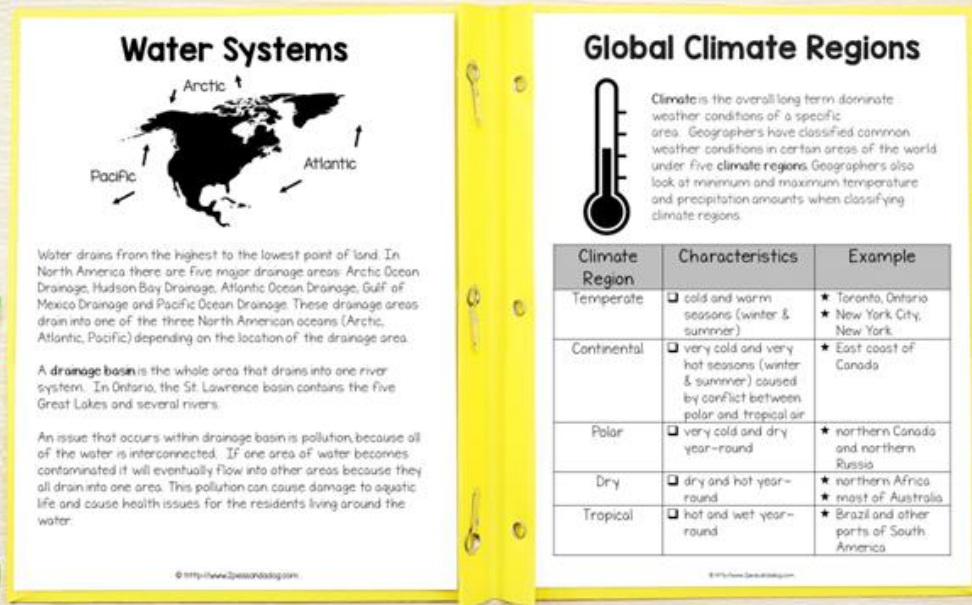


GRADE 7 GEOGRAPHY STRAND A

PDF & DIGITAL FORMATS

RESOURCE INCLUDES

- ✓ Ontario Curriculum Aligned
- ✓ 21 Engaging Lessons / 270 Pages
- ✓ MP3 Audio Files
- ✓ Daily Lesson Plans
- ✓ Student Choice
- ✓ Inquiry Learning
- ✓ Graphic Organizers
- ✓ Summative Assessments
- ✓ Rubrics & Answer Keys
- ✓ Group & Independent Work
- ✓ PDF & Google Slides™ Formats



UNIT ORGANIZATION

GEOGRAPHY GRADE 7 STRAND A

Lesson Title and Number	Curriculum Expectation(s)
1. Mapping Skills Review & Map of Canada	A2.2
2. What is Geography & World Map Assignment	A2.3
3. Physical Characteristics of Landforms	A3.1
4. Changes to Landforms	A3.2
5. Quiz & Land Reclamation	A1.1, A2.6
6. Physical Characteristics of Water Systems	A3.4
7. Changes to Water Systems	A3.5
8. Characteristics of Climate Regions	A3.6
9. Changes to Climate Regions	A3.7
10. Creating Climate Graphs	A3.8
11. Natural Vegetations Regions	A3.9
12. Changes to Natural Vegetation Regions	A3.10
13. Invasive Species Assignment	A2.4
14. Challenges and Opportunities Presented by Physical Environments	A1.1, A1.4
15. Land Use Perspectives	A1.2
16. Natural Events Inquiry	A2.1, A1.3
17. Physical Patterns Unit Test	See Above.

**CURRICULUM
ALIGNMENT**

Lesson Overview



Lesson	Activity Type	Name	Suggested Length of Time
Intro	Partners, Small Group & Class Discussion	Why Study Geography?	1 Class
#1	Whole Class Lesson	Mapping Skills Review & Map of Canada Assignment	1 – 2 Classes
#2	Whole Class Lesson	What is Geography? & World Map Assignment	1 – 2 Classes
#3	Video & Student Stations & Oral Presentations	Physical Characteristics of Landforms	2 – 4 Classes
#4	Whole Class Reading & Interactive Notetaking	Changes to Landforms	2 Classes
#5	Quiz & Research Assignment	Quiz & Land Reclamation Assignment	3 Classes

**DETAILED
UNIT PLAN**

Introduction



Why Study Geography?

