

HPISD CURRICULUM
 (SOCIAL STUDIES, WORLD GEOGRAPHY)

EST. NUMBER OF DAYS: 12

UNIT NAME	Unit 2 Austral Realm/ Antarctica, Austral Realm, and South East Asia
Unit Overview	The student will understand the physical and human geographical factors that allow some nations in the region to have highly developed economies and large cities, while others are still poor and have traditional economies. The student will understand that colonialism had a major impact on the native peoples of Southeast Asia, Australia and Oceania.
Generalizations/Enduring Understandings	<p>Physical Geography</p> <ul style="list-style-type: none"> • Geographic factors play a major role in human settlement, population density, and migration. • The interaction of people with the physical features of a place determines how its people live and satisfy their basic needs. • Physical patterns and processes affect the nature and distribution of the earth's features <p>Human Geography</p> <ul style="list-style-type: none"> • What happened in the past affects the present and the future. • Progress often requires tradeoffs. • It's difficult to recover from long periods of abuse. • Success often requires overcoming a number of obstacles. • Cultural differences can lead to conflict. • Strong traditions are difficult to change.

	<ul style="list-style-type: none"> • People or organizations with the most assets tend to have the greatest success. 	
Concepts	Government, culture and conflict Emerging markets Physical and political geography Population patterns, ecology and environment	
Guiding/Essential Questions	How has the physical geography of Southeast Asia influenced its economic systems? How is Southeast Asia different because of European Colonization? What accounts for the poverty of some nations and the wealth of others in the region? What role has communism played in the economics and politics of Southeast Asia? What role do human rights play in a command/market economy? How has the relationship between the United States and Vietnam changed over time? To what extent has the Austral realm and Oceania been able to adapt to the harsh effects of their climate and geology? How are Australia and Oceania different because of European Colonization? What accounts for the poverty of some nations and the wealth of others in the region? What are the interrelationships among political systems, cultures, environments and economies of Australia, New Zealand and Oceania?	
Learning Targets	<i>Performance Levels</i>	<i>Learning Progression (***) Decision Point</i>
	<p><u>Prerequisite:</u></p> <p>Students will list and describe the characteristics of regional populations as well as the resources and landforms.</p> <p><u>Learning Target:</u></p> <p><i>Students will investigate the relationship between population patterns, resources and landforms.</i></p>	*Students will learn the vocabulary for unit. ***Decision Point- High card, low card quiz *Read and interpret climographs *Read and interpret maps including, physical, political and thematic maps. ***Decision Point- Student created climographs- check for understanding with quick scoring guide *Cartograms *Understand and interpret regional data files. *Read and interpret population pyramids. ***Decision Point- ESPN of regional data. *Analyze relationships between population patterns, resources, and landforms.

	<p><u>Prerequisite:</u></p> <p>Students will define colonialism and list reasons for colonialism. Students will list and describe in chronological order the European and Asian colonial powers. Students will utilize primary source documents to understand the perspective of aboriginal peoples.</p> <p><u>Learning Target:</u></p> <p><i>Students will analyze the spatial impact of colonialism on indigenous people.</i></p>	<ul style="list-style-type: none"> • Reinforce map skills in relationship to population patterns • Provide opportunity to infer potential for conflict based upon population patterns and historical evidence • Provide opportunity to infer future population patterns and • Build a common background of vocabulary Decision Point***
	<p><u>Prerequisite:</u></p> <p>Students will identify criteria for development status. Students will be able to define, describe, and identify less developed and more developed countries.</p> <p><u>Learning Target:</u></p> <p><i>Students will compare less developed and more developed countries in the region and analyze the factors that contributed to their development status.</i></p>	<ul style="list-style-type: none"> • Develop vocabulary skills • Become familiar with economic, social, political and environmental characteristics of LDC and MDC countries <p>Decision Point***</p>
<p>Formative Assessments</p>	<p>High card, low card quiz. Student created climographs. ESPN of regional data.</p>	
<p>Summative Assessments</p>	<p>2 tests</p>	

