

## Grade 7

### Geography of World Regions

Seventh grade students will study Earth from a regional perspective, focusing on the continents. Students will study contemporary places and regions to identify how the experiences of people are rooted in places and organized into geographic regions. Students will learn about Earth's physical conditions (e.g., climate, soils, vegetation) and how these features interact with Earth's other living features. This course also focuses on human systems and the sum of human activities and characteristics (e.g., culture, ethnicity, gender, language, population, religion) that vary across the Earth's surface. These systems also include the spatial distribution of population and the movement, settlement patterns, economic systems, and political systems. Students will explore the interactions between environment and society to learn how human activities modify Earth, how resources are used, and how physical systems, such as climate, present risks to humans. These regional conditions, both physical and cultural, create unique landscapes, an understanding of which lays the foundation for learning about connections to other peoples and places on Earth.

There are multiple approaches that can be employed to teach these standards including teaching the physical systems and human conditions (i.e., the first indicator in each standard) for each of the continents in one unit or by interweaving indicators within one standard while teaching regionally. If teaching regionally, the continents do not necessarily have to be taught in alphabetical order as they are listed. Regardless of the approach, these standards and indicators promote inquiry.

Instruction should utilize the geographical thinking skills and themes developed for grade seven. The progression of developmentally appropriate geographical thinking skills begins in kindergarten and builds with each year of geography instruction. These skills are aligned with the *Profile of the South Carolina Graduate* to include the characteristics of world-class knowledge, world-class skills, and life and career. Geographic literacy and geographic skills help students to understand past and current Earth conditions and better plan for the future. Skills used for geographic inquiry include: map use and construction, model development and other data visualization, and gathering evidence and communicating findings to better understand the conditions at and among places. Emphasis is placed on identifying, analyzing, and explaining spatial distributions and patterns related to the cultural, economic, environmental, political, and population geographies of contemporary world regions.

The indicators of each standard emphasize geographic skills used by students in each grade level to further explore the content. These skills have been deconstructed to aid in the scaffolding of student thinking and are not to be taught in isolation.

To encourage inquiry, the grade seven Geography of World Regions standards are constructed around the following four themes:

**Places and Regions (PR)** – The PR theme encourages the study of the experiences of humans organized into geographic regions. Regions describe places that are characterized by similar

physical and human conditions. This theme most closely aligns with Indicator 1 within each Standard.

**Environment and Resources (ER)** – The ER theme encourages the study of Earth’s physical systems (climate, landform, vegetation) and how human activities modify the environment, bringing both benefits and costs. The distribution of natural resources varies spatially and temporally, resulting in different political and economic relationships. This theme most closely aligns with Indicator 2 within each Standard.

**Human Systems (HS)** – The HS theme encourages the study of various human activities and characteristics across Earth’s surface. The spatial distribution and movement of populations and the resultant changes form the basis of understanding. Cultural characteristics, economic systems, political systems, and settlement patterns are further examples of how human landscapes vary spatially. This theme most closely aligns with Indicators 3, 4, and 5 within each Standard.

**Applied Geography (AG)** – The AG theme encourages the study of how geographic literacy and geographic skills such as mapping are used to solve problems. An understanding of past and present spatial organizations of Earth enables people to better understand and plan for the changes in human and physical phenomena in the future. This theme most closely aligns with Indicator 6 within each Standard.