Teacher Notes:

- ☐ Approximate Time: 20 minutes discussion, 20 minutes notes
- ☐ Gather materials (sticky notes, markers, pens, pencils) before class

Whole Class Question: Why do you think we study geography? Is it important to study geography? Why or why not?

Student Instructions: Turn and talk to your seat partner for three minutes and brainstorm some ideas about why it is or is not important to study geography.

Teacher Instructions: After you ask the question, wait three minutes, then ask each group to share one opinion. While you are waiting, write the question on the board with a clear YES and NO side. Record student answers on the side that it fits (either yes or no) and discuss their thoughts.

You can make your discussion more interactive by having students record their answers on sticky notes and have them place their answers on the matching side. It is important that students feel geography is an important subject to be taught. Be sure to have lots of ideas on why it IS an important subject that everyone should need to take.

Once the discussion is over – have students fill out the interactive notetaking organizer with all of the reasons why geography is important.

**LESSON
PLANS**

TEACHER FEEDBACK



“This resource was engaging, well-organized and beautifully edited. The lessons plans are excellent. One of the best TPT creators I have found.” – Bonnie Hachey



“This resource is very detailed and easy to use. My students were engaged throughout the lessons. It is ready to use and very easy to follow. I highly recommend it.” – Stephanie F.



“This was a huge time saver! Thanks for the stellar organization and clear explanation of expectations to students. All of the students, including those with IEP modifications, were engaged.” – Carolyn Y.

WHAT'S INSIDE?



IMAGE I

1. What type of landform appears in the photo?
2. Describe the landform.
3. Describe the area around the landform.
4. What are some of the key characteristics of this landform in your opinion?
5. Does the photo have any unique characteristics that might give you a hint where it is located?



Mapping Skills Note

Have students cut out around the outside edge of the shape. Then have them fold the long flap inside and glue to their notebook page. After the glue dries, cut along each horizontal line to make tabs.

fold & glue into notebook	Title	<- cut
	Label	
	Outline	<- cut
	Legend	

What Climate Zone?



1. What clues does the photo provide?
2. Use these clues to make an inference about which climate zone this photo was taken in.

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INTERACTIVE LESSONS

[adog.com](http://www.2peasandadog.com)

WHAT'S INSIDE?



Mapping Skills Answers

1. A compass rose helps people know directions on a map.

2. A title is an i
the map.

3. Labels ident

4. Blue is the

5. The legend p
and symbols

6. The world is

7. The world

8. Be sure to
messy.

9. Every map
between loca

10. This line divid
Hemispheres

Answer Key

Landform	Explain what it is, and how it is made.
Mountain	-large hill with steep sides -form and f
Valley	-low -crea hills a
Plateau	-large -crea

SAMPLE ANSWERS Toronto

Climate Graph Questions

What month is the warmest? coldest? What causes these different temperatures?

ANSWER KEYS

Delta	-four the o -dirt and c mout	▪ Precipitation occurs each month due to the climate of the area ▪ Temperate climate zone cold and warm seasons has summer and winter
Island	-land -crea sand from	Explain any trends or patterns you see between precipitation and temperature. ▪ More rain than snow if you look at the amount of precipitation at above 0 temperature. ▪ Students may see different trends/patterns

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Changes to Water Systems Inquiry Topics



Water Systems Changes Inquiry Assessment

Student Name: _____

ment by: _____

Level 1	☐ Information is inaccurate or incomplete
Level 2	☐ Information is basic and requires more details

to the topic

and
research using

Land Reclamation Newspaper Assignment



You are now a reporter for Canada Chronicle. Your editor has assigned you to write an article about one land

You will write a 2

- ☐ Who created this project?
- ☐ What was the purpose of this project? Why did the country need to take part in this land reclamation project?
- ☐ Where did the project occur?
- ☐ When did the project occur?
- ☐ How did the land reclamation occur?
- ☐ What was the social, political, environmental, and economic impact of this project?

Be sure to include in
a photograph, headline

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ASSESSMENT OPTIONS

RUBRICS INCLUDED

INTRODUCTION



Introduction



Why Study Geography?

