

Social Studies

Geography of Mexico and of the World

7th Grade

SOC 100 Geography of Mexico and of the World

No credit

5 days per week; 1 year

Taught in English

This is required course for the 7th grade students in the Mexican/U.S. programs. In today's changing world, global awareness is an important part of learning. The aim of this course is to help students see the kaleidoscope of diverse cultures and landscapes that make up this earth. Geography is more than learning how to read maps and memorize states and capitals. It is also about the environment, places, people, and culture as well as the relationship between people and the environment. The class starts with an introduction to geography, in which students will learn the themes and essential elements of geography, the characteristics that define the earth, the climate patterns of the earth, how to study peoples and cultures of the earth and how to use various geographic tools. Students will then use the geographic skills they have learned to apply to the areas of the world we will be studying. In addition to skills to apply to areas, the students will look at the physical features of those areas (land, climate, and types of vegetation.) Each area will also be addressed in terms of its culture, which includes studies of population patterns, history and government, and cultures/lifestyles.

Textbook: Holt McDougal's World Geography ©2012, Christopher L. Slater

Prerequisite: NONE

Benchmark Code – Subject: Social Studies = SS

Strand 1 = Geographic Understandings

Strand 2 = Historical Understandings

Strand 3 = Sociological Understandings

Strand 4 = Economic Understandings

Strand 5 = Civic and Governmental Understandings

Strand 6 = Philosophic and Ethical Understandings

Strand 7 = Developmental and Psychological Understandings

Strand 8= Reading Standards for Literacy

Strand 9= Writing Standards for Literacy

Code: Subject. Grade. Strand#.Standard#.Benchmark#

Example: SS.8.2.4.3 – Social Studies, Eighth Grade, Strand 2, Standard 4, Benchmark 3

Strand 1: Geographic Understandings

Standard 1: The student understands the world in spatial terms.

Benchmark Code	Benchmark
SS.7.1.1.1	The student will identify the 5 major climate zones.
SS.7.1.1.2	The student will describe the 12 major climates.
SS.7.1.1.3	The student will discuss the factors that affect climate and weather.

Standard 2: The student understands the characteristics of places and regions.

Benchmark Code	Benchmark
SS.7.1.2.1	The student will list the themes and elements of geography.
SS.7.1.2.2	The student will give examples of physical and human geography from their community.

Standard 3: The student understands the earth's physical systems.

Benchmark Code	Benchmark
SS.7.1.3.1	The student will explain how solar energy affects their life with examples.
SS.7.1.3.2	The student will discuss the role of water such as its benefits and problems in today's world.
SS.7.1.3.3	The student will discuss how landforms are created and how they change over time.

SS.7.1.3.4	The student will explain how landforms influence people's lives.
SS.7.1.3.5	The student will describe the main differences between northern and southern Mexico in terms of physical features, climate and vegetation, and natural resources.
SS.7.1.3.6	The student will describe the physical features, climate and natural resources of the United States.
SS.7.1.3.7	The student will describe the physical features, climate, and natural resources of Canada.
SS.7.1.3.8	The student will describe the physical features, climate and vegetation, and resources of Central America and the Caribbean islands.
SS.7.1.3.9	The student will summarize the physical characteristics of the region of Caribbean South America.
SS.7.1.3.10	The student will summarize the main physical regions of Atlantic South America.
SS.7.1.3.11	The student will explain how the dominant physical feature influences the climate and resources in Pacific South America.
SS.7.1.3.12	The student will discuss the major physical features of Southern Europe and the ways in which climate and resources affect life in the region.
SS.7.1.3.13	The student will describe West-Central Europe's physical features, climate, and natural resources.
SS.7.1.3.14	The student will describe the physical features, climates, and natural resources of Northern Europe.
SS.7.1.3.15	The student will describe the physical features, vegetation, and climate of Eastern Europe.
SS.7.1.3.16	The student will discuss the role of physical features, climate, vegetation, and natural resources play in Russia and the Caucasus.
SS.7.1.3.17	The student will discuss the varied landforms found in China
SS.7.1.3.18	The student will identify the Korean Peninsula
SS.7.1.3.19	The student will identify the main physical features in Pakistan and Bangladesh
SS.7.1.3.20	The student will explain how geography has isolated the countries of Nepal and Bhutan

Strand 2: Historical Understandings

Standard 1: The student understands the influence of history in geography.

