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<p>1. Describe the world in spatial terms using maps and other geographic representations, tools, and technologies.</p> <ul style="list-style-type: none"> Explaining the use of map essentials, including type, projections, scale, legend, distance, direction, grid, and symbols Examples: type—reference, thematic, planimetric, topographic, globe and map projections, aerial photographs, satellite images distance—fractional, graphic, and verbal scales direction—lines of latitude and longitude, cardinal and intermediate directions 	<p>Economics, Geography, Civics and Government Geography 7.G.1</p>	<p>Students:</p> <ul style="list-style-type: none"> Demonstrate the use of geographic representations, tools and technologies. 	<ul style="list-style-type: none"> spatial thinking spatial relationships spatial perspective spatial patterns spatial models geospatial technologies 	<p>Students know:</p> <ul style="list-style-type: none"> Types of maps or geographic resources—reference, thematic, planimetric, topographic, globe and map projections, aerial photographs, satellite images. The difference between aerial photography and satellite images and their properties for interpreting spatial patterns. The uses of GIS in portraying geographic or spatial patterns and in answering geographic questions. The uses of mapping technology to trace diseases through a population geographic trade patterns, 	<p>Students are able to:</p> <ul style="list-style-type: none"> Read, analyze and interpret maps, aerial photography, satellite images, and other types of mapping technology. Use mental maps. Use GPS for locations. 	<p>Students understand that:</p> <ul style="list-style-type: none"> Maps portray human and physical geographic patterns, understand the use of GPS and GIS in explaining geographic patterns, that mental maps are important in understanding cultural perceptions and the organization of cultural landscapes. 	<p>Click below to access all ALEX resources aligned to this standard.</p> <ul style="list-style-type: none"> ALEX Resources
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<ul style="list-style-type: none"> • Identifying geospatial technologies to acquire, process, and report information from a spatial perspective Examples: Google Earth, Global Positioning System (GPS), geographic information system (GIS), satellite-remote sensing, aerial photography • Utilizing maps to explain relationships and environments among people and places, including trade patterns, governmental alliances, and immigration patterns • Applying mental maps to answer 				<p>governmental alliances, and immigration patterns, mental maps, cultures, urban land-use patterns, distribution and linkages of cities, migration patterns, population-density patterns, spread (diffusion) of culture traits, spread (diffusion) of contagious.</p>			
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<p>geographic questions, including how experiences and cultures influence perceptions and decisions</p> <ul style="list-style-type: none"> Categorizing the geographic organization of people, places, and environments using spatial models <p>Examples: urban land-use patterns, distribution and linkages of cities, migration patterns, population-density patterns, spread of culture traits, spread of contagious diseases through a population</p>							
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<p>2. Determine how regions are used to describe the</p>	<p>Economics, Geography Geography 7.G.2</p>	<p>Students:</p> <ul style="list-style-type: none"> Identify the reasons for organizing 	<ul style="list-style-type: none"> regional geography 	<p>Students know:</p> <ul style="list-style-type: none"> Geographic features can be organized into regions in order 	<p>Students are able to:</p> <ul style="list-style-type: none"> Construct various types of regions, 	<p>Students understand that:</p> <ul style="list-style-type: none"> Regions are a 	<p>Click below to access all ALEX resources aligned to this standard.</p>
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<p>organization of Earth's surface.</p> <ul style="list-style-type: none"> Identifying physical and human features used as criteria for mapping formal, functional, and perceptual regions Examples: physical—landforms, climates, bodies of water, resources human—language, religion, culture, economy, government Interpreting processes and reasons for regional change, including land use, urban growth, population, natural disasters, and trade 		<p>geographic information by region and use regional information to organize geographic information.</p>	<ul style="list-style-type: none"> functional and perceptual regions spatial process and regional change regional interactions culture perception globalization 	<p>to understand activities and processes within and between places.</p> <ul style="list-style-type: none"> Formal, functional, and perceptual regions; land use, urban growth, natural disaster, commodity, Internet connectivity, globalization, sustainability, international cooperation. Physical regions—landforms, climates, bodies of water, resources. Human regions—language, religion, culture, economy, government. Cultural influences characterizing regions—language, religion, ethnicity, iconography, symbology, stereotypes how to use regions for identification of related phenomena, interpretation of processes causing regional change, analysis of 	<p>determine regional boundaries or transitional boundary zones.</p> <ul style="list-style-type: none"> Read and analyze thematic maps that display information, such as climate, religion, international commodity flows, arranged by geographic regions. 	<p>way of organizing spatial (geographic) information for specific social, economic, and political purposes.</p>	<ul style="list-style-type: none"> ALEX Resources