Teacher Notes:

- ☐ Approximate Time: 20 minutes discussion, 20 minutes notes
- ☐ Gather materials (sticky notes, markers, pens, pencils) before class

Whole Class Question: Why do you think we study geography? Is it important to study geography? Why or why not?

WHY STUDY GEOGRAPHY?

or no) and discuss their thoughts.

You can make your discussion more interactive by having students record their answers on sticky notes and have them place their answers on the matching side. It is important that students feel geography is an important subject to be taught. Be sure to have lots of ideas on why it IS an important subject that everyone should need to take.

Once the discussion is over – have students fill out the interactive notetaking organizer with all of the reasons why geography is important.

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YES

NO

LESSON 1 & 2



Mapping Skills Review

- ☐ Title
☐ Labels
☐ Outline
☐ Shade
☐ Longitude
- ☐ Directions
☐ Scale
☐ Legend
☐ Latitude
☐ Blue

Instructions: Use the words from the word bank to help fill in the blanks.

1. A compass rose helps people know _____ on a map.
2. A _____ is an important part of the topic of the map.
3. _____ identify the different features on a map.
4. _____ is the only colour used to represent water.
5. The _____ provides a key to the symbols on a map.
6. The _____ shows the location of the place being mapped.
7. The _____ shows the shape and size of the place being mapped.
8. Be sure to include the _____ of the place being mapped.
9. Every map should have a _____ to show distances between locations.
10. This line divides the earth into the Northern and Southern Hemispheres. This line is called the _____.

Mapping Skills Note

Have students cut out around the outside edge of the shape. Then have them fold the long flap inside and glue to their notebook page. After the glue dries, cut along each horizontal line to make tabs.

fold & glue	Title	cut	
	Outline		cut
	Legend		

MAPPING SKILLS REVIEW

Physical Geography Lesson #2



What is Geography?

Lesson Overview:

In small groups of 3 or 4, students will participate in a word sort for physical or human geography. Once students have sorted words under the two categories take up the word sort, students will use their word sort to create a What Is Geography sheet? If time permits, students will create expectations for the World Map and provide a definition for each.

Physical Geography



What is Geography?

Geography is the study of the physical features and human populations on earth. Geographers look to see how the physical environment and human populations interact, affect and challenge each other.

Human Geography

WHAT IS GEOGRAPHY?

LESSON 3 & 4



Landforms



Watch the video to fill in the blanks and the charts below.

Landforms De

1. Landforms are natural features of the earth. People are not the world, _____, _____ do it all the time on earth called landforms. Landform made features.

Spheres of th

2. Name the four spheres of the

Fold here and glue

Mountains



Fold here and glue

Plateau



In point form, explain the key characteristics of each landform.

PHYSICAL CHARACTERISTICS OF LANDFORMS

Changes to Landforms



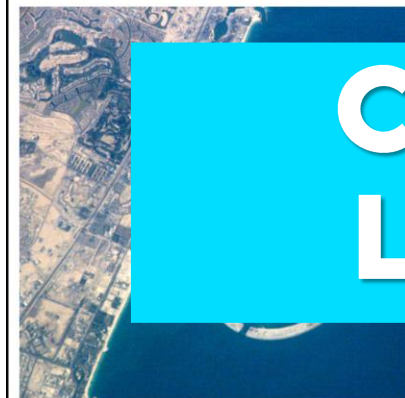
Changes to Landforms



Open Pit Mine

Mining

Mining for rocks and minerals creates changes to the Earth's landforms. Some mines are dug underground, while others dig out the resources and are left open. These mining practices change the interior and exterior of the landforms.



Palm Island Resort, Dubai, UAE.

Land Reclamation

The most well known land reclamation projects are the Palm Islands in Dubai.

a theory called continental drift that at
ons of years ago, all of the continents
s. This giant land mass slowly began to
tinent we are familiar with today.

Vegener's Theory

th American and Africa appear to be

mountain range called the Appalachian
wfoundland, but similar mountain ranges
places in northern Europe.

ral resources have been found in places
ere they are not normally located, bringing
support the theory.

und in Antarctica is similar to geological

CHANGES TO LANDFORMS

LESSON 5 & 6



Land Reclamation Newspaper Assignment



You are now a reporter for Canada Chronicle. Your editor has assigned you to write an article about one land reclamation project in the world for this edition.