## Grade 7 Deconstructed Skills

Indicator	Expression
<p><b>M: Mapping-</b> Identify, use, interpret, and construct regional-scale maps.</p>	<p>To demonstrate their ability to use the skill of <b>mapping</b> in the study of geography, students should:</p> <ul style="list-style-type: none"> <li>● identify and describe the properties and functions of maps.</li> <li>● use a variety of paper and digital technologies to display and analyze geospatial data.</li> <li>● interpret maps for understanding and problem-solving.</li> <li>● construct maps using available technology for understanding and problem-solving.</li> </ul>
<p><b>MR: Models and Representations-</b> Identify, use, interpret, and construct geographic models and other visual representations at the regional-scale.</p>	<p>To demonstrate their ability to use the skill of <b>models and representations</b> in the study of geography, students should:</p> <ul style="list-style-type: none"> <li>● identify and describe alternative methods of displaying geospatial data.</li> <li>● use a variety of models and representations to display and analyze geospatial data.</li> <li>● interpret models and representations for understanding and problem-solving.</li> <li>● construct models and representations for understanding and problem-solving.</li> </ul>
<p><b>GE: Gather Evidence and Communicate Findings-</b> Identify, use, and interpret different forms of evidence, including primary and secondary sources, at the regional-scale.</p>	<p>To demonstrate their ability to <b>gather evidence and communicate findings</b> in the study of geography, students should:</p> <ul style="list-style-type: none"> <li>● identify, collect, and analyze geospatial data.</li> <li>● develop problem statements and hypotheses to explain observable phenomena.</li> <li>● evaluate geospatial data and other data sources for accuracy, quality, perspective, and value.</li> <li>● synthesize and communicate findings using verbal, written, visual, or other appropriate forms.</li> </ul>
<p><b>CC: Conditions, Connections, and Regions-</b> Identify, compare, and evaluate the development of conditions, connections, and regions.</p>	<p>To demonstrate their ability to recognize <b>conditions, connections, and regions</b> in the study of geography, students should:</p> <ul style="list-style-type: none"> <li>● identify the physical and human conditions of places and the connections among places.</li> <li>● compare the physical and human conditions of places and the connections among places.</li> <li>● evaluate the influence of places on other places.</li> <li>● evaluate the development of regions as they vary over time and space.</li> </ul>
<p><b>S: Scale-</b> Identify and compare spatial hierarchies.</p>	<p>To demonstrate their ability to understand <b>scale</b> in the study of geography, students should:</p> <ul style="list-style-type: none"> <li>● identify spatial hierarchies from local to global scale.</li> </ul>

Indicator	Expression
	<ul style="list-style-type: none"> <li>• analyze spatial hierarchies from local to global scale.</li> </ul>
<p><b>DP: Distribution and Patterns-</b> Identify and analyze spatial distributions, patterns, and associations.</p>	<p>To demonstrate their ability to understand <b>distribution and patterns</b> in the study of geography, students should:</p> <ul style="list-style-type: none"> <li>• identify spatial distributions, patterns, and associations.</li> <li>• analyze changes over time in spatial distributions, patterns, and associations.</li> </ul>

## Grade 7 Standards

Continent	Standards
<b>Africa</b>	<p><b>Standard 1:</b> Analyze the cultural, economic, environmental, physical, political, and population geographies of contemporary Africa.</p>
	<p><b>Enduring Understanding:</b> Africa is a geographically diverse continent with a variety of physical features and social structures. The physical and cultural regional conditions create unique African landscapes, an understanding of which lays the foundation for learning about the continent’s connection to the other peoples and places on Earth.</p>
	<p><b>The student will:</b></p>
	<p><b>7.1.1.PR</b> Identify select African physical systems and human characteristics of places.</p> <p style="text-align: center;">This indicator was designed to encourage inquiry into the primary physical and human characteristics of places within the African continent, such as landforms, water bodies, countries, and cities.</p>
	<p><b>7.1.2.ER</b> Identify climate and vegetation regions of Africa and the spatial distributions and patterns of natural resources, including the impact of their location on human activities.</p> <p style="text-align: center;">This indicator was designed to encourage inquiry into the distribution and pattern of physical systems within the African continent and how the locations and characteristics of these systems influence livelihood choices available to people.</p>
<p><b>7.1.3.HS</b> Explain Africa’s current human population distributions and patterns, and use geographic models to compare the conditions driving migration and demographic change.</p> <p style="text-align: center;">This indicator was designed to encourage inquiry into the distribution and pattern of human populations within the African continent, why they are located where they are, and how those patterns change over time through economic, environmental, and politically driven migration.</p>	
<p><b>7.1.4.HS</b> Compare and contrast the dynamic physical and human conditions that lead to the creation of ethnic, gender, language, and religious landscapes of African societies.</p> <p style="text-align: center;">This indicator was designed to encourage inquiry into the distribution and pattern of culture traits within the African</p>	