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<ul style="list-style-type: none"> • Analyzing interactions among regions to show transnational relationships, including the flow of commodities and Internet connectivity Examples: winter produce to Alabama from Chile and California, poultry from Alabama to other countries (Alabama) • Comparing how culture and experience influence individual perceptions of places and regions Examples: cultural influences— language, religion, ethnicity, iconography, 				<p>interactions among regions in terms of economic activities, migration, cultural diffusion, and evaluation of the impacts of globalization.</p>			
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<p>symbology, stereotypes</p> <ul style="list-style-type: none"> Explaining globalization and its impact on people in all regions of the world Examples: quality and sustainability of life, international cooperation 							
<p>3. Compare geographic patterns in the environment that result from processes within the atmosphere, biosphere, lithosphere, and hydrosphere of Earth's physical systems.</p> <ul style="list-style-type: none"> Comparing Earth-Sun relationships regarding seasons, fall hurricanes, monsoon rainfalls, and tornadoes Explaining processes that shape the physical environment, 	<p>Economics, Geography Geography 7.G.3</p>	<p>Students:</p> <ul style="list-style-type: none"> Use maps, charts, and diagrams to: recognize, compare, and understand spatial (geographic) patterns resulting from human and natural processes within the atmosphere, biosphere, lithosphere, and hydrosphere of Earth's physical systems. 	<ul style="list-style-type: none"> geographic or spatial patterns regions compare geographic issues human and natural processes 	<p>Students know:</p> <ul style="list-style-type: none"> Geographic patterns in the environment that result from processes within the atmosphere, biosphere, lithosphere, and hydrosphere of Earth's physical systems. Earth-Sun relationships regarding seasons, fall hurricanes, monsoon rainfalls, and tornadoes. Processes that shape the physical environment, including long-range effects of extreme 	<p>Students are able to:</p> <ul style="list-style-type: none"> Interpret reasons for spatial patterns of Earth's regions. Compare variations between and within geographic regions. Explain processes that shape the physical environment. Compare and explain geographic issues in 	<p>Students understand that:</p> <ul style="list-style-type: none"> Spatial patterns are caused by human and physical processes in the atmosphere, biosphere, lithosphere, and the hydrosphere. 	<p>Click below to access all ALEX resources aligned to this standard.</p> <ul style="list-style-type: none"> ALEX Resources

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<p>including long-range effects of extreme weather phenomena Examples: processes—plate tectonics, glaciers, ocean and atmospheric circulation, El Niño long-range effects—erosion on agriculture, typhoons on coastal ecosystems</p> <ul style="list-style-type: none"> • Describing characteristics and physical processes that influence the spatial distribution of ecosystems and biomes on Earth's surface • Comparing how ecosystems vary from place to place and over time Examples: 				<p>weather phenomena, such as plate tectonics, glaciers, ocean and atmospheric circulation, El Niño long-range effects—erosion on agriculture, typhoons on coastal ecosystems.</p> <ul style="list-style-type: none"> • Characteristics and physical processes that influence the spatial distribution of ecosystems and biomes on Earth's surface. • How ecosystems vary from place to place and over time, such as alteration or destruction of natural habitats due to effects of floods and forest fires, reduction of species diversity due to loss of natural habitats, reduction of wetlands due to replacement by farms, reduction of forest and farmland due to replacement by housing developments, reduction of 	<p>different regions.</p>		
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<p>place to place— differences in soil, climate, and topography over time— alteration or destruction of natural habitats due to effects of floods and forest fires, reduction of species diversity due to loss of natural habitats, reduction of wetlands due to replacement by farms, reduction of forest and farmland due to replacement by housing developments, reduction of previously cleared land due to reforestation efforts</p>				<p>previously cleared land due to reforestation efforts.</p> <ul style="list-style-type: none"> Geographic issues in different regions that result from human and natural processes. 			
