

This course will challenge your critical thinking skills as you learn about people, culture, economy, government, and the physical aspects of the regions of the world. You will also learn to read maps, charts, graphs, and tables to interpret social and economic information as it pertains to the regions studied. Current events and library research materials will assist in your study.

**The following goals have been set for this program of Geography:**

- Realize the importance of social studies in lifelong learning
- Recognize the importance of global thinking
- Demonstrate competency in applying six essential elements of geography:
  1. **The World in Spatial Terms** (ability to use maps)
  2. **Places and Regions** (physical and cultural characteristics)
  3. **Physical Systems** (physical processes that shape Earth)
  4. **Human Systems** (human populations and characteristics)
  5. **Environment and Society** (how humans affect the physical environment)
  6. **The Uses of Geography** (applying geography to interpret past/present/future behavior)

**During the course of the year, we will cover the following areas:**

Unit 1→The World  
Unit 2→North America  
Unit 3→South America  
Unit 4→Europe  
Unit 5→Asia  
Unit 6→Africa  
Unit 7→Australia, Oceania, and Antarctica

**Geography Textbook**

Boehm, Richard G. *Discovering World Geography*: McGraw Hill Education. 2018.

**Class Behavior:**

Learning can be fun and exciting if students behave and act appropriately. Therefore, it is expected that all students will behave and act accordingly. Listed below is the classroom discipline plan that will be followed in this classroom:

- Classroom Rules
1. Follow Directions
  2. Keep hands, feet and objects to yourself
  3. Be in seat with all materials when bell rings
  4. No teasing, swearing, or obscene gestures
  5. No severe behavior

**Grading:**

Everyone learns differently! For example, you might prefer to do projects over tests while others would rather take a test than spend time on a project. Therefore, there will be a variety of ways to evaluate your work. This is accomplished through daily participation, daily assignments, chapter tests, quizzes, projects, and a final exam.

**Late Assignments/Projects:**

It is expected that all assignments and projects will be handed in on time. Assignments are due at the beginning of the class period. If homework is handed in after the assignment is collected, it will be considered one day late. If homework is handed in late, you may lose up to one letter grade for each day it is late.

**Class Projects and Experiences:**

Class projects and experiences are a fun way to learn class material. This allows you to have hands on experience with information being discussed. These types of class assignments are very popular within the classroom! These projects are graded on a separate basis and may be equal or count more in value than a test.

**Website/Technology**

I have a website you may want to bookmark. This site will have the geography lesson plans. You will be able to find out what you are doing the next day in class and when you are having a test or a quiz. This site also includes other geographical information. You can find cool links and maybe even some extra credit opportunities! The address is <http://mrsfischbach.weebly.com>. Check it out!

Technology utilized in my classroom includes Google Classroom. The class code is **6q3nlmv** and will be given to students at the beginning of the course.

Lesson Plans are on [Planbook.com](http://Planbook.com). You will need to choose **Log In/Register**, type in my email (deanna.fischbach@k12.sd.us) & the student key: Fischbach.

**Technology (Student Use)**

Technology can be a fundamental tool in the education process as long as it is utilized appropriately and as intended. Technology will be an integral part of my classroom. Misuse of technology in my classroom may result in sanctions.

**Email Address:**

You can email me anytime with questions or concerns. I will get back to you as soon as possible. My email address is [deanna.fischbach@k12.sd.us](mailto:deanna.fischbach@k12.sd.us).

**Cumulative Semester Exam:**

In order to gauge information learned during the semester, a cumulative semester exam may be given at the end of each semester.

**Faith Grading Scale**

A+ → 99-100%  
A → 96-98%  
A- → 94-95%  
B+ → 92-93%  
B → 89-91%  
B- → 87-88%  
C+ → 84-86%  
C → 80-83-%  
C- → 77-79%  
D+ → 75-76%  
D → 73-74%  
D- → 70-72%  
F → 69% & below

**Omit Coupons:**

You will be awarded omit coupons as rewards for review games, hard work, and outstanding classroom behavior. These coupons may be used only on tests. A maximum of five coupons will be allowed on each test. Coupons may NOT be used on essay questions. Coupons will NOT be allowed on cumulative exams. Directions are included on the coupons.

