

1998 Curriculum

Grade 7 – Geography: The Themes of Geographic Inquiry

Overall Expectations

By the end of Grade 7, students will:

- demonstrate an understanding of geographic inquiry;
- use the five themes of geography (location/place, environment, region, interaction, movement) to focus their inquiries;
- use a variety of geographic representations, tools, and technologies to gather, process, and communicate geographic information.

Specific Expectations

Understanding Concepts

By the end of Grade 7, students will:

- identify themes that geographers use to organize their inquiries: location/place, environment, region, interaction, and movement;
- demonstrate an understanding of the place/location theme (i.e., a “place” is defined by unique physical and human characteristics; “location” means where a place is and where it is relative to other places);
- demonstrate an understanding of the environment theme (e.g., in the system of non-living and living elements, people are part of the living elements);
- demonstrate an understanding of the region theme (i.e., a region is a part of the earth’s surface that has similar characteristics; the concept of “region” helps to simplify complex ideas);
- demonstrate an understanding of the interaction theme (e.g., the environment provides opportunities and challenges; people change the environment as they use it);
- demonstrate an understanding of the movement theme (e.g., the flow of people, goods, and information and the factors that affect this flow).

Developing Inquiry/Research and Communication Skills

By the end of Grade 7, students will:

- use appropriate vocabulary (e.g., phenomena, issues, bias, fact, opinion, absolute location, relative location, interaction, region) to describe their inquiries and observations;
- formulate comparative and speculative questions to identify issues and define problems for research

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Grade 7 – Geography: The Themes of Geographic Inquiry

Overall Expectations

By the end of Grade 7, students will:

- identify and explain the themes 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.

Specific Expectations

Knowledge and Understanding

By the end of Grade 7, students will:

- explain the geographic concept of location/ place (e.g., "location" means where a place is and where it is relative to other places; "place" is defined by unique physical and human characteristics);
- explain the geographic concept of environment (e.g., "environment" refers to physical surroundings and conditions, particularly as they affect people's lives);
- explain the geographic concept of region (e.g., a region is a part of the earth's surface that has similar characteristics throughout its extent; the concept of region helps to simplify complex ideas);
- explain the geographic concept of interaction (e.g., the environment provides opportunities and challenges; people change the environment as they use it);
- explain the geographic concept of movement (e.g., "movement" refers to the flow of people, goods, and information and the factors that affect this flow).

Inquiry/Research and Communication Skills

By the end of Grade 7, students will:

- formulate questions to guide and synthesize research on an environmental issue (e.g., What is the effect on various groups of the government moratorium on cod fishing? What role does an environmentalist play in the planning of an urban community?);

- purposes (e.g., ask questions to identify bias, fact, and opinion);
- locate relevant information from a variety of primary sources (e.g., interviews, statistics, aerial photographs, satellite images, live telecasts) and secondary sources (e.g., maps, diagrams, illustrations, print materials, videos, CD-ROMs, Internet);
- analyse, synthesize, and evaluate data by applying a decision-making model to an environmental issue;
- produce a wide variety of graphs, charts, diagrams, and models for different purposes;
- communicate the results of inquiries stating different points of view on an issue using media works, oral presentations, written notes and reports, drawings, tables, charts, and graphs.

Developing Map and Globe Skills

By the end of Grade 7, students will:

- produce maps for a variety of purposes (e.g., a thematic map of hurricane regions that illustrates an environmental pattern).

Applying Concepts and Skills in Various Contexts

By the end of Grade 7, students will:

- produce a report on current environmental events in the news (e.g., place: discovery of a new resource; environment: depletion of fish stocks);
- communicate an understanding that various individuals and groups have different opinions on environmental issues (e.g., interaction: loggers versus wilderness conservationists);
- identify and describe regions where natural hazards exist (e.g., region: regions with earthquake activity, or with tornadoes);
- organize and present a report on the emergency procedures followed to respond to an environmental disaster (e.g., movement: evacuation).