Continent	Standards
	<p>continent, how they emerge, and how those patterns can change over time as they diffuse to other locations or contract and even disappear when confronted by other culture traits.</p>
	<p><b>7.1.5.HS</b> Identify and analyze the current political borders using maps, and explain the connections between African places and other continents based upon factors such as colonialism, imperialism, independence movements, and regional alliances.</p> <p>This indicator was designed to encourage inquiry into the various ways that spaces have been divided and controlled within the African continent by different culture groups throughout history.</p>
	<p><b>7.1.6.AG</b> Gather evidence and construct a map or model to investigate a significant contemporary cultural, economic, or political issue facing Africa at the local, regional, or global scale.</p>
Asia	<p><b>Standard 2:</b> Analyze the cultural, economic, environmental, physical, political, and population geographies of contemporary Asia.</p>
	<p><b>Enduring Understanding:</b> Asia is a geographically diverse continent with a variety of physical features and social structures. The physical and cultural regional conditions create unique Asian landscapes, an understanding of which lays the foundation for learning about the continent’s connection to the other peoples and places on Earth.</p>
	<p><b>The student will:</b></p>
	<p><b>7.2.1.PR</b> Identify select Asian physical systems and human characteristics of places.</p> <p>This indicator was designed to encourage inquiry into the primary physical and human characteristics of places within the Asian continent, such as landforms, water bodies, countries, and cities.</p>
	<p><b>7.2.2.ER</b> Identify climate and vegetation regions of Asia and the spatial distributions and patterns of natural resources, including the impact of their location on human activities.</p> <p>This indicator was designed to encourage inquiry into the distribution and pattern of physical systems within the Asian continent and how the locations and characteristics of these systems influence livelihood choices available to people.</p>
<p><b>7.2.3.HS</b> Explain Asia’s current human population distributions and</p>	

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	<p>patterns, and use geographic models to compare the conditions driving migration and demographic change.</p> <p>This indicator was designed to encourage inquiry into the distribution and pattern of human populations within the Asian continent, why they are located where they are, and how those patterns change over time through economic, environmental, and politically driven migration.</p>
	<p><b>7.2.4.HS</b> Compare and contrast the physical and human conditions that lead to the creation of dynamic ethnic, gender, language, and religious landscapes of Asian societies.</p> <p>This indicator was designed to encourage inquiry into the distribution and pattern of culture traits within the Asian continent, how they emerge, and how those patterns can change over time as they diffuse to other locations or contract and even disappear when confronted by other culture traits.</p>
	<p><b>7.2.5.HS</b> Identify and analyze the current political borders using maps, and explain the economic, political, and social connections between Asian places and other continents.</p> <p>This indicator was designed to encourage inquiry into the various ways that spaces have been divided and controlled within the Asian continent by different culture groups throughout history.</p>
	<p><b>7.2.6.AG</b> Gather evidence and construct a map or model to investigate a significant contemporary cultural, economic, or political issue facing Asia at the local, regional, or global scale.</p>
<p><b>Australia, Oceania, Antarctica</b></p>	<p><b>Standard 3:</b> Analyze the cultural, economic, environmental, physical, political, and population geographies of contemporary Australia, Oceania, and Antarctica.</p>
	<p><b>Enduring Understanding:</b> Australia and the southern Pacific (including Antarctica) is a geographically diverse area with a variety of physical features and social structures. The physical and cultural regional conditions create unique landscapes, an understanding of which lays the foundation for learning about the area’s connection to the other peoples and places on Earth.</p>
	<p><b>The student will:</b></p>
	<p><b>7.3.1.PR</b> Identify select Australia, Oceania, and Antarctica physical systems and human characteristics of places.</p> <p>This indicator was designed to encourage inquiry into the</p>

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	<p>primary physical and human characteristics of places within the region being studied such as landforms, water bodies, countries, and cities.</p>
	<p><b>7.3.2.ER</b> Identify climate and vegetation regions and the spatial distributions and patterns of natural resources, including the impact of their location on human activities.</p> <p>This indicator was designed to encourage inquiry into the distribution and pattern of physical systems within the Australia, Oceania, and Antarctic region and how the locations and characteristics of these systems influence livelihood choices available to people.</p>
	<p><b>7.3.3.HS</b> Explain the current human population distributions and patterns of Australia, Oceania, and Antarctica, and use geographic models to compare the conditions driving migration and demographic change.</p> <p>This indicator was designed to encourage inquiry into the distribution and pattern of human populations within the Australia, Oceania, and Antarctic region, why they are located where they are, and how those patterns change over time through economic, environmental, and politically driven migration.</p>
	<p><b>7.3.4.HS</b> Compare and contrast the dynamic physical and human conditions that lead to the creation of ethnic, gender, language, and religious landscapes of Australia, Oceania, and Antarctica.</p> <p>This indicator was designed to encourage inquiry into the distribution and pattern of culture traits within the Australia, Oceania, and Antarctic region, how they emerge, and how those patterns can change over time as they diffuse to other locations or contract and even disappear when confronted by other culture traits.</p>
	<p><b>7.3.5.HS</b> Identify and analyze the current political borders using maps, and explain resource relationships between Australia, Oceania, and Antarctica and other continents.</p> <p>This indicator was designed to encourage inquiry into the various ways that spaces have been divided and controlled within the Australia, Oceania, and Antarctic region by</p>