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<ul style="list-style-type: none"> Comparing geographic issues in different regions that result from human and natural processes Examples: human— increase or decrease in population, land- use change in tropical forests natural— hurricanes, tsunamis, tornadoes, floods 							
<p>4. Evaluate spatial patterns and the demographic structure of population on Earth's surface in terms of density, dispersion, growth and mortality rates, natural increase, and doubling time. Examples: spatial patterns—major population clusters demographic structure—age and sex</p>	<p>Economics, Geography , History, Civics and Government Geography 7.G.4</p>	<p>Students:</p> <ul style="list-style-type: none"> Describe and analyze spatial patterns, the demographic structure of population on Earth's surface, and changes in the demographic structure of population. 	<ul style="list-style-type: none"> demographic structure population pyramid density dispersion growth mortality rate 	<p>Students know:</p> <ul style="list-style-type: none"> Spatial patterns— major population clusters. Demographic structure—age and sex distribution using population pyramids. Types of migration and reasons for migration including both push and pull reasons. 	<p>Students are able to:</p> <ul style="list-style-type: none"> Interpret demographic and population data. Predict and calculate changes in population. Evaluate causes and consequences of historical 	<p>Students understand that:</p> <ul style="list-style-type: none"> There are spatial patterns and demographic structure to the population on Earth's surface. 	<p>Click below to access all ALEX resources aligned to this standard.</p> <ul style="list-style-type: none"> ALEX Resources

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<p>distribution using population pyramids</p> <ul style="list-style-type: none"> Predicting reasons and consequences of migration, including push and pull factors Examples: push—politics, war, famine pull—potential jobs, family 			<ul style="list-style-type: none"> natural population increase doubling time and migration 		<p>events, such as migration.</p>		
<p>5. Explain how cultural features, traits, and diffusion help define regions, including religious structures, agricultural patterns, ethnic enclaves, ethnic restaurants, and the spread of Islam.</p>	<p>Economics, Geography, History Geography 7.G.5</p>	<p>Students:</p> <ul style="list-style-type: none"> Explain how cultural features, traits, and diffusion help define regions. Analyze changes in regions over time. 	<ul style="list-style-type: none"> cultural traits diffusion agriculture ethnic cultural landscape culture regions 	<p>Students know:</p> <ul style="list-style-type: none"> How cultural features, traits, and diffusion help define regions. Cultural characteristics of regions including religious structures and agricultural patterns. Changes in the cultural characteristics of regions including development of ethnic enclaves, introduction of ethnic restaurants, and changes in religious belief such 	<p>Students are able to:</p> <ul style="list-style-type: none"> Define and recognize elements of culture and expressions of culture on the landscape that collectively define a culture region, i.e., Mormon culture region. 	<p>Students understand that:</p> <ul style="list-style-type: none"> Cultural features, traits, and diffusion help define regions and change over time. 	<p>Click below to access all ALEX resources aligned to this standard.</p> <ul style="list-style-type: none"> ALEX Resources

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				as the spread of Islam.			