- locate and use relevant information from a variety of primary and secondary sources (e.g., primary sources: interviews, statistics, aerial photographs, satellite images, live telecasts; secondary sources: maps, diagrams, illustrations, print materials, videos, CD-ROMs, Internet sites);
- communicate the results of inquiries about different points of view on an issue, using computer slide shows, videos, websites, oral presentations, written notes and reports, drawings, tables, charts, diagrams, maps, models, and graphs (e.g., write and produce an interview presenting a perspective on government restrictions on fishing);
- use appropriate vocabulary (e.g., phenomena, issues, bias, fact, opinion, absolute location, relative location, interaction, region) to describe their inquiries and observations.

Map, Globe, and Graphic Skills

By the end of Grade 7, students will:

- create and use maps for a variety of purposes (e.g., a thematic map of hurricane regions that illustrates an environmental pattern, a thematic map of deforested areas).

Application

By the end of Grade 7, students will:

- apply the perspective of one or more themes of geographic inquiry to produce a report (e.g., newspaper, television, radio, website) on an actual or fictional environmental event (e.g., forest fires, illegal dumping, an oil spill, deforestation, an epidemic, drought, the development of a new mine, the depletion of fish stocks);
- choose an environmental issue that illustrates one of the themes of geographic inquiry and explain why various individuals and groups have different opinions on the issue (e.g., theme of interaction: wilderness conservationists versus loggers);
- create a visual presentation (e.g., computer slide show, storyboard, poster, video) to report on how conditions in and around the school illustrate the five themes of geographic inquiry.

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Grade 7 – Geography: Patterns in Physical Geography

Overall Expectations

By the end of Grade 7, students will:

- explain how patterns are useful to the study of geography;
- identify and explain patterns in physical geography;
- demonstrate an understanding of how physical patterns affect human activity.

Specific Expectations

Understanding Concepts

By the end of Grade 7, students will:

- recognize pattern as an important concept in geography (e.g., location of volcanoes along the Pacific Rim);
- identify and explain how land-forms are used to delineate regions;
- identify and describe world land-form patterns (e.g., location of fold mountains along the west coast of North and South America);
- identify and describe world climate patterns;
- demonstrate an understanding that climate patterns result from the interaction of several factors: latitude, altitude, global wind systems, air masses, proximity to large bodies of water, ocean currents);
- identify, through investigation, the effects of natural phenomena (e.g., tornadoes, earthquakes, hurricanes) on people and the environment;
- demonstrate an understanding that natural vegetation patterns result from the interaction of several factors: temperature, precipitation, soil types, competition for available nutrients;
- identify major river systems of the world (e.g., Amazon, Nile, St. Lawrence) and describe their drainage patterns as either dendritic or trellis;
- describe the correlation between physical patterns and types of crops (e.g., land-forms: plains/grains; climate: tropics/ bananas);
- demonstrate an understanding of three types of agriculture (subsistence, commercial, specialized) and their relation to climate, topography, and soil;
- identify the six major factors which influence commercial agriculture: location, climate, raw materials, market, labour, and transportation.

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Grade: 7 – Geography: Patterns in Physical Geography

Overall Expectations

By the end of Grade 7, students will:

- 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.

Specific Expectations

Knowledge and Understanding

By the end of Grade 7, students will:

- identify various types of landforms and explain how they are used to describe regions;
- identify and describe world landform patterns (e.g., fold mountains along the west coast of North and South America, continental drainage basins and river systems);
- explain how world climate patterns result from the interaction of several factors (i.e., latitude, altitude, global wind systems, air masses, proximity to large bodies of water, ocean currents);
- identify the effects of natural phenomena (e.g., tornadoes, earthquakes, hurricanes) on people and the environment;
- explain how natural vegetation patterns result from the interaction of several factors, including climate, landforms, soil types, and competition for available nutrients (e.g., landforms: plains/grains; climate: tropics/fruit);
- identify major river systems of the world (e.g., the Amazon, the Nile, the St. Lawrence, the Mississippi, the Yangtze) and describe their drainage patterns as either dendritic or trellis;
- identify the characteristics of the three types of agriculture – subsistence, commercial, and specialized – and the differing climate, topography, and soil conditions that are favourable to each type;
- describe how the following major factors influence commercial agriculture: location, climate, raw materials, market, labour, transportation.

