

Unit 1: The Themes of Geographic Inquiry

c = chapter p = text pages Q = End-of-Chapter Question PT = Performance Task

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Overall Expectations							
7g1	• demonstrate an understanding of geographic inquiry	16-7 Q 4, 5, 6, 7, 13	36-7 Q 1-4, 8	56-7 Q 1-3, 5-7, 12, 14	70-1 Q 7, 8, 11, 12	88-93 Q 7, 8, 11, 12	94-5 Q 1, 6, 11
7g2	• use the five themes of geography (location/place, environment, region, interaction, movement) to focus their inquires	4-17 Q 3, 4, 5, 6, 7	18-37 Q 1-4	38-57 Q 2-10	58-71 Q 1, 5, 7, 8, 11, 12	72-93 Q 1, 6, 11	94-5
7g3	• use a variety of geographic representations, tools, and technologies to gather, process, and communicate geographic information	6, 16 Q 5, 6	36-7 Q 5-9, 13	56-7 Q 1-3, 6, 8-10, 12	61-2, 70-1 Q 1, 6	88-93 Q 4, 5, 6, 7, 8, 10	94-5
Understanding Concepts							
7g4	• identify themes that geographers use to organize their inquiries: location/place, environment, region, interaction, and movement	4-17	18-37 Q 12	38-57 Q 2, 3, 5, 9, 10	58-71 Q 1, 4, 5, 6-10, 12	72-93 Q 6	94-5
7g5	• 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)	4-17 Q 1-13	21 Q 11			90-93 Q 5, 8	94-5
7g6	• 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)	11	20, 24, 30, 34-5	53, 56 Q 4, 5, 13	58-71 Q 1-12	72-93 Q 1, 2, 3, 5, 6, 10, 11	94-5
7g7	• 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)	12, 16	18-37 Q 1-13	53	62, 64 Q 7, 10		94-5
7g8	• demonstrate an understanding of the interaction theme (e.e. the environment provides opportunities and challenges; people change the environment as they use it)	8, 17	22, 27-8, 32-4 Q 2, 4, 6, 7, 12	45, 53 Q 4, 5, 9	62, 64-7 Q 5, 6, 7, 11	72-93 Q 1, 2, 3, 4, 5, 6, 11	94-5
7g9	• demonstrate an understanding of the movement theme (e.g. the flow of people, goods, and information and the factors that affect this flow)		27, 32-3	38-57 Q 2-14		76-7	94-5

