



7th Grade Social Studies – Western Hemisphere Pacing Calendar

NOTE:

Asterisks (*) have been used to identify standards and objectives that must be assessed by the local school district. All other skills may be assessed by the Oklahoma School Testing Program (OSTP).

Book icons () identify Information Literacy skills. Students are best served when these are taught in collaboration and cooperation between the classroom teacher and the library media specialist.

Standard and Benchmarks	1 st Q.	2 nd Q.	3 rd Q.	4 th Q.
<p>Standard 1: The student will use maps and other geographic representations, tools, and technologies to analyze relationships between people, places, and environments of world regions from a spatial perspective.</p> <p>*1.1 Locate, gather, and analyze information from primary and secondary sources. </p> <p>1.2 Apply the concepts of scale, distance, direction, relative location, latitude and longitude.</p> <p>*1.3 Construct and use maps, globes, graphs, charts, models, and databases to analyze spatial distributions.</p> <p>*1.4 Recognize the characteristics, functions and applications of maps, globes, aerial and other photographs, satellite images, and models.</p>	✓	✓	✓	✓
<p>Standard 2: The student will examine the major cultural and physical regions of the world to interpret the earth's complexity.</p> <p>2.1 Define the concept of a region and explain how common characteristics can link and divide regions.</p> <p>2.2 Identify examples of and reasons for conflict and cooperation among groups, societies, countries, and regions.</p> <p>*2.3 Explain how and why regions change over time.</p> <p>2.4 Define, recognize, and locate on appropriate maps and globes basic landforms and bodies of water, major cities, rivers, mountain ranges, region's biomes, and countries of the world.</p>	✓	✓	✓	✓

<p>Standard 3: The student will examine the interactions of physical systems that shape the patterns of the earth's resources.</p> <p>*3.1 Identify forces beneath and above the earth's crust.</p> <p>3.2 Recognize regional climatic patterns and weather phenomena, and identify factors that contribute to them (e.g., latitude, elevation, earth-sun relationships, prevailing wind, and proximity to bodies of water).</p> <p>3.3 Analyze the impact of natural disasters (e.g., tornadoes, earthquakes, hurricanes, tsunamis, floods, and volcanoes) on human populations.</p>	✓		✓	
<p>Standard 4: The student will evaluate the human systems of the world.</p> <p>4.1 Compare and contrast common characteristics of world cultures, (e.g., language, ethnic heritage, religion, political philosophy, shared history, social systems, and economic systems). </p> <p>*4.2 Explain patterns and processes of global economic interdependence (e.g., developed and developing countries, economics activities, and world trade).</p> <p>*4.3 Describe how changes in technology, transportation, and communication affect the location of economical activities.</p> <p>*4.4 Recognize and explain the impact of ethnic diversity within countries and major cultural regions.</p> <p>4.5 Evaluate issues of population location, growth and change, including density, settlement patterns, migration, and availability of resources.</p>	✓	✓	✓	✓
<p>Standard 5: The student will examine the interactions of humans and their environment.</p> <p>5.1 Identify and describe the relationship between the distributions of major natural resources (e.g., arable land, water, fossil fuels, and iron ore) and developed and developing countries.</p> <p>5.2 Evaluate the effects of human modification and distribution of major natural resources (e.g., use of the steel plow, crop rotation, types of housing, flood prevention, discovery of valuable mineral deposits, the greenhouse effect, desertification, clear-cutting forests, air and water pollution, urban sprawl, and use of pesticides and herbicides in agriculture).</p>	✓	✓	✓	✓
<p>Standard 6: The student will analyze problems and issues from a geographic perspective using the skills and tools of geography.</p> <p>6.1 Evaluate and draw conclusions from different kinds of maps, graphs, charts, diagrams, and other sources and representations (e.g., aerial and shuttle photographs, satellite-produced images, the geographic information system (GIS), atlases, almanacs, and computer-based technologies).</p> <p>*6.2 Explain the influences of geographic features on the development of historic events and movements.</p> <p>*6.3 Analyze local, regional, national, and world policies and problems having spatial dimensions (e.g., acid rain and international boundaries; water quality affected by run-off from poultry and hog farms).</p>	✓	✓	✓	✓