Benchmark Code	Benchmark
SS.7.2.1.1	The student will discuss how life changed for the native people of Mexico after the arrival of the Spanish.
SS.7.2.1.2	The student will explain how the United States became a nation.
SS.7.2.1.3	The student will summarize how American history influenced its diverse culture.
SS.7.2.1.4	The student will explain how Canada was influenced by British and French settlement, the building of the transcontinental railroad, immigration, and movement to cities.
SS.7.2.1.5	The student will explain how central America's native culture and colonial history have created a mixed culture, unstable governments, and uncertain economies.
SS.7.2.1.6	The student will explain how European colonization influenced the Caribbean islands' history and culture.
SS.7.2.1.7	The student will explain how Native cultures, Spanish conquest, and independence shaped Colombia's history.
SS.7.2.1.8	The student will explain how Brazil's history has influenced its culture.
SS.7.2.1.9	The student will explain how Native cultures and Spanish colonization have influenced Pacific South America's history and culture.
SS.7.2.1.10	The student will summarize the history of Scandinavia.
SS.7.2.1.11	The student will describe the changes of Poland and the Baltic Republics after the breakup of the Soviet Union.
SS.7.2.1.12	The student will describe the conflict that led to violence in the Balkan countries after the breakup of the Soviet Union.

SS.7.2.1.13	The student will discuss the history of the Russian Empire, the Soviet Union, and Russia.
SS.7.2.1.14	The student will summarize the efforts that the countries of Pacific South America are making to overcome poverty and political instability.
SS.7.2.1.15	The student will discuss the achievements of ancient Greeks and how customs influence life in Greece today.
SS.7.2.1.16	The student will discuss the three main periods in Italian history and the differences between northern and southern Italy today.
SS.7.2.1.17	The student will discuss Spain and Portugal's past, cultural similarities, and ways they differ today.
SS.7.2.1.18	The student will explain the history of the Caucasus and the similarities and differences among the three countries.
SS.7.2.1.19	The student will explain how China's history influences life today
SS.7.2.1.20	The student will describe how the past has influenced Japan
SS.7.2.1.21	The student will explain why the two Koreas are divided
SS.7.2.1.22	The student will discuss India's history

Strand 3: Sociological Understandings

Standard 1: The student understands human systems.

Benchmark Code	Benchmark
SS.7.3.1.1	The student will define culture and identify the elements that make each culture unique.
SS.7.3.1.2	The student will explain how and why culture changes over time.
SS.7.3.2.3	The student will describe each one of the four culture regions of Mexico.
SS.7.3.1.4	The student will explain why the world's population is growing rapidly.
SS.7.3.1.5	The student will explain how the availability of natural resources affects human population.
SS.7.3.1.6	The student will describe how technology has changed the world.
SS.7.3.1.7	The student will describe the cultures and people of Venezuela and the Guianas.
SS.7.3.1.9	The student will summarize the influence of immigrants and the rural way of life in the cultures of Argentina, Paraguay, and Uruguay.
SS.7.3.1.10	The student will summarize the culture, current issues and challenges of the British Isles.
SS.7.3.1.11	The student will describe the cultures of France, Belgium, the Netherlands, and Luxembourg.
SS.7.3.1.12	The student will compare and contrast the cultures in West-Central Europe.
SS.7.3.1.13	The student will compare and contrast the cultures of the 5 Scandinavian countries.
SS.7.3.1.14	The student will describe the culture of the countries of Inland Eastern Europe.
SS.7.3.1.15	The student will explain Russia's culture regions and challenges for the future.
SS.7.3.1.16	The student will contrast urban and rural life in China
SS.7.3.1.17	The student will summarize what arts is China known for
SS.7.3.1.18	The student will describe the people of Mongolia
SS.7.3.1.19	The student will summarize how religion has shaped culture in Japan
SS.7.3.1.20	The student will compare life in North and South Korea
SS.7.3.1.21	The student will discuss India's culture

Strand4: Economic Understandings

Standard 1: The student understands economic systems

Benchmark Code	Benchmark
SS.7.4.1.1	The student will explain why people trade.
SS.7.4.1.2	The student will describe how the world's economies are changing.
SS.7.4.1.3	The student will identify the different types of economic activities and systems.
SS.7.4.1.4	The student will understand the difference between developed and developing countries.
SS.7.4.1.5	The student will define interdependence and explain how it has led to globalization.
SS.7.4.1.6	The student will compare and contrast economy of the different regions in the United States.
SS.7.4.1.7	The student will describe Canada's main industries and trade partners.

