

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

EST. NUMBER OF DAYS: 13

UNIT NAME	UNIT 5 RUSSIA AND THE REPUBLICS
Unit Overview	<p>Students will understand the enormity of Russia's geographical size. Russian is a multicultural country and straddles both Eastern and Western traditions. The Communist Revolution was a direct reaction to Czarist rule and had a worldwide impact. The fall of Communism unleashed longstanding ethnic hostilities whose resolution continues today. The area of Russia and the Republics face challenges in modernizing their economy and political system as well as cleaning up Soviet era environmental disasters.</p>
Generalizations/Enduring Understandings	<p>Physical Geography</p> <ul style="list-style-type: none"> • Physical patterns and processes affect the nature and distribution of the earth's features. • 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"> • When creating something new, people tend to follow familiar

	<p>examples.</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. 	
Concepts	<p>Communism The Cold War Culture and Conflict Physical geography and cultural identity</p>	
Guiding/Essential Questions	<p>What are the most important natural resources of Russia and the republics? How has the environment affected the way of life of Russians and Eurasians? How do new nations establish law and order? How does a nation change its economic system? How have Soviet decisions affected new leaders?</p>	
Learning Targets	<i>Performance Levels</i>	<i>Learning Progression (***) Decision Point)</i>

	<p><u>Prerequisite:</u></p> <p>Students will name and locate places and resources on physical and political maps in the region.</p> <p><u>Learning Target:</u></p> <p><i>Students will examine and analyze the enormity of Russia’s physical geography and how it has impacted development in the region.</i></p>	<ul style="list-style-type: none"> • Develop map skills related to the region • Establish foundational vocabulary specific to the region <p>Decision point***</p>
	<p><u>Prerequisite:</u></p> <p>Students will list the causes and effects of the Communist Revolution and create a political timeline of Russia starting with the overthrow of the czarist regime.</p> <p><u>Learning Target:</u></p> <p><i>Students will investigate the causes and effects of the Communist Revolution including the reasons for its eventual decline and Russia’s subsequent role in the global market place.</i></p>	<ul style="list-style-type: none"> • Provide opportunity to explore primary resources that show motivation for political and economic change. • Provide opportunity to understand chronology of events that led to revolution • Explore characteristics of leaders both historical and contemporary <p>Decision Point***</p>

Formative Assessments		
Summative Assessments		
	TEKS	Specifications
<p>TEKS (<i>Grade Level</i>) / Specifications</p> <p>RED = Readiness Standards</p> <p>GREEN = Supporting Standards</p> <p>BLUE = Process Standards</p> <p><i>Italics</i> = Standards Not Tested</p>	<p>(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:</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; and</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>	

	and	
	(B) explain how changes in societies have led to diverse uses of physical features.	
	<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, and cultural elements; and</p>	
	(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>(8) Geography. The student understands how people, places, and environments are connected and interdependent. The student is expected to:</p>	

	(A) compare ways that humans depend on, adapt to, and modify the physical environment, including the influences of culture and technology;	
	(C) evaluate the economic and political relationships between settlements and the environment, including sustainable development and renewable/non-renewable resources.	
	<p>(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:</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>	
	(B) describe different types of regions, including formal, functional, and perceptual regions.	
	<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</p>	

	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	
	<p>(15) Citizenship. The student understands how different points of view influence the development of public policies and decision-making processes on local, state, national, and international levels. The student is expected to:</p> <p>(A) identify and give examples of different points of view that influence the development of public policies and decision-making processes on local, state, national, and international levels; and</p>	
	(B) explain how citizenship practices, public policies, and decision making may be influenced by cultural beliefs, including nationalism and patriotism.	

	<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>	
	<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; and</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>(19) Science, technology, and society.</p>	

	<p>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>(C) examine the environmental, economic, and social impacts of advances in technology on agriculture and natural resources.</p>	
<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:</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) locate places of contemporary geopolitical significance on a map; and</p>	
	<p>(C) create and interpret different types of maps to answer</p>	

	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><i>(A) design and draw appropriate graphics such as maps, diagrams, tables, and graphs to communicate geographic features, distributions, and relationships;</i></p>	
	<p><i>(B) generate summaries, generalizations, and thesis statements supported by evidence;</i></p>	
	<p><i>(C) use geographic terminology correctly;</i></p>	
	<p><i>(D) use standard grammar, spelling, sentence structure, and punctuation; and</i></p>	
	<p><i>(E) create original work using proper citations and understanding and avoiding plagiarism.</i></p>	
	<p>(23) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of</p>	

	<p>settings. The student is expected to:</p> <p><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></p>	
	<p><i>(B) use case studies and GIS to identify contemporary challenges and to answer real-world questions; and</i></p>	
	<p><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></p>	
Topics		
Language of Instruction		
State Assessment Connections		
National Assessment Connections		
Resources		