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104, 112 Q 4, 6, 7	132-3 Q 5, 8	142-3 Q 10, 11	158-9 Q 1, 2, 3, 7	160-1	174-5 Q 5, 7, 10	188-9 Q 5, 7	202-3 Q 2, 9, 11	220-1 Q 1, 2, 5, 6, 11	230-1 Q 3, 6, 8, 9	
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	132-3 Q 5, 10, 11		144-159 Q 2, 3, 4, 5, 7	160-1	164-75 Q 1, 3, 4, 6, 7, 9, 10	176-89 Q 4, 5, 8, 9, 14	190-203 Q 7, 8, 12	206-221 Q 2, 5, 11	223-231 Q 1, 4, 6, 7, 8, 9, 10, 11, 12	232-3
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Developing Inquiry/Research and Communication Skills							
7g10	• use appropriate vocabulary (e.g. phenomena, issues, bias, fact, opinion, absolute location, relative location, interaction, region) to describe their inquiries and observations	4-17	18-36 Q 1, 3	41, 53, 56-7 Q 1, 4, 6, 7, 10	58-71 Q 1, 2, 6, 7, 8, 10	81, 86, 91-3 Q 4, 5, 6, 11	94-5
7g11	• formulate comparative and speculative questions to identify issues and define problems for research purposes (e.g. ask questions to identify bias, fact, and opinion)	9, 12, 15	29, 32, 35-7 Q 1-8, 13	40-1, 53, 56-7 Q 3, 4, 5, 7, 10, 14	61, 70-1 Q 5, 8, 9, 10, 12	81, 86, 91-3 Q 4, 5, 6, 8, 11	
7g12	• 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)	16, 17 Q 5, 12, 13	36-7 Q 3, 5-10, 13	52, 56-7 Q 1, 2, 6, 8, 9, 14	64, 70-1 Q 1, 6, 9, 10	73, 76, 81, 86, 91-3 Q 4, 5, 6, 7, 8, 9, 10, 11	94-5
7g13	• analyse, synthesize, and evaluate data by applying a decision-making model to an environmental issue	12	29, 34-5 Q 6	53, 56-7 Q 3, 4, 5	61, 70-1	84, 88-93 Q 2, 5, 6, 8, 10, 11	94-5
7g14	• produce a wide variety of graphs, charts, diagrams, and models for different purposes	6, 16 Q 6, 7	36-7 Q 9, 10, 13	53, 56-7 Q 8, 11, 12, 13	64, 70-1 Q 3, 6, 7	86-7, 91-3 Q 1, 2, 3, 6, 7, 10	94-5
7g15	• 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.	16 Q 5, 9, 10	35-7 Q 6, 7	53, 56-7 Q 6, 8, 12	64, 70-1 Q 4, 5, 12	86-7, 91-3 Q 6, 11	94-5
Developing Map and Globe Skills							
7g16	• produce maps for a variety of purposes (e.g. a thematic map of hurricane regions that illustrates an environmental pattern)	6, 16 Q 6, 7	32, 37 Q 9, 10, 13	53, 55, 56-7 Q 11, 12	71 Q 7, 10	93 Q 7, 10	
Applying Concepts and Skills in Various Contexts							
7g17	• produce a report on current environmental events in the news (e.g. place: discovery of a new resource; environment: depletion of fish stocks)		35, 36 Q 6		71 Q 3, 4, 5, 6, 8, 9, 10	80, 86, 89-93 Q 6, 7, 9, 11	
7g18	• communicate an understanding that various individuals and groups have different opinions on environmental issues (e.g. interaction: loggers versus wilderness conservationists)		29, 34-5 Q 6, 7	56 Q 4	70-1 Q 4, 5, 10, 12	84-86, 92-3 Q 5, 6, 8, 11	
7g19	• identify and describe regions where natural hazards exists (e.g. region: regions with earthquake activity, or with tornadoes)		37 Q 11	56-7 Q 6		81, 92-3 Q 1-4	
7g20	• organize and present a report on the emergency procedures followed to respond to an environmental disaster (e.g. movement: evacuation)		56 Q 6				

Unit 2: Patterns in Physical Geography

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Overall Expectations							
7g21	• explain how patterns are useful to the study of geography			54-5			95-5
7g22	• identify and explain patterns in physical geography	6, 9 Q 6	32, 36 Q 1, 2, 8, 13	54-5, 56 Q 1	70-1 Q 1	86, 91	94-5
7g23	• demonstrate an understanding of how physical patterns affect human activity	6, 9, 12 Q 2, 5	29, 36-7 Q 2, 3, 12	57 Q 10		81, 92 Q 1, 4, 5, 6	94-5
Understanding Concepts							
7g24	• recognize pattern as an important concept in geography (e.g. location of volcanoes along the Pacific Rim)	6, 9, 12		41, 54-5 Q 1	70		94-5
7g25	• identify and explain how land-forms are used to delineate regions		23				94-5
7g26	• identify and describe world land-form patterns (e.g. location of fold mountains along the west coast of North and South America)		23	41, 56 Q 1			
7g27	• identify and describe world climate patterns						
7g28	• demonstrate an understanding that climate patterns result from the interaction of several factors: latitude, longitude, global wind systems, air masses, proximity to large bodies of water, ocean currents		24		71 Q 1		
7g29	• identify, through investigation, the effects of natural phenomena (e.g. tornadoes, earthquakes, hurricanes) on people and the environment			40, 41, 56-7 Q 6, 10		80, 92 Q 2	
7g30	• demonstrate an understanding that natural vegetation patterns result from the interaction of several factors: temperature, precipitation, soil types, competition for available nutrients		24		70-1 Q 1, 7		
7g31	• identify major river systems of the world (e.g. Amazon, Nile, St. Lawrence) and describe their drainage patterns as either dendritic or trellis		31				
7g32	• describe the correlation between physical patterns and types of crops (e.g. landforms: plains/grains; climate: tropics/bananas)		36 Q 2, 3	41		73, 81, 93 Q 6	
7g33	• demonstrate an understanding of three types of agriculture (subsistence, commercial, specialized) and their relation to climate, topography, and soil				73, 81		
7g34	• identify the six major factors which influence commercial agriculture: location, climate, raw materials, market, labour, and transportation				73		

