

**Grade 7 Eastern Hemisphere Geography
Comparison of Oklahoma Priority Academic Student Skills (PASS) and
Oklahoma C³ Standards**

1. World Geography will be taught in grades 6 and 7. Grade 6 geography will cover the Western Hemisphere and Grade 7 will focus on the Eastern Hemisphere. These two grades complete the formal geography education for Oklahoma students which was begun in Grade 4.
2. The second major shift is in content. Grade 7 Eastern Hemisphere Geography standards address both physical and human geography with an emphasis on the human/cultural aspects.

<i>PASS Standards and Objectives</i>	<i>Oklahoma C³ Similarities/Additions/Deletions</i>
<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> <ol style="list-style-type: none"> 1. <i>Locate, gather, analyze, and apply information from primary and secondary sources. Objective not assessed on OCCT.</i> 2. Apply the concepts of scale, distance, direction, relative location, latitude, and longitude. 3. <i>*Construct and use maps, globes, graphs, charts, models, and databases to analyze spatial distribution and patterns.</i> 4. <i>*Recognize the characteristics, functions, and applications of maps, globes, aerial, and other photographs, satellite images, and models.</i> 	<p>Oklahoma C³ Standard 1: The student will analyze data from a geographic perspective using the skills and tools of geography.</p> <p>Changes: Oklahoma C³ Standard 1 absorbs <i>PASS</i> standards 1 and 6.</p> <p>Additions:</p> <ul style="list-style-type: none"> • Cite specific geographic information to support analysis from primary and secondary sources located in texts, documents, newspapers, magazines, journals, political cartoon, and online news sources. • Integrate visual information, draw conclusions, and make predictions from geographic data and analyze spatial distribution and patterns by interpreting that data as displayed on globes, graphs, charts, satellite and other forms of visual imagery including data from bar and line graphs, pie charts, thematic maps, population pyramids, climographs, cartograms, contour/relief maps, GIS system, and diagrams. • Integrate visual information and apply the skill of mental mapping of the political and physical of Earth's surface and to organize information about people, places, and environments. • Conduct short research projects by investigating contemporary events and issues from political, economic, social, and geographic perspectives. • Commemorate Celebrate Freedom Week by recognizing the sacrifices and contributions to American freedom by veterans and by reciting the social contract selection from the <i>Declaration of Independence</i>.

<p>Standard 2: The student will examine the major cultural and physical regions of the world to interpret the earth's complexity.</p> <ol style="list-style-type: none"> 1. Define the concept of a region and explain how common characteristics can link and divide regions. 2. Identify examples of and reasons for conflict and cooperation among groups, societies, countries, and regions. 3. <i>*Explain how and why regions change over time.</i> 4. Define, recognize, and locate on appropriate maps and globes basic landforms and bodies of water, and major cities, rivers, mountains ranges, regions, biomes, and countries of the world. 	<p>Oklahoma C³ Standard 2: The student will examine the human and physical characteristics of the major regions of the Eastern Hemisphere.</p> <p>Changes: Reduces the scope of content to the Eastern Hemisphere.</p> <p>Additions:</p> <ol style="list-style-type: none"> 1. Integrate visual information in order to describe specific political regions of the Eastern Hemisphere, and identify on a political map the major urban areas and countries including <ol style="list-style-type: none"> A. Europe – London/United Kingdom, Paris/France, Rome/Italy, Berlin/Germany, and Moscow/Russia, B. Southwest Asia – Mecca/Saudi Arabia, Jerusalem/ Israel, Tehran/Iran, Beirut/Lebanon, and Bagdad/Iraq, C. South Asia – Mumbai/India, Pakistan, Afghanistan, D. East and Southeast Asia – Beijing/China, Seoul/South Korea, Tokyo/Japan, Indonesia, Vietnam, and Malaysia, E. Africa – Cairo/Egypt, Nairobi/Kenya, South Africa, Libya, Sudan, and Nigeria, and F. Oceania – Australia and New Zealand. 2. Integrate visual information in order to describe the characteristics and relative location of physical and cultural regions of the Eastern Hemisphere including <ol style="list-style-type: none"> A. Physical Regions – <ol style="list-style-type: none"> 1) Sub-Saharan savannas and rainforests, 2) Pacific Ring of Fire, 3) Rhine-Danube industrial corridor, and 4) The Himalayan Mountain Range. B. Cultural Regions – <ol style="list-style-type: none"> 1) The Sahel's and Sahara's nomadic peoples, 2) Jerusalem's religious significance to Judaism, Christianity, and Islam, and 3) The cultural hearths of the Nile, Indus, Ganges, Hwang He River Valleys, and Mesopotamia. 3. Explain and summarize how common physical or human characteristics can link as well as divide regions including <ol style="list-style-type: none"> A. Extensive inland waterway systems of natural rivers and manmade canals that link European trading centers, B. Ural Mountains that physically divide Europe from Asia,
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	<ul style="list-style-type: none"> C. Sahara Desert that physically and culturally divides North Africa from Sub-Saharan Africa, D. Multiple languages, religion, and the legacy of the caste system in India that present barriers to cultural unity, and E. Cultural differences resulting in civil war and genocide in Darfur and Rwanda. <p>4. Cite specific textual and visual evidence to analyze reasons for conflict and cooperation among groups, societies, countries, and regions of the Eastern Hemisphere and the involvement of multinational organizations of the United Nations and the North Atlantic Treaty Organization including</p> <ul style="list-style-type: none"> A. Multinational peace-keeping efforts to stabilize Arab- Israeli relations, B. Roots of disputes between India and Pakistan resulting in the threat of conventional war and nuclear war, C. Impact of multiple ethnic groups on Nigerian political stability, D. Coordination of currency and free trade zones created by the European Union, E. Humanitarian relief efforts by the United Nations to address hunger in Africa, and F. The struggle for and achievement of civil liberties and economic opportunities in South Africa's post-apartheid era. <p>5. Explain and summarize how and why regions change over time through physical and human processes which operate to modify Earth's surface including the</p> <ul style="list-style-type: none"> A. Cultural diffusion brought about by North Africa's location central to trade across multiple continents, B. Impact of overgrazing and drought leading to desertification in the Sahel, C. Results of the Green Revolution in Central Asia, and D. Effects of abundant oil supplies in the Persian Gulf region.
<p>Standard 3: The student will examine the interactions of physical systems that shape the patterns of the earth's resources.</p> <ul style="list-style-type: none"> 1. <i>*Identify forces beneath and above the earth's crust, explaining the processes and agents that influence the distribution of resources.</i> 2. Recognize regional climatic patterns and weather phenomena, and identify factors 	<p>Oklahoma C³ Standard 3: The student will examine the interactions of physical systems that shape the patterns of Earth's surface in the Eastern Hemisphere.</p> <p>Changes: Climate/weather/natural disasters are addressed from the perspective of impact on local populations.</p> <p>Additions:</p> <ul style="list-style-type: none"> 1. Integrate visual information to identify on a physical map and describe the major landforms and bodies of water including