<p>6. Illustrate how primary, secondary, and tertiary economic activities have specific functions and spatial patterns. Examples: primary—forestry, agriculture, mining secondary—manufacturing furniture, grinding coffee beans, assembling automobiles tertiary—selling furniture, selling caffè latte, selling automobiles</p> <ul style="list-style-type: none"> Comparing one location to another for production of goods and services Examples: fast food restaurants in highly accessible locations, medical offices near hospitals, legal offices near courthouses, industries 	<p>Economics, Geography, History, Civics and Government Geography 7.G.6</p>	<p>Students:</p> <ul style="list-style-type: none"> Evaluate the nature of primary, secondary, and tertiary economic activities. 	<ul style="list-style-type: none"> primary economic activities secondary economic activities tertiary economic activities economic interdependence globalization trade agreements 	<p>Students know:</p> <ul style="list-style-type: none"> The nature, characteristics and spatial expressions of three broad categories of economic activities. Examples: <ul style="list-style-type: none"> primary—forestry, agriculture, mining secondary—manufacturing furniture, grinding coffee, beans, assembling automobiles tertiary—selling furniture, selling caffè latte, selling automobiles Economic activities create spatial patterns and the 	<p>Students are able to:</p> <ul style="list-style-type: none"> Evaluate the properties of primary, secondary and tertiary economic activities. Compare locations of economic activities. Evaluate benefits and drawbacks of trade agreements. 	<p>Students understand that:</p> <ul style="list-style-type: none"> Primary, secondary, and tertiary economic activities have specific functions and spatial patterns. 	<p>Click below to access all ALEX resources aligned to this standard.</p> <ul style="list-style-type: none"> ALEX Resources

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<p>near major transportation routes</p> <ul style="list-style-type: none"> Analyzing the impact of economic interdependence and globalization on places and their populations Examples: seed corn produced in Iowa and planted in South America, silicon chips manufactured in California and installed in a computer made in China that is purchased in Australia Explaining why countries enter into global trade agreements, including the North American Free Trade Agreement 				<p>type and degree often reveal the developmental nature of the geographic area.</p> <ul style="list-style-type: none"> Reasons for trade between regions. Definition and examples of globalization and the effects of increased globalization. 			
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<p>(NAFTA), the Dominican Republic-Central America Free Trade Agreement (DR-CAFTA), the European Union (EU), the Mercado Común del Sur (MERCOSUR), and the Association of Southeast Asian Nations (ASEAN)</p>							
<p>7. Classify spatial patterns of settlement in different regions of the world, including types and sizes of settlement patterns. Examples: types—linear, clustered, grid sizes—large urban, small urban, and rural areas</p> <ul style="list-style-type: none"> Explaining human activities that resulted in the development of settlements at particular locations due to trade, 	<p>Economics, Geography, History, Civics and Government Geography 7.G.7</p>	<p>Students:</p> <ul style="list-style-type: none"> Analyze and describe spatial patterns of settlement in different regions of the world. Evaluate the influence of changes in settlement over time. 	<ul style="list-style-type: none"> linear clustered grid settlement settlement patterns urban area spatial interaction 	<p>Students know:</p> <ul style="list-style-type: none"> Different types of settlements by type, size, major functions, such as linear, clustered, grid, large urban, small urban, and rural. Ways in which urban areas interact and influence surrounding regions. Examples: daily commuters from nearby regions; communication centers that service nearby and distant locations through television, radio, 	<p>Students are able to:</p> <ul style="list-style-type: none"> Classify types and sizes of settlements. Determine geographic and cultural reasons for settlement locations. Evaluate relationships between different settlement regions. 	<p>Students understand that:</p> <ul style="list-style-type: none"> There are spatial patterns of settlement in different regions of the world. 	<p>Click below to access all ALEX resources aligned to this standard.</p> <ul style="list-style-type: none"> ALEX Resources

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<p>political importance, or natural resources Examples: Timbuktu near caravan routes; Pittsburgh, Pennsylvania, and Birmingham, Alabama, as manufacturing centers near coal and iron ore deposits; Singapore near a major ocean transportation corridor (Alabama)</p> <ul style="list-style-type: none"> Describing settlement patterns in association with the location of resources Examples: fall line settlements near waterfalls used as a source of energy for mills, 				<p>newspapers, and the Internet; regional specialization in services or production</p> <ul style="list-style-type: none"> Regions where human activities resulted in the development of settlements at particular locations due to trade, political importance, or natural resources. Examples: Timbuktu near caravan routes; Pittsburgh, Pennsylvania, and Birmingham, Alabama, as manufacturing centers near coal and iron ore deposits; Singapore near a major ocean transportation corridor (Alabama) Settlement patterns in association with the location of resources. Examples: fall line settlements near waterfalls used as a source of energy for mills, European industrial settlements near 			