Your assignment is to write a project and explain the purpose of the reclamation project.

You will write a 200–250 word newspaper article.

- ☐ Who created this project?
- ☐ What was the purpose of the project?

Landforms Quiz

Name: _____ /12

Select four different landforms studied in class, and explain how they are formed. (8 marks)

Landform	Explain how it was formed.

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Water Systems

As rivers move they erode two different patterns (Dendritic and Trellis) into the earth depending on the surrounding landforms and the environment. Soft rocks are easily eroded by water whereas hard rocks maintain their shape longer and are harder to erode.

Dendritic Drainage Pattern



Water Questions

Why are rivers important?

What is a river system? Give an example of a Canadian river system.

What is a watershed?

List the three oceans.

- 1.
- 2.
- 3.

What three oceans do these areas drain into?

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QUIZ
&
LAND
RECLAMATION
ASSIGNMENT

PHYSICAL
CHARACTERISTICS
OF
WATER SYSTEMS

LESSON 7 & 8



Changes to Water Systems Inquiry Topics



Group 1: Rainfa
Group 2: Freezi
Group 3: ...
Group 4: ...
Group 5: ...
Group 6: Bottl

CHANGES TO WATER SYSTEMS

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Station #1

Explain your water systems topic. Is it a natural process or human activity?

Is it a

Explain how your topic affects water systems i.e. causes flooding. How are living things affected by your topic?

What can be done to limit the impact of your topic on the environment?

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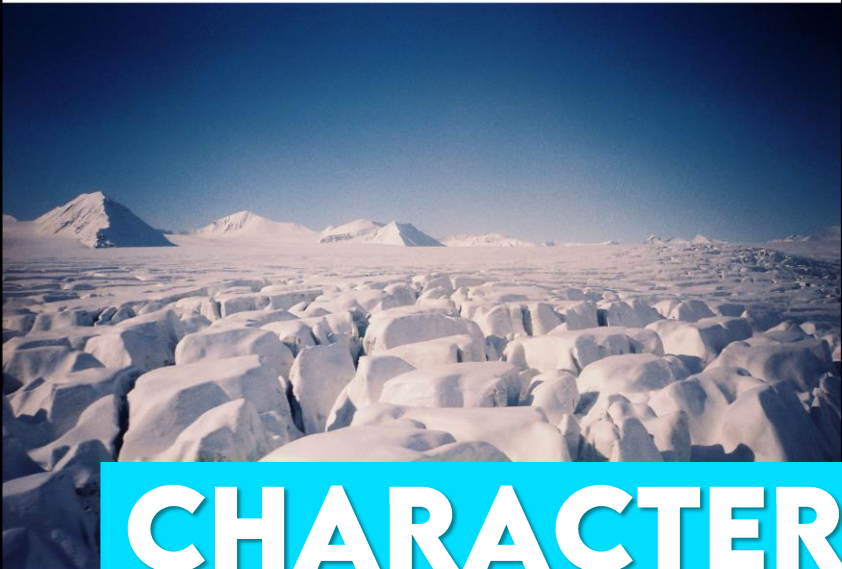
Global Climate Regions



Climate is the overall long term dominate weather conditions of a specific area. Geographers have classified common weather conditions in certain areas of the world

Climate regions. Geographers also use the average minimum and maximum temperature and precipitation amounts when classifying climate regions.

What Climate Zone?



1.
2.

CHARACTERISTICS OF CLIMATE REGIONS

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Characteristics	Example
warm (winter & summer)	★ Toronto, Ontario ★ New York City, New York
cold and very dry (winter & summer) caused by the effect between cold tropical air and warm tropical air	★ East coast of Canada
	Canada
	Africa
	Australia
	Other
	with

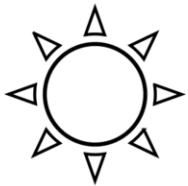
LESSON 9 & 10



Climate Changes

Climate is affected by many different factors. These factors can be natural like wind currents, or human activity related like global warming.

Natural Climate Factors



Latitude

The climate is warmer at the equator and colder at the poles. This is because the sun is more concentrated at the equator.