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	<p data-bbox="662 243 1214 275">different culture groups throughout history.</p> <p data-bbox="431 323 545 354"><b>7.3.6.AG</b></p> <p data-bbox="662 323 1458 464">Gather evidence and construct a map or model to investigate a significant contemporary cultural, economic, or political issue facing Australia, Oceania, or Antarctica at the local, regional, or global scale.</p>
<b>Europe</b>	<p data-bbox="431 480 1446 548"><b>Standard 4:</b> Analyze the cultural, economic, environmental, physical, political, and population geographies of contemporary Europe.</p>
	<p data-bbox="431 558 1446 737"><b>Enduring Understanding:</b> Europe is a geographically diverse continent with a variety of physical features and social structures. The physical and cultural regional conditions create unique European landscapes, an understanding of which lays the foundation for learning about the continent’s connection to the other peoples and places on Earth.</p>
	<p data-bbox="431 747 656 779"><b>The student will:</b></p>
	<p data-bbox="431 789 542 821"><b>7.4.1.PR</b></p> <p data-bbox="662 789 1349 856">Identify select European physical systems and human characteristics of places.</p> <p data-bbox="662 894 1430 1035">This indicator was designed to encourage inquiry into the primary physical and human characteristics of places within the European continent, such as landforms, water bodies, countries, and cities.</p>
	<p data-bbox="431 1083 542 1115"><b>7.4.2.ER</b></p> <p data-bbox="662 1083 1430 1188">Identify climate and vegetation regions and the spatial distributions and patterns of natural resources, including the impact of their location on human activities.</p> <p data-bbox="662 1230 1446 1409">This indicator was designed to encourage inquiry into the distribution and pattern of physical systems within the European continent and how the locations and characteristics of these systems influence livelihood choices available to people.</p>
<p data-bbox="431 1455 542 1486"><b>7.4.3.HS</b></p> <p data-bbox="662 1455 1463 1560">Explain Europe’s current human population distributions and patterns, and use geographic models to compare the conditions driving migration and demographic change.</p> <p data-bbox="662 1602 1446 1780">This indicator was designed to encourage inquiry into the distribution and pattern of human populations within the European continent, why they are located where they are, and how those patterns change over time through economic, environmental, and politically driven migration.</p>	
<p data-bbox="431 1827 542 1858"><b>7.4.4.HS</b></p> <p data-bbox="662 1827 1463 1892">Compare and contrast the dynamic physical and human conditions that lead to the creation of ethnic, gender, language,</p>	

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	<p>and religious landscapes of European societies.</p> <p>This indicator was designed to encourage inquiry into the distribution and pattern of culture traits within the European continent, how they emerge, and how those patterns can change over time as they diffuse to other locations or contract and even disappear when confronted by other culture traits.</p> <hr/> <p><b>7.4.5.HS</b> Identify and analyze the current political borders using maps, and explain the connections between European countries based upon centripetal and centrifugal forces, as well as connections between European places and other continents.</p> <p>This indicator was designed to encourage inquiry into the various ways that spaces have been divided and controlled within the European continent by different culture groups throughout history.</p> <hr/> <p><b>7.4.6.AG</b> Gather evidence and construct a map or model to investigate a significant contemporary cultural, economic, or political issue facing Europe at the local, regional, or global scale.</p>
North America	<p><b>Standard 5:</b> Analyze the cultural, economic, environmental, physical, political, and population geographies of contemporary North America.</p> <p><b>Enduring Understanding:</b> North America is a geographically diverse continent with a variety of physical features and social structures. The physical and cultural regional conditions create unique North American landscapes, an understanding of which lays the foundation for learning about the continent’s connection to the other peoples and places on Earth.</p> <p><b>The student will:</b></p> <hr/> <p><b>7.5.1.PR</b> Identify select North American physical systems and human characteristics of places.</p> <p>This indicator was designed to encourage inquiry into the primary physical and human characteristics of places within the North American continent, such as landforms, water bodies, countries, and cities.</p> <hr/> <p><b>7.5.2.ER</b> Identify climate and vegetation regions and the spatial distributions and patterns of natural resources, including the impact of their location on human activities.</p> <p>This indicator was designed to encourage inquiry into the distribution and pattern of physical systems within the North American continent and how the locations and characteristics</p>