<p>that contribute to them (e.g., latitude, elevation, earth-sun relationships, prevailing wind, and proximity to bodies of water).</p> <p>3. Analyze the impact of natural disasters (e.g., tornados, earthquakes, hurricanes, tsunamis, floods, and volcanoes) on human populations.</p>	<p>A. Landforms – the Iberian, Scandinavian, and Indochina Peninsulas; the Urals, Pyrenees, Alps, and Himalayan Mountain Ranges; the Sahara, Kalahari, and Gobi Deserts; and the Great Rift Valley.</p> <p>B. Bodies of water – Danube, Volga, Nile, Congo, Niger, Tigris, Euphrates, Indus, Ganges, and Yangtze Rivers; Mediterranean, Arabian and North Seas; Persian Gulf; Bay of Bengal; Strait of Gibraltar; Atlantic, Arctic, Indian, Pacific, and the Southern Oceans.</p> <p>2. Analyze from multiple perspectives the impact of natural disasters on human populations resulting in forced migration, scarcity of consumer goods, and loss of employment including</p> <p>A. The impact of plate tectonics resulting in earthquakes, tsunamis, and volcanic eruptions on human and physical systems bordering the Pacific Ring of Fire,</p> <p>B. Frequent drought of northern Africa and Southwest Asia that creates stress on humans and wildlife,</p> <p>C. The impact of monsoon patterns and typhoon activity on agriculture and loss of life in South Asia, and</p> <p>D. Regular flooding of China’s rivers resulting in the accumulation of loess.</p>
<p>Standard 4: The student will evaluate the human systems of the world.</p> <ol style="list-style-type: none"> 1. Compare and contrast common characteristics of world culture (e.g., language, ethnic heritage, religion, political philosophy, shared history, social systems, and economic systems). 2. <i>*Explain patterns and processes of global economic activities and world trade.</i> 3. <i>*Describe how changes in technology, transportation, and communication affect the location of economic activities..</i> 4. Recognize and explain the impact of ethnic diversity within countries and major cultural regions. <i>Objective not tested on the OCCT.</i> 5. Evaluate issues of population location, 	<p>Oklahoma C³ Standard 4: The student will analyze the world’s peoples and cultures in the context of the human systems in the Eastern Hemisphere.</p> <p>Changes: Content focus is on Eastern Hemisphere.</p> <p>Additions:</p> <p>Describe the world’s major religions including Buddhism, Christianity, Daoism, Hinduism, Islam, and Judaism including the geographic origins, major beliefs, and customs of the five major world religions and the significance of religion in contemporary societies.</p> <ol style="list-style-type: none"> 3. Integrate visual information to analyze data used by geographers to measure the human characteristics used to define developed versus developing countries including literacy rates, life expectancy, infant mortality rate, Gross National Product (GNP), and per capita income. 4. Compare and contrast the market and command economic systems and how governments affect economic activities in such systems including <ol style="list-style-type: none"> A. Economic reforms in China that are moving China from a command system

