

HPISD CURRICULUM
 (SOCIAL STUDIES, WORLD GEOGRAPHY)

EST. NUMBER OF DAYS: 12

UNIT NAME	UNIT 3 EAST ASIA
<p>Unit Overview</p>	<p>The student will recognize and understand the physical forces that have and continue to have a significant impact on human activities in East Asia. The student will gain knowledge of the ancient cultures, religions, and traditions that have shaped the societies of East Asia. The student will understand the impact of how Imperialism from outside the regions affected East Asia. East Asia has faced the problem of overpopulation with varying degrees of success. The economies of East Asia vary from the traditional to the highly developed. China has begun to embrace capitalism as an economic policy while maintaining a communist ideology.</p>
<p>Generalizations/Enduring Understandings</p>	<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. • Nature can have a significant impact on people's lives. <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.

	<ul style="list-style-type: none"> Strong traditions are difficult to change. 	
Concepts	Emerging markets Societal change and its impact on human and physical geography	
Guiding/Essential Questions	To what extent have the nations East Asia been able to adapt to the harsh effects of their climate and geology? In what ways have the religions of East Asia had as important an impact on their cultures as those of South Asia? In what way is the "legacy of colonialism" the same or different in East Asia than it is in Latin America? How has East Asia addressed their problems of overpopulation? What accounts for the vast differences in economic development among the countries East Asia?	
Learning Targets	<i>Performance Levels</i>	<i>Learning Progression (***) Decision Point)</i>
	<p><u>Prerequisite:</u></p> <p>Students will explore primary source documents relating to natural disasters. Students will illustrate and interpret related maps, charts and graphs</p> <p><u>Learning Target:</u> The student will analyze the components of physical geography that have a significant impact on human activity in East Asia.</p>	<ul style="list-style-type: none"> Reinforce map skills based on East Asia Provide opportunity to predict the outcome of disaster debris, flotsam and jetsam from the 2011 Tohoku earthquake. Decision Point***
	<p><u>Prerequisite:</u></p> <p>Students will list, describe and identify the major tenants of Buddhism, Confucianism, Taoism, and Shintoism. Students will list, describe and identify the major tenants of Imperialism, Communism, and Free Enterprise.</p> <p><u>Learning Target:</u> The student will compare and contrast ancient and contemporary traditions and political systems that have shaped the societies of East Asia.</p>	<ul style="list-style-type: none"> Develop common vocabulary. Explore roles, differences and impacts between society and religion. Become familiar with major tenets of cultural and religious institutions of the region. Decision Point***

Formative Assessments		
Summative Assessments		
	<i>TEKS</i>	<i>Specifications</i>
TEKS (Grade Level) / Specifications RED = Readiness Standards GREEN = Supporting Standards BLUE = Process Standards <i>Italics</i> = Standards Not Tested	(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: (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; and	
	(B) explain how changes in societies have led to diverse uses of physical features.	
	(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: (A) analyze how the character of a place is related to its political, economic, social, 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.	
	(6) Geography. The student understands the types, patterns, and processes of settlement. The student is expected to:	

	(A) locate and describe human and physical features that influence the size and distribution of settlements; and	
	(B) explain the processes that have caused changes in settlement patterns, including urbanization, transportation, access to and availability of resources and economic activities.	
	<p>(7) Geography. The student understands the growth, distribution, movement, and characteristics of world population. The student is expected to:</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	
	(D) examine benefits and challenges of globalization, including connectivity, standard of living, pandemics, and loss of local culture.	
	<p>(8) Geography. The student understands how people, places, and environments are connected and interdependent. The student is expected to:</p> <p>(A) compare ways that humans depend on, adapt to, and modify the physical environment, including the influences of culture and technology;</p>	
	(9) Geography. The student understands the concept of region as an area of Earth's surface	

	<p>with related geographic characteristics. The student is expected to:</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; and</p>	
	<p>(B) describe different types of regions, including formal, functional, and perceptual regions.</p>	
	<p>(10) Economics. The student understands the distribution, characteristics, and interactions of the economic systems in the world. The student is expected to:</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; and</p>	
	<p>(D) compare global trade patterns over time and examine the implications of globalization, including outsourcing and free trade zones.</p>	
	<p>(11) Economics. The student understands how geography influences economic. The student is expected to:</p> <p>(A) understand the connections between</p>	

	levels of development and economic activities (primary, secondary, tertiary and quaternary);	
	(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>12) Economics. The student understands the economic importance of, and issues related to, the location and management of resources. The student is expected to:</p> <p>(A) analyze how the creation, distribution, and management of key natural resources affects the location and patterns of movement of products, money, and people;</p>	
	(B) evaluate the geographic and economic impact of policies related to the development, use, and scarcity of natural resources such as regulations of water.	
	<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</p>	
	(14) Government. The student understands the processes that influence political divisions,	

	<p>relationships, and policies. The student is expected to:</p> <p><i>(A) analyze current events to infer the physical and human processes that lead to the formation of boundaries and other political divisions;</i></p>	
	<p><i>(B) compare how democracy, dictatorship, monarchy, republic, theocracy, and totalitarian systems operate in specific countries; and</i></p>	
	<p><i>(C) analyze the human and physical factors that influence the power to control territory and resources , create conflict/war, and impact international political relations of sovereign nations such as China, the United States, Japan, and Russia and organized nation groups such as the United Nations (UN), and the European Union (EU).</i></p>	
	<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><i>(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;</i></p>	
	<p><i>(B) describe elements of culture, including language, religion, beliefs and customs, institutions, and technologies ;</i></p>	
	<p><i>(C) explain ways various groups of people perceive the characteristics of their own and other cultures, places, and regions differently; and</i></p>	

	(D) compare life in a variety of urban and rural areas in the world to evaluate political, economic, social, and environmental changes.	
	(17) Culture. The student understands the distribution, patterns, and characteristics of different cultures. The student is expected to: (A) describe and compare patterns of culture such as language, religion, land 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; and	
	(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>(19) Science, technology, and society. The student understands the impact of technology and human modifications on the physical environment. The student is expected to:</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> <p>(B) analyze ways technological innovations such as air conditioning and desalinization have allowed humans to adapt to places; and</p>	
	(C) examine the environmental, economic, and social impacts of advances in technology on agriculture and natural resources.	
Processes and Skills	<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:</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; and	
	(C) create and interpret different types of maps to answer geographic questions, infer relationships, and analyze change.	
	<p>(22) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:</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;	
Topics	Landforms and resources Climate and vegetation Human-environment interaction Shared cultural traditions Trade and prosperity	
Facts		
Language of Instruction		
State Assessment Connections		
National Assessment Connections		
Resources		