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	<p>of these systems influence livelihood choices available to people.</p> <p><b>7.5.3.HS</b> Explain North America’s current human population distributions and patterns, and use geographic models to compare the conditions driving migration and demographic change.</p> <p>This indicator was designed to encourage inquiry into the distribution and pattern of human populations within the North American continent, why they are located where they are, and how those patterns change over time through economic, environmental, and politically driven migration.</p> <p><b>7.5.4.HS</b> Compare and contrast the dynamic physical and human conditions that lead to the creation of ethnic, gender, language, and religious landscapes of North American societies.</p> <p>This indicator was designed to encourage inquiry into the distribution and pattern of culture traits within the North American continent, how they emerge, and how those patterns can change over time as they diffuse to other locations or contract and even disappear when confronted by other culture traits.</p> <p><b>7.5.5.HS</b> Identify and analyze the current political borders using maps, explain the economic, political, and social inequalities present in North American societies, and explain the connections between North American places and other continents.</p> <p>This indicator was designed to encourage inquiry into the various ways that spaces have been divided and controlled within the North American continent by different culture groups throughout history.</p> <p><b>7.5.6.AG</b> Gather evidence and construct a map or model to investigate a significant contemporary cultural, economic, or political issue facing North America at the local, regional, or global scale.</p>
<b>South America</b>	<p><b>Standard 6:</b> Analyze the cultural, economic, environmental, physical, political, and population geographies of contemporary South America.</p> <p><b>Enduring Understanding:</b> South America is a geographical structure. The physical and cultural regional conditions create unique South American landscapes, an understanding of which lays the foundation for learning about the continent’s connection to the other peoples and places on Earth.</p>

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	<p><b>The student will:</b></p>
	<p><b>7.6.1.PR</b> Identify select South American physical systems (e.g., landforms and bodies of water), and human characteristics of places (e.g., countries and cities).</p> <p>This indicator was designed to encourage inquiry into the primary physical and human characteristics of places within the South American continent, such as landforms, water bodies, countries, and cities.</p>
	<p><b>7.6.2.ER</b> Identify climate and vegetation regions and the spatial distributions and patterns of natural resources, including the impact of their location on human activities.</p> <p>This indicator was designed to encourage inquiry into the distribution and pattern of physical systems within the South American continent and how the locations and characteristics of these systems influence livelihood choices available to people.</p>
	<p><b>7.6.3.HS</b> Explain South America’s current human population distributions and patterns, and use geographic models to compare the conditions driving migration and demographic change.</p> <p>This indicator was designed to encourage inquiry into the distribution and pattern of human populations within the South American continent, why they are located where they are, and how those patterns change over time through economic, environmental, and politically driven migration.</p>
	<p><b>7.6.4.HS</b> Compare and contrast the dynamic physical and human conditions that lead to the creation of ethnic, gender, language, and religious landscapes of South American societies.</p> <p>This indicator was designed to encourage inquiry into the distribution and pattern of culture traits within the South American continent, how they emerge, and how those patterns can change over time as they diffuse to other locations or contract and even disappear when confronted by other culture traits.</p>
<p><b>7.6.5.HS</b> Identify and analyze the current political borders using maps, explain the economic, political, and social inequalities present</p>	

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	<p>in South American societies, and explain the connections between South American places and other continents</p> <p>This indicator was designed to encourage inquiry into the various ways that spaces have been divided and controlled within the South American continent by different culture groups throughout history.</p>
	<p><b>7.6.6.AG</b> Gather evidence and construct a map or model to investigate a significant contemporary cultural, economic, or political issue facing South America at the local, regional, or global scale.</p>