

Grade 7 Geography Course Information and Outline

Materials:

The following is a list of materials that you should bring to each class:

- a 3-ring binder or duo-tang
- a pencil case with:
 - blue / black pen - to take notes and to write tests
 - red pen - to correct homework, assignments, and quizzes/tests
 - pencil and eraser - to draw diagrams, maps and graphs
 - ruler - to draw straight lines in diagrams and graphs, and to underline dates and headings
 - extra pens and pencils, highlighter, pencil crayons, markers, etc.

Textbook: Physical Geography 7 (Pearson)

The textbook that you receive at the beginning of the year is on loan and will be collected in June. YOU ARE RESPONSIBLE FOR RETURNING YOUR TEXTBOOK IN THE SAME CONDITION IN WHICH IT WAS GIVEN TO YOU. The replacement value for a lost textbook is \$55. The rebinding fee for damaged books is \$10.

Classroom Expectations:

1. Arrive on time and be prepared to work.
2. Complete all assignments.
3. Know and abide by the Code of Behaviour (see Student Agenda).
4. If you are having difficulty with the work, seek extra help.
5. If you are absent (due to illness) or know you will be absent (due to a field trip), it is your responsibility to catch up. If you are absent on the day of a test, it is your responsibility to arrange a time with the teacher to write the test on another date. This should be done immediately upon your return to school.

Assessment and Evaluation:

Students will be assessed using a variety of tools such as tests, quizzes, performance tasks, presentations, etc. In most cases, a rubric based on 4 levels of achievement will be used to assess mastery of the curriculum expectations.

Level 4	80 – 100%
Level 3 ★	70 – 79%
Level 2	60 – 69%
Level 1	50 – 59%
Level R (remediation required)	Below 50%

★Level 3 is defined as the **provincial standard**. A student achieving at level 3 should be well prepared for work in the next grade level or the next course.

Grade 7 Geography Course Outline: Follows Ministry of Education Curriculum Document: Gr. 7 Geography, 2006

The dates below are rough estimates and are intended only as guidelines!

Duration	Topic and Overall Expectations	Description
February	Introduction	Classroom expectations, course information and outline, introduction to text book, etc.
February-March	Geographic Inquiry <ul style="list-style-type: none"> ▪ Identify and explain the themes and concepts of geographic inquiry: location/place, environment, region, interaction, and movement ▪ Use a variety of geographic resources and tools to gather, process, and communicate geographic information ▪ Analyse current environmental issues or events from the perspective of one or more of the themes of geographic inquiry ▪ Use appropriate vocabulary (eg. Phenomena, issues, bias, fact, opinion, absolute location, relative location, interaction, region, etc) ▪ Create and use maps for a variety of purposes 	<p>Text: Unit 1 Chapters 1-3</p> <p>Concepts: <u>Geographic Inquiry</u>. Place and Location, Regions, Movement, Environment, Interaction.</p> <p>Application Suggestion: Create a visual presentation (slide show, storyboard, poster, video) to report on how conditions in and around the school illustrate the 5 themes of geographic inquiry.</p>
March-April	Patterns in Physical Geography <ul style="list-style-type: none"> ▪ Identify patterns in physical geography and explain the factors that produce them ▪ Use a variety of resources and tools to gather, process, and communicate geographic information about the earth's physical features and patterns ▪ Explain how patterns of physical geography affect human activity around the world ▪ Identify, describe, and/or explain types of landforms, landform patterns, climate patterns, effects of natural phenomena, vegetation patterns, river systems, types of agriculture and factors influencing commercial agriculture 	<p>Text: Unit 2 Chapters 4-6</p> <p>Concepts: <u>Patterns in Physical Geography</u>. Landforms, Climate and Vegetation, Rivers, Agriculture.</p> <p>Application Suggestion: Produce a brochure outlining the physical features and climate of a variety of popular tourist destinations and use a decision-making model to select an ideal travel destination.</p>
May-June	Natural Resources <ul style="list-style-type: none"> ▪ Demonstrate an understanding of how Canada's natural resources have contributed to its economic development ▪ Demonstrate an understanding that people use renewable, non-renewable, and flow resources in a variety of ways to meet their needs ▪ Locate and record relevant information from a variety of primary sources (eyewitness interviews, field studies) and secondary (maps, illustrations, diagrams, print materials, Internet etc) ▪ Communicate the results of inquiries for specific purposes and audiences, using media works, oral presentations, written notes and reports, drawings, tables, charts, and graphs ▪ Identify patterns of natural resources, using thematic maps (eg. Locations of valuable minerals) ▪ Present and defend a point of view on how a resource should be used 	<p>Text: Unit 3 Chapters 7-9</p> <p>Concepts <u>Natural Resources</u>. Types, Non-renewable, renewable, Flow, Sustainable Development</p> <p>Application Suggestion: Produce a report (eg. Newspaper, television show, video, website) on the factors that affect the future availability of natural resources (eg. Overfishing, clear-cut logging, urban sprawl, accessibility of resource deposits)</p>
Evaluation (ongoing)		<ul style="list-style-type: none"> • Tests • Presentations: Oral and Visual • Regular assignments (maps, current events, etc) • Reports <p>Evaluation weighting varies by assignment</p>

★ This course will be supplemented with a study of current events and issues. Related articles from newspapers, magazines, online sources, etc. will be discussed regularly in class. Students will be encouraged to connect what they are learning with what is happening in the world around them at all times!