Developing Inquiry/Research and Communication Skills

By the end of Grade 7, students will:

- use appropriate vocabulary, including correct geographic terminology (e.g., classify, climate graph, pattern, latitude, altitude, site) to describe their inquiries and observations;
- formulate comparative and speculative questions to guide the research of a topic of study concerning physical patterns;
- locate relevant information from a variety of primary sources (e.g., aerial photographs, satellite images, interviews, field studies) and secondary sources (e.g., climate maps, illustrations, print materials, videos, CD-ROMs, Internet);
- analyse, synthesize, and evaluate data (e.g., agricultural patterns, land-form patterns);
- construct a wide variety of graphs, charts, diagrams, maps, and models to organize information (e.g., river-system and watershed maps);
- communicate the results of inquiries for specific purposes and audiences, using media works, oral presentations, written notes and descriptions, drawings, tables, charts, and graphs.

Developing Map and Globe Skills

By the end of Grade 7, students will:

- identify patterns in physical geography, using thematic maps;
- make and interpret climate graphs;
- draw cross-sectional diagrams (e.g., of land-forms, river profiles).

Applying Concepts and Skills in Various Contexts

By the end of Grade 7, students will:

- investigate and describe how specialized forms of agriculture (e.g., sheep, beef, dairy farming) relate to world patterns of land-forms, climate, and vegetation;

Inquiry/Research and Communication Skills

By the end of Grade 7, students will:

- formulate questions to guide research for a comparative study of physical patterns (e.g., What features characterize different types of river drainage systems around the world? What are the similarities and differences between the Cascade Mountains and the Rocky Mountains? What effect does pollution of the Great Lakes have on the lives of Canadians? What effect does acid precipitation have on the forest industry?);
- locate relevant information using a variety of primary and secondary sources (e.g., primary sources: aerial photographs, satellite images, interviews, field studies; secondary sources: climate maps, illustrations, print materials, videos, CD-ROMs, Internet sites);
- communicate the results of inquiries and analyses for specific purposes and audiences, using computer slide shows, videos, websites, oral presentations, written notes and descriptions, drawings, tables, charts, diagrams, maps, models, and graphs (e.g., create a map showing the relationship between physical features of the country and recreational activities; create a model of different physical patterns; present a computer slide show of how the mountain ranges of the world were created);
- use appropriate vocabulary, including correct geographic terminology (e.g., classify, climate graph, pattern, latitude, altitude, contour lines), to describe their inquiries and observations.

Map, Globe, and Graphic Skills

By the end of Grade 7, students will:

- use a variety of thematic and topographic maps to identify patterns in physical geography;
- construct, interpret, and compare climate graphs;
- use contour lines to represent elevation on maps (e.g., Mount Olympus, Mount Pelée, Fuji-san);
- draw cross-sectional diagrams from topographic maps (e.g., of landforms, river profiles).

Application

By the end of Grade 7, students will:

- investigate and report on world patterns of landforms, climate, and vegetation that are favourable to specialized types of commercial agriculture (e.g., tree farming, potatoes, cotton,

- construct and compare climate graphs;
- investigate and describe the process involved in growing, harvesting, and processing a plantation crop (e.g., cotton, rice, coffee, bananas, tobacco, sugar cane).

- rice, coffee, bananas, tobacco, sugar cane, sheep, beef, dairy farming);
- investigate the physical features and climate of a variety of popular tourist destinations and use a decision-making model to select an ideal travel destination.

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Grade 7 – Geography: Natural Resources

Overall Expectations

By the end of Grade 7, students will:

- demonstrate an understanding of how Canada’s natural resources have contributed to its economic development;
- identify factors that affect the use and value of natural resources (e.g., supply and demand, technology);
- demonstrate an understanding of how human activity (e.g., canal building) affects people and the environment.

Specific Expectations

Understanding Concepts

By the end of Grade 7, students will:

- demonstrate an understanding that people use renewable, non-renewable, and flow resources in a variety of ways to meet their needs;
- identify the pattern that exists in the distribution and use of natural resources throughout the world;
- demonstrate an understanding of how technology has affected natural resources (e.g., with respect to their discovery, extraction, processing, and marketing);
- demonstrate an understanding of the concept of sustainable development and its implications for the environment;
- describe the influence of natural resources on any country (e.g., the development of the fishing industry along Canada’s coasts).