Wind Currents

Wind currents can affect the climate of a region.

Altitude

Altitude affects the climate of a region. Air at lower altitudes is warmer than air at higher altitudes.

Proximity to Water

Proximity to water affects the climate of a region. Water has a high heat capacity, so it can absorb and release a lot of heat without changing temperature much.

Vegetation

Vegetation affects the climate of a region. Plants can absorb carbon dioxide from the atmosphere, which helps to reduce the greenhouse effect.

Student Notes

Instructions:

1. Cut out each item.
2. Glue each heading on the top of a new page in your notebook.
3. Then cut out the definitions and definitions.

CHANGES TO CLIMATE REGIONS

Factors of Climate Change

Natural Factors of Climate Change

Climate Graph Assessment

Does your climate graph have?

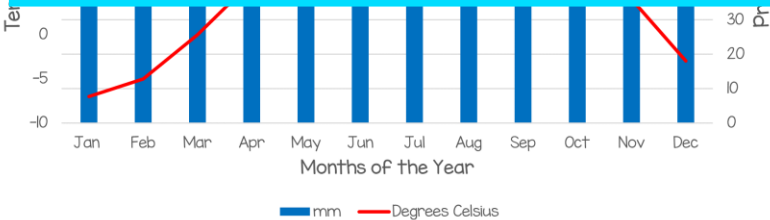
- ☐ Title
- ☐ 1 X-axis
- ☐ 2 Y-axes
- ☐ Precipitation label



Creating a Climate Graph

A climate graph is a type of graph that allows the reader to see patterns and trends between the average temperature and precipitation of an area. A bar graph is usually used to show average monthly precipitation and a line graph is usually used to show average monthly temperature.

CREATING CLIMATE GRAPHS



Level 2	Level 3	Level 4
Few criteria met, missing 3 or more elements	Most criteria met, missing 1 or 2 elements	All criteria met

are accurate, more work is needed to achieve accuracy	are graphed accurately, 1 or 2 elements are incorrect	are accurately graphed
---	---	------------------------

LESSON 11 & 12



Characteristics of Natural Vegetation Regions



The world is full of natural vegetation areas. These natural areas can be classified as three major vegetation regions:

_____, _____, _____ Each of these regions has its own unique character by _____, _____

Forests

Forests are large land areas covered by trees. Trees can be found almost everywhere on Earth due to climate conditions. Trees are classified as deciduous (leaves stay year-round) or coniferous (leaves fall part of the year). Two main forest types are boreal and tropical rain forests.

The boreal forest is found in the northern hemisphere and is referred to as the taiga. It is made up of coniferous trees.

Tropical rain forests

Tropical rain forests are found in humid climate areas where precipitation occurs regularly. The largest rain forests are found in South America, Africa, and Southeast Asia. All of these rain forests are made up of different animals and plants.

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Characteristics of Natural Vegetation Regions



NATURAL VEGETATION REGIONS

of the year). Two main forest types are boreal and tropical rain forests. The boreal forest can be found all across Canada and were created when glaciers migrated north. A common vegetation found in the boreal forest is coniferous trees. These trees are often referred to as evergreen because they keep their foliage year-round. Tropical rain forests are located near the equator between the Tropic of Cancer and Tropic of Capricorn. They are found in hot, humid climate areas where precipitation regularly occurs. The largest rain forests are found in South America, Africa, and Southeast Asia. All of these rain forests are made up of different animals and plants.

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Vegetation Changes

Animals grazing on grasslands can also change the vegetation patterns of an area. Animals can trample the land for many years. These animals can also dig up roots, making it more difficult for plants to grow. Fires are often set to grasslands to clear out old plants, so animals are provided with new vegetation. However, if the vegetation destroys animal habitats, the area can be changed.



Invasive species can also change the vegetation. Invasive species are plants and aquatic life that are not native to an area and causes harm to the local ecosystem. Invasive species have no natural predators in their new environment, so they can reproduce quickly. In other groups have been working to control invasive species. Commonly found invasive species include Hogweed, and Periwinkle. Many people have a backyard, and hikers must be careful when entering forested areas to avoid contact with invasive species.

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Vegetation Changes

★ Explain in your own words how each factor impacts and changes vegetation patterns.

