

**HPISD CURRICULUM**  
 (SOCIAL STUDIES, WORLD GEOGRAPHY)

**EST. NUMBER OF DAYS: 29**

<b>UNIT NAME</b>	<b>1 Introduction to World Geography</b>
<b>Unit Overview</b>	Physical Geography Fundamentals Human Geography Fundamentals Environment & Society 18 Geography Standards 5 Themes/Geographic Concepts The World in Spatial Terms
<b>Generalizations/Enduring Understandings</b>	<p>Physical Geography</p> <ul style="list-style-type: none"> <li>• Geographers use concepts and tools to interpret the world.</li> <li>• Physical patterns and processes affect the nature and distribution of the earth’s features.</li> <li>• Geographic factors play a major role in human settlement, population density, and migration.</li> <li>• The interaction of people with the physical features of a place determines how its people live and satisfy their basic needs.</li> <li>• Nature can have a significant impact on people’s lives.</li> </ul> <p>Human Geography</p> <ul style="list-style-type: none"> <li>• When creating something new, people tend to follow familiar examples.</li> <li>• What happened in the past affects the present and the future.</li> <li>• Progress often requires tradeoffs.</li> <li>• It is difficult to recover from long periods of abuse.</li> </ul>

	<ul style="list-style-type: none"> <li>• Success often requires overcoming a number of obstacles.</li> <li>• Having what other people want or need can increase power and influence.</li> <li>• Cultural differences can lead to conflict.</li> <li>• Strong traditions are difficult to change.</li> <li>• People or organizations with the most assets tend to have the greatest success.</li> </ul>
<p><b>Concepts</b></p>	<ol style="list-style-type: none"> <li>1. The Five Themes of Geography</li> <li>2. Spatial Thinking</li> <li>3. Geographic Concepts</li> <li>4. Reading different types of maps and projections</li> <li>5. Climate Zones &amp; Factors affecting climate</li> <li>6. Elements, influences and patterns of culture</li> <li>7. Population (pyramids &amp; DTM)</li> </ol>
<p><b>Guiding/Essential Questions</b></p>	<p>To what extent do geographers shape our view of the world?</p> <p>What concepts and tools do geographers use to interpret the world?</p> <p>How do physical processes affect the location and distribution of physical features on the earth?</p> <p>To what extent is how people live a result of where they live?</p> <p>Do people shape the landscape more than they are shaped by it?</p> <p>How do the earth’s physical patterns and processes influence human environment interaction?</p> <p>How have patterns of language and religion diffused geographically over time?</p> <p>What are the current global population patterns?</p> <p>How have government systems influenced cooperation and conflict among people?</p> <p>In what ways has this influenced division and control of the earth’s surface?</p>

	How have economic systems impacted patterns and networks of interdependence on the earth's surface?	
Learning Targets	<p><b><i>Performance Levels</i></b></p> <p><b><i>Prerequisite:</i></b></p> <p>Students will list, define, and describe the different elements of culture and human development and their relationship to the physical world.</p> <p><b><i>Learning Target:</i></b></p> <p><i>Students will explain the patterns, processes and organization of human activities and how that activity shaped the understanding, use of, and interrelationships with the physical environment.</i></p>	<p><b><i>Learning Progression (***) Decision Point</i></b></p> <ul style="list-style-type: none"> <li>▪ Pre test physical geography terms and concepts</li> <li>▪ Develop foundational vocabulary</li> <li>▪ Develop map skills in relationships to population maps, cartograms, thematic maps.</li> <li>▪ Review 5 themes</li> </ul> <p>Decision Point***</p>
	<p><b><i>Prerequisite:</i></b></p> <p>Students will list, define, and describe the characteristics of the hydrosphere, biosphere, atmosphere and lithosphere.</p> <p><b><i>Learning Target:</i></b></p> <p><i>Students will explain and summarize the spatial characteristics of the various natural phenomena associated with the Earth's hydrosphere, biosphere, atmosphere and lithosphere.</i></p>	<ul style="list-style-type: none"> <li>▪ Explore various natural phenomena</li> <li>▪ Review and categorize natural phenomena into appropriate spheres – “The Pitch” vs. Bracket Battle</li> <li>▪ Decision Point***</li> </ul>
Formative Assessments	Notes, quizzes, group work, questioning (levels of thinking), paired sharing, maps, graphs	
Summative Assessments	Test (3 weeks)	
	<b><i>TEKS</i></b>	<b><i>Specifications</i></b>
<b>TEKS (Grade Level) /</b>	<b><i>Physical Geography Fundamentals</i></b>	