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Grade 7 – Geography: Natural Resources

Overall Expectations

By the end of Grade 7, students will:

- describe how humans acquire, manage, and use natural resources, and identify factors that affect the importance of those resources;
- use a variety of resources and tools to gather, process, and communicate geographic information about the distribution, use, and importance of natural resources;
- describe positive and negative ways in which human activity can affect resource sustainability and the health of the environment.

Specific Expectations

Knowledge and Understanding

By the end of Grade 7, students will:

- describe a variety of ways in which people use and manage renewable, non-renewable, and flow resources to meet their needs;
- identify patterns in the distribution and use of natural resources throughout the world;
- describe ways in which technology has affected our use of natural resources (e.g., with respect to their discovery, management, extraction, processing, and marketing);
- explain the concept of sustainable development and its implications for the health of the environment;
- describe the economic importance of natural resources to a particular country (e.g., fish along Canada's coasts, diamonds in South Africa, oil in the Middle East).

Developing Inquiry/Research and Communication Skills

By the end of Grade 7, students will:

- use appropriate vocabulary, including correct geographic terminology (e.g., flow resource, sustainable development), to describe their inquiries and observations;
- formulate comparative and speculative questions to identify issues and define problems regarding study topics (e.g., the effect of technology on natural resources);
- locate and record relevant information from a variety of primary sources (e.g., eyewitness interviews, field studies) and secondary sources (e.g., maps, illustrations, diagrams, print materials, videos, CD-ROMs, Internet);
- analyse, synthesize, and evaluate data (e.g., relating to the patterns of distribution and use of natural resources);
- construct a wide variety of graphs, charts, diagrams, maps, and models to organize information (e.g., create a graph to demonstrate the concept of supply and demand);
- communicate the results of inquiries for specific purposes and audiences, using media works, oral presentations, written notes and reports, drawings, tables, charts, and graphs.

Developing Map and Globe Skills

By the end of Grade 7, students will:

- map locations of Canada's natural resources;
- identify patterns of natural resources, using thematic maps (e.g., locations of valuable minerals).

Applying Concepts and Skills in Various Contexts

By the end of Grade 7, students will:

- produce a report on the factors that affect the availability of natural resources in the future;
- present and defend a point of view on how a resource should be used.

Inquiry/Research and Communication Skills

By the end of Grade 7, students will:

- formulate questions to guide research into problems and points of view regarding the management and use of natural resources (e.g., How important are Canada's mineral deposits and extraction to the country's economy? What effect would the discovery of a new gold or diamond deposit have on its surrounding area? How can we ensure the sustainability of a resource? How might changes in technology affect natural resource extraction and use?);
- locate and record relevant information from a variety of primary and secondary sources (e.g., primary sources: eyewitness interviews, field studies; secondary sources: maps, illustrations, diagrams, print materials, videos, CD-ROMs, Internet sites);
- communicate the results of inquiries for specific purposes and audiences using computer slide shows, videos, websites, oral presentations, written notes and descriptions, drawings, tables, charts, diagrams, maps, models, and graphs (e.g., create a poster to promote the proper use of a natural resource; stage a debate on a proposal to extract a resource in an environmentally sensitive area such as the tundra or the ocean floor);
- use appropriate vocabulary, including correct geographic terminology (e.g., flow resource, non-renewable, renewable, sustainable development), to describe their inquiries and observations.

Map, Globe, and Graphic Skills

By the end of Grade 7, students will:

- produce maps showing locations of Canada's natural resources;
- use thematic maps to identify patterns of natural resources (e.g., locations of valuable minerals).

Application

By the end of Grade 7, students will:

- produce a report (e.g., newspaper, television, website) on the factors that affect the future availability of natural resources (e.g., overfishing, clear-cut logging, urban sprawl, accessibility of resource deposits);
- present and defend a point of view on how a resource should be used.