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<p>European industrial settlements near coal seams, spatial arrangement of towns and cities in North American Corn Belt settlements</p> <ul style="list-style-type: none"> Describing ways in which urban areas interact and influence surrounding regions Examples: daily commuters from nearby regions; communication centers that service nearby and distant locations through television, radio, newspapers, and the Internet; regional specialization in services or production 				<p>coal seams, spatial arrangement of towns and cities in North American Corn Belt settlements</p>			
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<p>8. Determine political, military, cultural, and economic forces that contribute to cooperation and conflict among people.</p> <ul style="list-style-type: none"> Identifying political boundaries based on physical and human systems Examples: physical—rivers as boundaries between counties human—streets as boundaries between local government units Identifying effects of cooperation among countries in controlling territories Examples: Great Lakes environmental management by United States and 	<p>Economics, Geography, History, Civics and Government Geography 7.G.8</p>	<p>Students:</p> <ul style="list-style-type: none"> Evaluate the effects of political, military, cultural and economic forces on cooperation and conflict among people. 	<ul style="list-style-type: none"> conflict cooperation economic forces human and physical systems 	<p>Students know:</p> <ul style="list-style-type: none"> Political boundaries created by human and physical systems. The effect of cooperation among countries in controlling territories. The effects of territorial conflicts over borders, resources, land use, and ethnic and nationalistic identity. 	<p>Students are able to:</p> <ul style="list-style-type: none"> Evaluate the spatial influence of political, military, cultural forces on the landscape and among people. Identify various ways boundaries are identified. Evaluate the reasons for territorial conflicts. 	<p>Students understand that:</p> <ul style="list-style-type: none"> Political, military, cultural and economic forces contribute to cooperation and conflict among people. 	<p>Click below to access all ALEX resources aligned to this standard.</p> <ul style="list-style-type: none"> ALEX Resources
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<p>Canada, United Nations (UN) Heritage sites and host countries, Antarctic Treaty on scientific research</p> <ul style="list-style-type: none"> Describing the eruption of territorial conflicts over borders, resources, land use, and ethnic and nationalistic identity Examples: India and Pakistan conflict over Jammu and Kashmir, the West Bank, the Sudan, Somalia piracy, ocean fishing and mineral rights, local land-use disputes 							
<p>9. Explain how human actions modify the physical environment within and between</p>	<p>Economics, Geography, History</p>	<p>Students:</p> <ul style="list-style-type: none"> Explain the ways peoples' actions produce both 	<ul style="list-style-type: none"> modification 	<p>Students know:</p> <ul style="list-style-type: none"> How human actions modify the physical 	<p>Students are able to:</p> <ul style="list-style-type: none"> Recognize the effects of human actions 	<p>Students understand that:</p> <ul style="list-style-type: none"> Physical environ 	<p>Click below to access all ALEX resources aligned to this standard.</p>

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<p>places, including how human-induced changes affect the environment. Examples: within— construction of dams and downstream water availability for human consumption, agriculture, and aquatic ecosystems between—urban heat islands and global climate change, desertification and land degradation, pollution and ozone depletion</p>	<p>Geography 7.G.9</p>	<p>positive and negative effects on the physical environment at the local to global level.</p>	<ul style="list-style-type: none"> induced changes 	<p>environment within and between places.</p> <ul style="list-style-type: none"> How human-induced changes affect the environment. 	<p>on the physical environment.</p> <ul style="list-style-type: none"> Evaluate changes in the physical environment. 	<p>ment and actions play a major role in changing the face of Earth's environments.</p>	<ul style="list-style-type: none"> ALEX Resources
<p>10. Explain how human systems develop in response to physical environmental conditions. Example: farming practices in different regions, including slash-and-burn agriculture, terrace farming, and center-pivot irrigation</p> <ul style="list-style-type: none"> Identifying types, locations, and characteristics of natural hazards, including earthquakes, hurricanes, tornadoes, and mudslides 	<p>Economics, Geography , Civics and Government Geography 7.G.10</p>	<p>Students:</p> <ul style="list-style-type: none"> Explain how human systems develop in response to physical environmental conditions. 	<ul style="list-style-type: none"> human systems differentiating response 	<p>Students know:</p> <ul style="list-style-type: none"> How human systems develop in response to physical environmental conditions. Farming practices in different regions, including slash-and-burn agriculture, terrace farming, and center-pivot irrigation. Types, locations, and characteristics of natural hazards, including earthquakes, hurricanes, 	<p>Students are able to:</p> <ul style="list-style-type: none"> Interpret regional and global spatial patterns. Evaluate adaptations to physical environmental conditions. 	<p>Students understand that:</p> <ul style="list-style-type: none"> Human systems develop in response to physical environmental conditions. 	<p>Click below to access all ALEX resources aligned to this standard.</p> <ul style="list-style-type: none"> ALEX Resources

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<ul style="list-style-type: none"> Differentiating ways people prepare for and respond to natural hazards, including building storm shelters, conducting fire and tornado drills, and establishing building codes for construction 				<p>tornadoes, and mudslides.</p> <ul style="list-style-type: none"> Ways people prepare for and respond to natural hazards, including building storm shelters, conducting fire and tornado drills, and establishing building codes for construction. 			