<p><b>Specifications</b>  <b>RED</b> = Readiness Standards  <b>GREEN</b> = Supporting Standards  <b>BLUE</b> = Process Standards  <i>Italics</i> = Standards Not Tested</p>	<p><b>(1) History. The student understands how geography and processes of spatial exchange (diffusion) influenced events in the past and helped to shape the present. The student is expected to:</b></p> <p>(A) analyze the effects of physical and human geographic patterns and processes on the past and describe their impact on the present, including significant physical features and environmental conditions that influenced migration patterns and shaped the distribution of culture groups today;</p>	
	<p><b>(3) Geography. The student understands how physical processes shape patterns in the physical environment. The student is expected to:</b></p> <p>(A) explain weather conditions and climate in relation to annual changes in Earth-Sun relationships; and  (B) describe the physical processes that affect the environments of regions, including weather, tectonic forces, erosion, and soil-building processes; and</p>	
	<p>(C) examine the physical processes that affect the lithosphere, atmosphere, hydrosphere, and biosphere.</p>	
	<p><b>(4) Geography. The student understands the patterns and characteristics of major landforms, climates, and ecosystems of Earth and the interrelated processes that produce them. The student is expected to:</b></p> <p>(A) explain how elevation, latitude, wind systems, ocean currents, position on a continent, and mountain barriers influence temperature, precipitation, and distribution of climate regions;</p>	
	<p>(B) describe different landforms and the</p>	

	physical processes that cause their development; and	
	(C) explain the influence of climate on the distribution of biomes in different regions.	
	<p><b>(6) Geography. The student understands the types, patterns, and processes of settlement. The student is expected to:</b></p> <p>(A) locate and describe human and physical features that influence the size and distribution of settlements; and</p>	
	<p><b>(8) Geography. The student understands how people, places, and environments are connected and interdependent. The student is expected to:</b></p> <p>(A) compare ways that humans depend on, adapt to, and modify the physical environment, including the influences of culture and technology;</p> <p>(B) describe the interaction between humans and the physical environment and analyze the consequences of extreme weather and other natural disasters such as El Niño, floods, tsunamis, and volcanoes;</p>	
	<p><b>(9) Geography. The student understands the concept of region as an area of Earth's surface with related geographic characteristics. The student is expected to:</b></p> <p>(A) identify physical and/or human factors such as climate, vegetation, language, trade networks, political units, river systems, and religion that constitute a region</p>	
	<p><b>(13) Government. The student understands the spatial characteristics of a variety of global political units. The student is expected to:</b></p> <p>(A) interpret maps to explain the division of land, including man-made and natural</p>	

	<p>borders, into separate political units such as cities, states, or countries;</p>	
	<p><b>(19) Science, technology, and society. The student understands the impact of technology and human modifications on the physical environment. The student is expected to:</b>  <b>(A) evaluate the significance of major technological innovations in the areas of transportation and energy that have been used to modify the physical environment</b></p>	
	<p><i>Human Geography Fundamentals</i></p> <p><b>(5) Geography. The student understands how political, economic, and social processes shape cultural patterns and characteristics in various places and regions. The student is expected to:</b>  <b>(A) analyze how the character of a place is related to its political, economic, social, and cultural elements; and</b></p>	
	<p><b>(B) interpret political, economic, social, and demographic indicators (gross domestic product per capita, life expectancy, literacy, and infant mortality) to determine the level of development and standard of living in nations using the terms Human Development Index, less developed, newly industrialized, and more developed.</b></p>	
	<p><b>(6) Geography. The student understands the types, patterns, and processes of settlement. The student is expected to:</b>  <b>(A) locate and describe human and physical features that influence the size and distribution of settlements; and</b></p>	

	(B) explain the processes that have caused changes in settlement patterns, including urbanization, transportation, access to and availability of resources and economic activities.	
	<p><b>(7) Geography. The student understands the growth, distribution, movement, and characteristics of world population. The student is expected to:</b></p> <p>(A) construct and analyze population pyramids and use other data, graphics, and maps to describe the population characteristics of different societies and to predict future population trends;</p>	
	(B) explain how political, economic, social, and environmental push and pull factors and physical geography affect the routes and flows of human migration;	
	(C) describe trends in world population growth and distribution; and	
	(D) examine benefits and challenges of globalization, including connectivity, standard of living, pandemics, and loss of local culture.	
	<p><b>(9) Geography. The student understands the concept of region as an area of Earth’s surface with related geographic characteristics. The student is expected to:</b></p> <p>(B) describe different types of regions, including formal, functional, and perceptual regions.</p>	

	<p><b>(10) Economics. The student understands the distribution, characteristics, and interactions of the economic systems in the world. The student is expected to:</b></p> <p>(A) describe the forces that determine the distribution of goods and services in free-enterprise, socialist, and communist economic systems</p>	
	<p>(B) classify where specific countries fall along the economic spectrum between free enterprise and communism</p>	
	<p>(C) compare the ways people satisfy their basic needs through the production of goods and services such as subsistence agriculture versus commercial agriculture or cottage industries versus commercial industries</p>	
	<p>(D) compare global trade patterns over time and examine the implications of globalization, including outsourcing and free trade zones.</p>	
	<p><b>(11) Economics. The student understands how geography influences economic. The student is expected to:</b></p> <p>(A) understand the connections between levels of development and economic activities (primary, secondary, tertiary and quaternary)</p>	
	<p>(B) identify the factors affecting the location of different types of economic activities, including subsistence and commercial agriculture, manufacturing, and service industries</p>	
	<p><b>(13) Government. The student understands the spatial characteristics of a variety of global</b></p>	