SS.7.4.1.8	The student will describe how China's economy is changing
SS.7.4.1.9	The student will explain what economic activities are important in Japan
SS.7.4.1.10	The student will explain how industry and agriculture have evolved in India
SS.7.4.1.11	The student will discuss how people in Pakistan and Bangladesh earn a living
SS.7.4.1.12	The student will explain why the economies of Pakistan and Bangladesh have made slow progress
SS.7.4.1.13	The student will explain what the people of Bhutan and Nepal earn a living
SS.7.4.1.14	The student will discuss how the economy of Sri Lanka has changed

Strand 5: Civic and Governmental Understandings

Standard 1: The student understands government systems and citizenship

Benchmark Code	Benchmark
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SS.7.5.1.1	The student will identify the different types of governments.
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SS.7.5.1.2	The student will describe the rights and responsibilities of American citizens.
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Strand 8: Reading Standards for Literacy

Standard 1: The student reads closely to identify key ideas and details in informational text.

Benchmark Code	Benchmark
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SS.7.8.1.1	The student will cite specific textual evidence to support analysis of primary and secondary sources.
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SS.7.8.1.2	The student will determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. (inference, generalization, drawing conclusions, evaluating, etc.)
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SS.7.8.1.3	The student will identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
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Standard 2: The student identifies the craft and structure of an informational text.

Benchmark Code	Benchmark
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SS.7.8.2.1	The student will determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. (e.g., categorizing)
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SS.7.8.2.2	The student will describe how a text presents information (e.g., sequentially, comparatively, causally)
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SS.7.8.2.3	The student will identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts, bias)
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Standard 3: The student integrates knowledge and ideas in informational text.

Benchmark Code	Benchmark
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SS.7.8.3.1	The student will integrate visual information (e.g., in charts, graphs, photographs, videos, maps, political cartoons, outlines) with other information in print and digital texts.
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SS.7.8.3.2	The student will distinguish among fact, opinion, and reasoned judgment in a text.
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SS.7.8.3.3	The student will analyze the relationship between a primary and secondary source on the same topic.
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Standard 4: The student increases own range of reading and level of text complexity in informational text.

Benchmark Code	Benchmark
SS.7.8.4.1	The student will read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

Strand 9: Writing Standards for Literacy

Standard 1: The student writes arguments that focus on discipline-specific content.

Benchmark Code	Benchmark
SS.7.9.1.1	The student will introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
SS.7.9.1.2	The student will support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
SS.7.9.1.3	The student will use words, phrases, and clauses to create cohesion and clarify the relationships, among claim(s), counterclaims, reasons, and evidence.
SS.7.9.1.4	The student will establish and maintain a formal style.
SS.7.9.1.5	The student will provide a concluding statement or section that follows from and supports the argument presented.

Standard 2: The student writes informative/explanatory texts, including the narration of historical events, scientific procedures/experiences, or technical processes.

Benchmark Code	Benchmark
SS.7.9.2.1	The student will introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
SS.7.9.2.2	The student will develop the topic with relevant, well-chosen facts, definition, concrete details, quotations, or other information and examples.
SS.7.9.2.3	The student will use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
SS.7.9.2.4	The student will use precise language and domain-specific vocabulary to inform about or explain the topic.
SS.7.9.2.5	The student will provide a concluding statement or section that follows from and supports the information or explanation presented.

Standard 3: Production and Distribution of Writing

Benchmark Code	Benchmark
SS.7.9.3.1	The student will produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
SS.7.9.3.2	The student will develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed with some guidance and support from peers and adults.
SS.7.9.3.3	The student will use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

Standard 4: Research to Build and Present Knowledge

Benchmark Code	Benchmark
SS.7.9.4.1	The student will conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

SS.7.9.4.2	The student will gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
SS.7.9.4.3	The student will draw evidence from informational texts to support analysis, reflection, and research.
Standard 5: Range of Writing	
Benchmark Code	Benchmark
SS.7.9.3.1	The student will write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific, purposes, and audiences.