	<i>TEKS</i>	<i>Specifications</i>
<p>TEKS (Grade Level) / Specifications RED = Readiness Standards GREEN = Supporting Standards BLUE = Process Standards <i>Italics</i> = Standards Not Tested</p>	<p>(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:</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) trace the spatial diffusion of phenomena such as the Columbian Exchange or the diffusion of American popular culture and describe the effects on regions of contact.</p>	
	<p>(2) History. The student understands how people, places, and environments have changed over time and the effects of these changes. The student is expected to:</p> <p>(A) describe the human and physical characteristics of the same regions at different periods of time to evaluate relationships between past events and current conditions</p>	
	<p>(B) explain how changes in societies have led to diverse uses of physical features.</p>	
	<p>(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:</p> <p>(A) analyze how the character of a place is related to its political, economic, social,</p>	

	and cultural elements	
	(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.	
	(8) Geography. The student understands how people, places, and environments are connected and interdependent. The student is expected to: (A) compare ways that humans depend on, adapt to, and modify the physical environment, including the influences of culture and technology	
	(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: (A) identify physical and/or human factors such as climate, vegetation, language, trade networks, political units, river systems, and religion that constitute a region	
	(10) Economics. The student understands the distribution, characteristics, and interactions of the economic systems in the world. The student is expected to: (A) describe the forces that determine the distribution of goods and services in free-enterprise, socialist, and communist	

	economic systems;	
	(B) classify where specific countries fall along the economic spectrum between free enterprise and communism;	
	(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; and	
	<p>(11) Economics. The student understands how geography influences economic. The student is expected to:</p> <p>(A) understand the connections between levels of development and economic activities (primary, secondary, tertiary and quaternary);</p>	
	(B) identify the factors affecting the location of different types of economic activities, including subsistence and commercial agriculture, manufacturing, and service industries; and	
	(C) assess how changes in climate, resources, and infrastructure (technology, transportation, and communication) affect the location and patterns of economic activities.	
	<p>(13) Government. The student understands the spatial characteristics of a variety of global political units. The student is expected to:</p> <p>(A) interpret maps to explain the division of land, including man-made and natural borders, into separate political units such as cities, states, or countries; and</p>	

	(B) compare maps of voting patterns or political boundaries to make inferences about the distribution of political power.	
	<p>(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:</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>	
	(B) describe elements of culture, including language, religion, beliefs and customs, institutions, and technologies ;	
	(C) explain ways various groups of people perceive the characteristics of their own and other cultures, places, and regions differently; and	
	(D) compare life in a variety of urban and rural areas in the world to evaluate political, economic, social, and environmental changes.	
	<p>(17) Culture. The student understands the distribution, patterns, and characteristics of different cultures. The student is expected to:</p> <p>(A) describe and compare patterns of culture such as language, religion, land</p>	

	use, education, and customs that make specific regions of the world distinctive	
	(B) describe major world religions, including animism, Buddhism, 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	
	(D) evaluate the experiences and contributions of diverse groups to multicultural societies.	
	(18) Culture. The student understands the ways in which cultures change and maintain continuity. The student is expected to: (A) analyze cultural changes in specific regions caused by migration, war, trade, innovations, and diffusion;	
	(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; and	
	(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>Processes and Skills</p>	<p>(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: (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) locate places of contemporary geopolitical significance on a map; and</p>	
	<p>(C) create and interpret different types of maps to answer geographic questions, infer relationships, and analyze change.</p>	
	<p>(22) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to: (A) design and draw appropriate graphics such as maps, diagrams, tables, and graphs to communicate geographic features, distributions, and relationships</p>	
	<p>(B) generate summaries, generalizations, and thesis statements supported by evidence</p>	
	<p>(C) use geographic terminology correctly</p>	
	<p>(D) use standard grammar, spelling, sentence structure, and punctuation.</p>	
	<p>(23) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to: (A) plan, organize, and complete a</p>	

	<i>research project that involves asking geographic questions; acquiring, organizing, and analyzing information; answering questions; and communicating results</i>	
	(B) use case studies and GIS to identify contemporary challenges and to answer real-world questions	
	<i>(C) use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.</i>	
Topics	Landforms and Resources Invasion and conquest Emerging markets Regional change over time	
Language of Instruction		
State Assessment Connections		
National Assessment Connections		
Resources		