	<p><b>political units. The student is expected to:</b></p> <p>(B) compare maps of voting patterns or political boundaries to make inferences about the distribution of political power.</p>	
	<p><b>(16) Culture. The student understands how the components of culture affect the way people live and shape the characteristics of regions. The student is expected to:</b></p> <p>(A) describe distinctive cultural patterns and landscapes associated with different places in Texas, the United States, and other regions of the world, and how these patterns influenced the processes of innovation and diffusion</p>	
	<p>(B) describe elements of culture, including language, religion, beliefs and customs, institutions, and technologies</p>	
	<p>(C) explain ways various groups of people perceive the characteristics of their own and other cultures, places, and regions differently</p>	
	<p>(D) compare life in a variety of urban and rural areas in the world to evaluate political, economic, social, and environmental changes.</p>	
	<p><b>(17) Culture. The student understands the distribution, patterns, and characteristics of different cultures. The student is expected to:</b></p> <p>(A) describe and compare patterns of culture such as language, religion, land use, education, and customs that make specific regions of the world distinctive</p>	
	<p>(B) describe major world religions, including animism, Buddhism,</p>	

	Christianity, Hinduism, Islam, Judaism, and Sikhism, and their spatial distribution	
	(C) compare economic, political, or social opportunities in different cultures for women, ethnic and religious minorities, and other underrepresented populations	
	<p><b>(18) Culture. The student understands the ways in which cultures change and maintain continuity. The student is expected to:</b></p> <p>(A) analyze cultural changes in specific regions caused by migration, war, trade, innovations, and diffusion</p>	
	(B) assess causes, effects, and perceptions of conflicts between groups of people, including modern genocides and terrorism	
	(C) identify examples of cultures that maintain traditional ways, including traditional economies	
	(D) evaluate the spread of cultural traits to find examples of cultural convergence and divergence such as the spread of democratic ideas, U.S.-based fast-food franchises, the English language, technology, or global sports.	
	<p><b>(19) Science, technology, and society. The student understands the impact of technology and human modifications on the physical environment. The student is expected to:</b></p> <p>(A) evaluate the significance of major technological innovations in the areas of transportation and energy that have been used to modify the physical environment</p>	

	(B) analyze ways technological innovations such as air conditioning and desalinization have allowed humans to adapt to places	
	(C) examine the environmental, economic, and social impacts of advances in technology on agriculture and natural resources.	
Processes and Skills	<p><i>Physical Geography Fundamentals</i></p> <p><b>(21) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:</b></p> <p>(A) analyze and evaluate the validity and utility of multiple sources of geographic information such as primary and secondary sources, aerial photographs, and maps</p>	
	<p><b>(22) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:</b></p> <p>(C) use geographic terminology correctly</p>	
	<p><i>Human Geography Fundamentals</i></p> <p><b>(21) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:</b></p> <p>(A) analyze and evaluate the validity and utility of multiple sources of geographic information such as primary and secondary sources, aerial photographs, and maps</p>	

	(B) locate places of contemporary geopolitical significance on a map.	
	(C) create and interpret different types of maps to answer geographic questions, infer relationships, and analyze change	
	<p><b>(22) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:</b></p> <p>(A) design and draw appropriate graphics such as maps, diagrams, tables, and graphs to communicate geographic features, distributions, and relationships</p>	
	(B) generate summaries, generalizations, and thesis statements supported by evidence	
	(C) use geographic terminology correctly	
	(D) use standard grammar, spelling, sentence structure, and punctuation	
<b>Topics</b>	<ul style="list-style-type: none"> <li>• Movement, Region, Human Environment Interaction, Place, and Location</li> <li>• The World in Spatial Terms, Places and Regions, Physical Systems, Human Systems, Environment and Society, The Uses of Geography.</li> <li>• Tools of Geography</li> <li>• Different Types of Maps and Map Projections</li> </ul>	

	<ul style="list-style-type: none"> <li>• Solar System and the Structure of the Earth</li> <li>• Geographic Landforms</li> <li>• Earths Physical Patterns and Processes</li> <li>• Cultural Hearth</li> <li>• Innovation</li> <li>• Diffusion</li> <li>• Language Diffusion</li> <li>• Dialect</li> <li>• Language Tree</li> <li>• Language Families</li> <li>• Population Pyramids</li> <li>• Density</li> <li>• Migration</li> <li>• Megalopolis</li> <li>• Urban Area Models</li> <li>• Nation State</li> <li>• Types of Government</li> <li>• Shape of Countries</li> <li>• Landlocked Countries</li> <li>• Boundaries</li> <li>• Economic Systems</li> <li>• Economic Activities</li> </ul>
<b>Language of Instruction</b>	
<b>State Assessment Connections</b>	
<b>National Assessment Connections</b>	
<b>Resources</b>	