, SS.Hist.1.a.m, SS.Hist.1.b.m, SS.PS.2.b.m, SS.PS.2.c.m, AASD.SS.1, AASD.SS.5	Stating a Claim (SS.Inq3.a.m.)  Applying appropriate evidence (SS.Inq3.c.m)  Communicating learning (SS.Inq4.a.m)  Sub-Content Standard: Mapping (SS.Geog1)  Sub-Content Standard: Patterns (SS.BH2)

				<p>Sub-Content Standard: History (SS.Hist2)</p> <p>Sub-Content Standard: Economics (SS.Econ4)</p>
<b>The Middle East</b>	<p>Unit three examines the history of western Asia, commonly referred to as the Middle East, and the three dominant monotheistic religions that originated from this part of the world. Students will ultimately examine the role that conflict has played in this region, specifically the Israeli-Palestinian Conflict throughout time.</p>	<p>How does the Middle East impact the world?</p>	<p><b>Instructional Standards:</b>                      SS.Hist.3.a.m, SS.Hist.3.b.m, SS.Hist.4.a.m, SS.Hist.5.c.m, SS.Hist.5.d.m, SS.PS.2.c.m, AASD.SS.1, AASD.SS.5</p>	<p>Stating a Claim (SS.Inq3.a.m.)</p> <p>Applying appropriate evidence (SS.Inq3.c.m)</p> <p>Communicating learning (SS.Inq4.a.m)</p> <p>Sub-Content Standard: Mapping (SS.Geog1)</p> <p>Sub-Content Standard: Patterns (SS.BH2)</p>
<b>Europe</b>	<p>Unit four examines the historical and political roots in Europe, and the resulting global communities. This unit will help students understand how different government systems have developed throughout history. This unit will conclude with an inquiry arc where students explore a variety of European cultures.</p>	<p>How does Europe impact the world?</p>	<p><b>Instructional Standards:</b>                      SS.BH.2.a.m, SS.Econ.2.a.m, SS.Econ.2.b.m, SS.Econ.2.c.m, SS.Econ.3.a.m, SS.Econ.4.a.m, SS.Econ.4.b.m, SS.Econ.4.c.m, SS.Geog.1.a.m, SS.Geog.1.b.m, SS.Geog.4.a.m, SS.Hist.3.a.m, SS.PS.2.b.m, SS.PS.3.a.m, SS.PS.3.c.m, SS.Hist.2.c.m, SS.Hist.1.a.m, SS.Hist.1.b.m, AASD.SS.1, AASD.SS.5</p>	<p>Stating a Claim (SS.Inq3.a.m.)</p> <p>Applying appropriate evidence (SS.Inq3.c.m)</p> <p>Communicating learning (SS.Inq4.a.m)</p> <p>Sub-Content Standard: Mapping (SS.Geog1)</p> <p>Sub-Content Standard: Patterns (SS.BH2)</p> <p>Sub-Content Standard: Political Science (SS.PS3)</p>
<b>Africa</b>	<p>Unit five explores different cultural topics in Africa. Students will examine how culture plays a role in personal and group behavior. This unit will culminate with an examination of the modern-day chocolate (cacao) industry.</p>	<p>How does Africa impact the world?</p>	<p><b>Instructional Standards:</b>                      SS.BH.2.a.m, SS.BH.3.a.m, SS.Econ.2.a.m, SS.Econ.2.b.m, SS.Econ.2.c.m, SS.Geog.1.a.m, SS.Geog.1.b.m, SS.Geog.3.a.m, SS.Geog.3.b.m, SS.Geog.5.b.m, SS.Hist.1.a.m, SS.Hist.1.b.m, AASD.SS.1, AASD.SS.5</p>	<p>Stating a Claim (SS.Inq3.a.m.)</p> <p>Applying appropriate evidence (SS.Inq3.c.m)</p> <p>Communicating learning (SS.Inq4.a.m)</p> <p>Sub-Content Standard: Mapping (SS.Geog1)</p> <p>Sub-Content Standard: Patterns (SS.BH2)</p>