Natural Factors	
Precipitation amounts	
Temperature	

CHANGES TO NATURAL VEGETATION REGIONS

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LESSON 13 & 14



Physical Geography Lesson #13



Invasive Species Assignment

Lesson Overview:

Students will demonstrate their understanding of local ecosystems of Invasive Species through a Wanted Poster.

Materials Needed:

- ☐ Reliable technology for research
- ☐ Class set of Wanted Poster Assignment
- ☐ Assessment Criteria

Helpful Websites:

[Invasive](#)
[Invasive](#)
[Invader](#)

Teacher

Hand out
instructions

once you have finished explaining the entire assignment to the students with class time to research their chosen species. Once the posters are complete, hang them around the school to raise awareness among other students. You can also alter the assignment and have the students create a digital poster using a technology tool instead of paper. Students could use Prezi, Google Slides, Haiku Deck, Canva or any number of other digital apps etc.

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Wanted

INVASIVE SPECIES ASSIGNMENT

Country of Origin

Locations in Ontario

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Challenges and Opportunities



Toucan in Costa Rica

Tourism

Areas that have a natural beauty or a unique culture can become tourist destinations. The economic benefits that tourism leaves behind can be beneficial or detrimental. Traditional tourism to warm climates uses a lot of resources, but it can also bring in a lot of money.

In recent years, the goal of sustainable tourism has become a major focus. The goal is to ensure that tourism is a source of income for the local people and that it does not harm the environment. Fjord Norway is a good example of a destination that has become a model for sustainable tourism. The area has a beautiful fjord and a rich cultural heritage. It has become a popular destination for tourists who want to experience nature and culture in a sustainable way.

Challenges & Opportunities Exit Card

3 New Things I Learned

CHALLENGES AND OPPORTUNITIES PRESENTED BY PHYSICAL ENVIRONMENTS

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LESSON 15 & 16



Land Use Scenario Group Work Task

Scenario: Your family has been in the family for profit most years. I profitable farm due developer has offered on a beautiful lake. To build a new subdivision your siblings in charge retirement, and are

Task: You must work to assess this issue from the land developer and the column of different time you the farm

Physical Geography Lesson #15



Different Perspectives on Issues

Lesson Overview: Students will learn that every issue has many different perspectives and stakeholders.

Materials Needed:

LAND USE PERSPECTIVES

Land Owner
Perspective

- Then provide each group with chart paper and markers to start recording their thoughts about this topic.
- Once each group has made a decision have the group present their decision and three reasons to the class.

Hurricane Hazel

What are the social, political, economic and environmental impacts of this event?

Social

Political

Economic

Environmental

Inquiry Instructions



Before Research

- As a group use the Q-Chart to formulate several geographical questions about your topic.
- Discuss your questions with your teacher to help you select the best question to research.

NATURAL EVENTS INQUIRY

creation of a bibliography.

After Research

1. Create and present a ten minute lesson about your inquiry topic to teach the class.
2. Provide your teacher with a properly formatted bibliography showing the research sources used.

Places to Look for Information

- Textbooks
- Government websites
- Online encyclopedias
- Online newspaper articles

LESSON 17 & ADDITIONAL RESOURCES

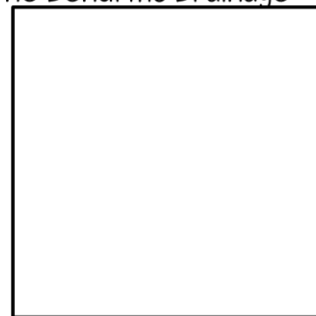
Physical Patterns in a Changing World Unit Test

Name: _____ Class: _____ /17

Explain the difference between physical and human geography.
(2 marks)

PHYSICAL PATTERNS UNIT TEST

Briefly explain and draw an example of the Dendritic Drainage
Pattern. (3 marks)



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Key Vocabulary

Word	Definition + Example (In your own words)
Geography	Geography is the study of the mountains, trees, water and the humans on the Earth.

ADDITIONAL RESOURCES

LESSON FORMATS



PDF

✓ Individual & Whole Unit



DIGITAL

✓ Google Slides

RESOURCE CAN BE USED IN-PERSON OR ONLINE