growth, and change, including density, settlement patterns, migration, and availability of resources.

- toward a market system,
- B. The economic advantages and disadvantages of Sweden's mixed market system,
 - C. The economic prosperity generated by Japan's market system, and
 - D. The economic development limitations of North Korea's command economic system.
5. Compare and contrast the major political systems of representative governments (democracy, republic, and constitutional monarchy) and authoritarian systems (dictatorship and absolute monarchy) including the role of the citizen in the selection of government officials' lawmaking, and the liberties guaranteed under different forms of government.
- A. The symbolic role of the British crown in comparison to the absolute authority of the monarchy of Saudi Arabia.
 - B. The transformation of the former Soviet Union from an authoritarian system to the limited representative democracy of Russia.
6. Integrate visual information to explain patterns of global economic interdependence and world trade focusing on the concepts of imports and exports, supply and demand, Gross Domestic Product (GDP), and balance of trade including
- A. The European Union's single currency and open single market that link economies and governments,
 - B. The relative isolation of Japan and the United Kingdom that require extensive trade patterns for natural resources and markets,
 - C. Outsourcing of technological and manufacturing jobs to developing regions of Asia, and
 - D. Control over production and supply of global oil reserves as exercised by the Oil Producing and Exporting Countries (OPEC).
7. Evaluate and summarize the impact of geography on population location, growth, change and density and on the availability of resources, settlement patterns, and migration including the
- A. Impact of push and pull factors on the rural migration to overcrowded urban centers in India,
 - B. Challenges of under-population on the labor market in developed nations of Europe,
 - C. Changing face of European cultures as a result of recent patterns of immigration, and

<p>Standard 5: The student will examine the interactions of humans and their environments.</p> <ol style="list-style-type: none"> 1. Identify and describe the relationship between the distribution of major natural resources (e.g., arable land, water, fossil fuels, and iron ore) and developed and developing countries. 2. Evaluate the effects of human modification of and adaptation to the natural environment (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 agricultural). 	<p style="text-align: center;">D. Impact of China’s one-child policy on population growth and culture.</p> <p>Oklahoma C³ Standard 5: The student will analyze the interactions of humans and their environment in the Eastern Hemisphere.</p> <p>Changes: Reduces the scope of content to the Eastern Hemisphere.</p> <p>Additions:</p> <ul style="list-style-type: none"> • Abundant energy resources driving China’s rapid development, • Reserves of valuable minerals responsible for South Africa’s economic growth, Accessibility of coal and iron reserves contributing to steel industries of western Europe and Russia, and • Value of North Sea petroleum reserves to developed nations’ economies. • Deforestation of Indonesia’s rainforests, • Creation of living space through the drainage of seawater and the system of dikes in the Netherlands, • Transformation of arid lands of the Arabian Peninsula through introduction of western irrigation methods, • Use of terrace farming and double-cropping as solutions to food needs of East Asia, and • Benefits and dangers of nuclear power generation as exemplified by the environmental disaster at Chernobyl. <p>Integrate visual information to analyze regional problems and policies having spatial dimensions in the Eastern Hemisphere including the</p> <ol style="list-style-type: none"> A. Management of the Aral Sea’s water resources, B. Impact of economic development on Russia’s Arctic regions, and C. Transformation of the environment and population centers caused by the construction of the Three Gorges Dam in China.
<p>Standard 6: The student will analyze problems and issues from a geographic perspective using the skills and tools of geography.</p> <ol style="list-style-type: none"> 1. Evaluate and draw conclusions from different kinds of maps, graphs, charts, diagrams, and other sources and representations (e.g., aerial and shuttle 	<p>Changes: Oklahoma C³ Standard 1 absorbs <i>PASS</i> standards 1 and 6.</p>

photographs, satellite-produced images, the geographic information system (GIS), atlases, almanacs, and computer-based technologies).

2. **Explain the influence of geographic features on the development of historic events and movements.*
3. **Analyze local, regional, national, and world policies and problems having spatial dimensions (e.g. acid rain and international boundaries; water quality affected by runoff from poultry and hog farms).*