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Developing Inquiry/Research and Communication Skills							
7g35	• use appropriate vocabulary, including correct geographic terminology (e.g. classify, climate graph, pattern, latitude, altitude, site) to describe their inquiries and observations	4-17	18-36 Q 1, 3	41, 53, 56-7 Q 1, 4, 6, 7, 10	58-71 Q 1, 2, 6, 7, 8, 10	81, 86, 91-3 Q 4, 5, 6, 11	94-5
7g36	• formulate comparative and speculative questions to guide the research of a topic of study concerning physical patterns	9, 12, 15	29, 32, 35-7 Q 1-8, 13	40-1, 53, 56-7 Q 3, 4, 5, 7, 10, 14	61, 70-1 Q 5, 8, 9, 10, 12	81, 86, 91-3 Q 4, 5, 6, 8, 11	
7g37	• 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)	15, 16, 17 Q 5, 12, 13	36-7 Q 3, 5-10, 13	52, 56-7 Q 1, 2, 6, 8, 9, 14	64, 70-1 Q 1, 6, 9, 10	73, 76, 81, 86, 91-3 Q 4, 5, 6, 7, 8, 9, 10, 11	94-5
7g38	• analyse, synthesize, and evaluate data (e.g. agricultural patterns, land-form patterns)	12	29, 34-5 Q 6	53, 56-7 Q 3, 4, 5	61, 70-1	84, 88-93 Q 2, 5, 6, 8, 10, 11	94-5
7g39	• construct a wide variety of graphs, charts, diagrams, maps, and models to organize information (e.g. river-system and watershed maps)	6, 16 Q 6, 7	36-7 Q 9, 10, 13	53, 56-7 Q 8, 11, 12, 13	64, 70-1 Q 3, 6, 7	86-7, 91-3 Q 1, 2, 3, 6, 7, 10	94-5
7g40	• communicate the results of inquiries for specific purposes and audiences, using media works, oral presentations, written notes and descriptions, drawings, tables, charts, and graphs.	16 Q 5, 9, 10	35-7 Q 6, 7	56-7 Q 6, 8, 12	68-71 Q 4, 5, 12	85-6, 92-3 Q 6, 11	94-5
Developing Map and Globe Skills							
7g41	• identify patterns in physical geography, using thematic maps	16, Q 6	23, 37 Q 13	41, 54-5, 57 Q 10		86, 93 Q 10	94-5
7g42	• make and interpret climate graphs			57 Q 10			
7g43	• draw cross-sectional diagrams (e.g. of land-forms, river profiles)						
Applying Concepts and Skills in Various Context							
7g44	• investigate and describe how specialized forms of agriculture (e.g. sheep, beef, dairy farming) relate to world patterns of land-forms, climate, and vegetation				68	81	
7g45	• construct and compare climate graphs						
7g46	• investigate and describe the process involved in growing, harvesting, and processing a plantation crop (e.g. cotton, rice, coffee, bananas, tobacco, sugar cane)						