**Extra Credit:**

Extra credit will be available throughout each semester. Please keep in mind that some extra credit will not be added to your grade until the end of each quarter.

Bonus Question of the Week: This is a weekly extra credit opportunity. At the beginning of each week, a question will be written on the board. Answers are to be turned in by the end of the week. If correct, one extra credit point will be awarded. This will be worth up to 9 points each quarter and added to your grade at the end of the quarter. The correct answer will be given the following week. If you bring in a question (with the correct answer), and it is used you will be awarded two points for that week.

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**Parents/Guardians:**

By signing this and sending it back to school with your child, you are signifying that you have read and understood this syllabus and the outline of the year/class. If you have any questions or concerns, please let me know.

\_\_\_\_\_ parent/guardian of \_\_\_\_\_

This is due by \_\_\_\_\_

Students: By bringing this signed form back on time you will receive 1 extra credit point!  
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**South Dakota Social Studies Content Standards** Adopted August 24, 2015

**Grade 7 Civics/Government**

**K-12.C.1 Students will explain, compare and contrast, and analyze the historical principles and philosophical purposes and various forms of governments.**

7.C.1.1 Identify and describe different forms of government used throughout the world

**Grade 7 Geography**

**K-12.G.1 Students will apply geospatial resources, including data sources and geographic tools to generate, interpret, and analyze information.**

7.G.1.1 Gather information, analyze data and demonstrate navigation with a map

7.G.1.2 Construct maps or other geographic representations and explain the spatial patterns of cultural and/or physical characteristics

**K-12.G.2 Students will understand the nature and importance of the Five Themes of Geography; location, place, human-environment interaction, movement, and region.**

7.G.2.1 Create an argument for the importance of the study of Geography

7.G.2.2 Recognize and apply the Five Themes of Geography

7.G.2.3 Analyze political and economic systems

**K-12.G.3 Students will recognize the characteristics of the processes that shape places and regions.**

7.G.3.1 Identify and differentiate between the human and/or physical characteristics that create a region

7.G.3.2 Describe how cultural patterns, including but not limited to economic and political decisions, influence environments and the daily lives of people in both nearby and distant places

7.G.3.3 Explain how the physical and human characteristics of places and regions are connected to human identities and cultures

**K-12.G.4 Students will identify Earth's physical systems and the ways in which they are dynamic and interactive.**

7.G.4.1 Demonstrate understanding of the processes that result in the natural landscape

7.G.4.2 Explain how and why different cultures interact with earth's physical systems in various ways

**K-12.G.5 Students will recognize and explain the role population and culture play in creating diversity within the world's places and regions.**

7.G.5.1 Analyze basic components of culture, including how and why they differ spatially

7.G.5.2 Identify population distribution and characteristics of human populations

7.G.5.3 Explain how changes in land use affect population distribution patterns

**K-12.G.6 Students will understand the ways in which humans culturally adapt to, use, and modify the natural environment and its various elements.**

7.G.6.1 Clarify how human groups adapt to, and depend upon, the natural environment

7.G.6.2 Recognize and explain how cultures and cultural landscapes change

**K-12.G.7 Students will be applying geographic knowledge to understand the diversity of Earth's physical and human conditions, past, present, and future.**

7.G.7.1 Evaluate how the relationship between physical and cultural characteristics of a place impacts economic activity

7.G.7.2 Articulate how changes in technology influence the spatial connections among human settlements and affect the diffusion of ideas and cultural practices

7.G.7.3 Draw conclusions on how past human and/or physical conditions influence present and/or future conditions

**Grade 7 Economics**

**K-12.E.3 Students will analyze the ways government can impact the market.**

7.E.3.1 Describe the relationship between government and economic systems in different countries

**K-12.E.4 Students will explain how different economic systems coordinate and facilitate the exchange, production, distribution, and consumption of goods and services.**

7.E.4.1 Describe how economic activity affects standard of living

7.E.4.2 Describe how technology affects the economic development of places and regions

7.E.4.3 Describe the role of trade barriers and agreements in the global economy

7.E.4.4 Explain how the availability of resources provides for or challenges human activities