

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

**EST. NUMBER OF DAYS:14**

UNIT NAME	UNIT 4 SOUTH ASIA
<b>Unit Overview</b>	<p>The student will understand the physical forces which have had a significant impact on human activities in South Asia. The student will also gain knowledge of the ancient cultures, religions, and traditions that have shaped the societies of South Asia. The student will understand that imperialism from outside the regions affected South Asia. The student will gain insight to the fact that South Asia has faced the problem of overpopulation with varying degrees of success.</p>
<b>Generalizations/Enduring Understandings</b>	<p>Physical Geography</p> <ul style="list-style-type: none"> <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>• Success often requires overcoming a number of obstacles.</li> <li>• Cultural differences can lead to conflict.</li> <li>• Strong traditions are difficult to change.</li> </ul>
<b>Concepts</b>	Culture, Religion, Conflict, Emerging Markets, Government

<b>Guiding/Essential Questions</b>	<p>To what extent have the nations of South Asia been able to adapt to the harsh effects of their climate and geology?  How have the religions of South Asia had an important an impact on their cultures?  In what ways is the “legacy of colonialism” the same or different in South Asia than it is in other regions?  How has South Asia addressed their problems of overpopulation?  What accounts for the vast differences in economic development among the countries of South Asia?  How did religious conflict contribute to the development of Pakistan and Bangladesh?</p>	
<b>Learning Targets</b>	<p><b><i>Performance Levels</i></b></p> <p><b><i>Prerequisite:</i></b></p> <p>Students will locate and label the major population centers and physical features of the region.</p> <p><b><i>Learning Target:</i></b></p> <p><b>The student will analyze the components of physical geography that have a significant impact on human activity in South Asia.</b></p>	<p><b><i>Learning Progression (***) Decision Point</i></b></p> <ul style="list-style-type: none"> <li>• Use maps to locate and identify specific cities and countries and sub regions.</li> <li>• Build common vocabulary.</li> <li>• Review primary sources that highlight change over time</li> </ul> <p><b>Decision Point***</b></p> <ul style="list-style-type: none"> <li>• Explore role of religion, faith, science and nature and impact on Ganges</li> <li>• ESPN Chart</li> </ul> <p><b>Decision Point***</b></p>
	<p><b><i>Prerequisite:</i></b></p> <p>Students will list in chronological order the establishment of significant religious and political institutions of the region.</p> <p><b><i>Learning Target:</i></b></p> <p><b>The student will compare and contrast the ancient and contemporary traditions and political systems that have shaped the societies of South Asia.</b></p>	<ul style="list-style-type: none"> <li>• Build common vocabulary.</li> <li>• Explore pre/post colonial systems - social and political.</li> <li>• Become familiar with historical and contemporary religious, cultural and political leaders of region</li> </ul> <p><b>Decision Point***</b></p>
<b>Formative Assessments</b>		
<b>Summative Assessments</b>		
	<b><i>TEKS</i></b>	<b><i>Specifications</i></b>

<p><b>TEKS (Grade Level) / 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 geography and processes of spatial exchange (diffusion) influenced events in the past and helped to shape the present. The student is expected to:</b>  (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; and</p>	
	<p><b>(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:</b>  (B) explain how changes in societies have led to diverse uses of physical features.</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) 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</p>	
	<p><b>(6) Geography. The student understands the types, patterns, and processes of settlement. The student is expected to:</b>  (A) locate and describe human and</p>	

	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><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	
	(D) examine benefits and challenges of globalization, including connectivity, standard of living, pandemics, and loss of local culture.	
	<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-</p>	

	<p>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><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 borders, into separate political units such as cities, states, or countries; and</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</p>	

	innovation and diffusion;	
	(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><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>	
	(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.	
	<b>(18) Culture. The student understands the ways in which cultures change and maintain continuity. The student is expected to:</b> (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.	
<b>Processes and Skills</b>	<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> (A) analyze and evaluate the validity and utility of multiple sources of geographic information such as primary and secondary sources, aerial photographs, and maps;	
	(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.	
	<b>(22) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:</b> <i>(A) design and draw appropriate graphics such as maps, diagrams, tables, and graphs to communicate geographic features, distributions, and relationships;</i>	
	<i>(B) generate summaries, generalizations, and thesis statements supported by evidence;</i>	
	(C) use geographic terminology correctly;	
	<i>(D) use standard grammar, spelling, sentence structure, and punctuation; and</i>	
	<i>(E) create original work using proper citations and understanding and avoiding plagiarism.</i>	
	<b>(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:</b> <i>(A) plan, organize, and complete a research project that involves asking geographic questions; acquiring, organizing, and analyzing information; answering questions; and communicating results;</i>	
<b>Topics</b>	Landforms and resources, Climate and vegetation, Human-environment Interaction, region of contrasts, population explosion	

<b>Facts</b>	
<b>Language of Instruction</b>	
<b>State Assessment Connections</b>	
<b>National Assessment Connections</b>	
<b>Resources</b>	