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Unit 3: Natural Resources

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Overall Expectations							
7g47	• demonstrate an understanding of how Canada's natural resources have contributed to its economic development		29, 36 Q 4	50, 52		73	
7g48	• identify factors that affect the use and value of natural resources (e.g., supply and demand, technology)			51-3	68-71 Q 2, 9	72-93 Q 7	
7g49	• demonstrate an understanding of how human activity (e.g. canal building) affects people and the environment		32-4, 36 Q 6, 7	56 Q 3, 5, 9	68-71 Q 3, 5, 6, 8, 9, 10, 11	72-93 Q 5, 11	
Understanding Concepts							
7g50	• demonstrate an understanding that people use renewable, non-renewable, and flow resources in a variety of ways to meet their needs	11	22-24, 36-7 Q 2, 3, 4, 10	44-50	58-64	93 Q 6	
7g51	• identify the pattern that exists in the distribution and use of natural resources throughout the world		29, 36-7 Q 2, 3, 6, 10		58-61	72-81, 93 Q 7	
7g52	• demonstrate an understanding of how technology has affected natural resources (e.g., with respect to their discovery, extraction, processing, and marketing)		36 Q 6, 7	44-53	62-3, 71 Q 5, 10, 11	82-91, 93 Q 8	
7g53	• demonstrate an understanding of the concept of sustainable development and its implications for the environment				63, 67-71 Q 3, 5	93 Q 6, 7	
7g54	• describe the influence of natural resources on any country (e.g., the development of the fishing industry along Canada's coasts)		36 Q 2, 3, 4	50		81	

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			158-9 Q 1, 2, 6, 11		166, 168-173 Q 4, 5, 6, 9	182-5 Q 10, 11	190-203 Q 4, 5	204-221 Q 2, 4, 5, 6, 10, 11	222-231 Q 1, 3, 10	232-2
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Developing Inquiry/Research and Communication Skills							
7g55	• use appropriate vocabulary, including correct geographic terminology (e.g., flow resources, sustainable development), to describe their inquiries and observations	4-17	18-36 Q 1, 3	41, 53, 56-7 Q 1, 4, 6, 7, 10	58-71 Q 1, 2, 6, 7, 8, 10	81, 86, 91-3 Q 4, 5, 6, 11	94-5
7g56	• formulate comparative and speculative questions to identify issues and define problems regarding study topics (e.g., the effect of technology on natural resources)	9, 12, 15	29, 32, 35-7 Q 1-8, 13	40-1, 53, 56-7 Q 3, 4, 5, 7, 10, 14	61, 70-1 Q 5, 8, 9, 10, 12	81, 86, 91-3 Q 4, 5, 6, 8, 11	
7g57	• 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)	16, 17 Q 5, 12, 13	36-7 Q 3, 5-10, 13	52, 56-7 Q 1, 2, 6, 8, 9, 14	64, 70-1 Q 1, 6, 9, 10	73, 76, 81, 86, 91-3 Q 4, 5, 6, 7, 8, 9, 10, 11	94-5
7g58	• analyse, synthesize, and evaluate data (e.g., relating to the patterns of distribution and use of natural resources)	12	29, 34-5 Q 6	53, 56-7 Q 3, 4, 5	61, 70-1	84, 88-93 Q 2, 5, 6, 8, 10, 11	94-5
7g59	• 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)	6, 16 Q 6, 7	36-7 Q 9, 10, 13	53, 56-7 Q 8, 11, 12, 13	64, 70-1 Q 3, 6, 7	86-7, 91-3 Q 1, 2, 3, 6, 7, 10	94-5
7g60	• communicate the results of inquiries for specific purposes and audiences, using media works, oral presentations, written notes and reports, drawings, tables, charts, and graphs	16 Q 5, 9, 10	35-7 Q 6, 7	56-7 Q 6, 8, 12	68-71 Q 4, 5, 12	85-6, 92-3 Q 6, 11	94-5
Developing Map and Globe Skills							
7g61	• map locations of Canada's natural resources	8-9	23, 37 Q 13	50-1			
7g62	• identify patterns of natural resources, using thematic maps (e.g., locations of valuable minerals)		29, 31, 37 Q 13	50-1	71 Q 1, 10		
Applying Concepts and Skills in Various Contexts							
7g63	• produce a report on the factors that affect the availability of natural resources in the future	16-7	33-4 Q 7		71 Q 2, 3, 12	92-3 Q 11	
7g64	• present and defend a point of view on how a resource should be used	16-7	36 Q 7		71 Q 2, 3, 12	92-3 Q 11	

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