<p>11. Explain the cultural concept of natural resources and changes in spatial distribution, quantity, and quality through time and by location.</p> <ul style="list-style-type: none"> Evaluating various cultural viewpoints regarding the use or value of natural resources Examples: salt and gold as valued commodities, petroleum product use 	<p>Economics, Geography, History Geography 7.G.11</p>	<p>Students:</p> <ul style="list-style-type: none"> Evaluate and explain different cultural viewpoints about use and value of natural resources and changes in distribution, quantity, and quality of resources through time and by location. 	<ul style="list-style-type: none"> cultural concept cultural viewpoint spatial distribution non-renewable and renewable resources sustainability 	<p>Students know:</p> <ul style="list-style-type: none"> The ways cultural viewpoints about the use and value of natural resources can change over time. Reasons for the changes in value, distribution, quantity, and quality of resources. Issues related to the use of non-renewable resources. 	<p>Students are able to:</p> <ul style="list-style-type: none"> Read thematic maps to locate particular resources and their global distribution. 	<p>Students understand that:</p> <ul style="list-style-type: none"> Cultural concepts of natural resources and changes in spatial distribution of resources differ over time. 	<p>Click below to access all ALEX resources aligned to this standard.</p> <ul style="list-style-type: none"> ALEX Resources

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<p>and the invention of the internal combustion engine</p> <ul style="list-style-type: none"> Identifying issues regarding depletion of nonrenewable resources and the sustainability of renewable resources Examples: ocean shelf and Arctic exploration for petroleum, hybrid engines in cars, wind-powered generators, solar collection panels 							
<p>12. Explain ways geographic features and environmental issues have influenced historical events. Examples: geographic features—fall line, Cumberland Gap, Westward Expansion in the United States, weather conditions at</p>	<p>Economics, Geography, History, Civics and Government Geography 7.G.12</p>	<p>Students:</p> <ul style="list-style-type: none"> Analyze and describe the ways geographic features and environmental issues have influenced historical events. 	<ul style="list-style-type: none"> geographic features physical environments environmental issues 	<p>Students know:</p> <ul style="list-style-type: none"> The ways geographic feature can effect historical events. The ways environmental issues can effect historical events. 	<p>Students are able to:</p> <ul style="list-style-type: none"> Read and interpret physical geography maps related to historical events. Trace the progression of a 	<p>Students understand that:</p> <ul style="list-style-type: none"> Historical events are influenced by geographic features 	<p>Click below to access all ALEX resources aligned to this standard.</p> <ul style="list-style-type: none"> ALEX Resources

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CCRS Standard	Standard ID	Evidence of Student Attainment	Teacher Vocabulary	Knowledge	Skills	Understanding	ALEX Resources
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<p>Valley Forge and the outcome of the American Revolution, role of ocean currents and winds during exploration by Christopher Columbus environmental issues— boundary disputes, ownership of ocean resources, revitalization of downtown areas</p>			<ul style="list-style-type: none"> revitalization 	<ul style="list-style-type: none"> Geographic features: fall line, Cumberland Gap, desert southwest, global and local landscape patterns, climate and weather conditions (local to global), central business district/downtown. 	<p>historical event or era on a map.</p> <ul style="list-style-type: none"> Analyze changing realities of natural resources. 	<p>and environmental issues.</p>	
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