

HPISD CURRICULUM
 (SOCIAL STUDIES, WORLD GEOGRAPHY)

EST. NUMBER OF DAYS: 15

UNIT NAME	UNIT 6 EUROPE
<p>Unit Overview</p>	<p>Students will understand the resources and climate of Europe and how Europeans have used these elements to their advantage. Students will study Europe’s natural environment that displays a wide range of topographic climatic vegetative and soil conditions and relate these advantages to the continent’s technological growth and development. Students will understand the geographical causes of the Industrial Revolution and its impact on the population and creation of modern Europe. Students will analyze the population decline in Europe and contextualize it with economic strength of the European Union. Students will investigate the challenges of unification given the great diversity of languages and ethnic groups. Students will apply their knowledge of ethnicity and nationalism to analyze the challenges the region faces in the 21st century.</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. • Success often requires overcoming a number of obstacles. • Having what other people want or need can increase power and influence.

	<ul style="list-style-type: none"> • Cultural differences can lead to conflict. • Strong traditions are difficult to change. • People or organizations with the most assets tend to have the greatest success. • Cooperation is often more profitable than competition. 	
Concepts	Climate and impact of development, population patterns, migration, technology, government, alliances	
Guiding/Essential Questions	<p>How does the climate of Europe affect economic development and the way of life?</p> <p>What are the most important natural resources found in Europe?</p> <p>How have Europeans altered their environment?</p> <p>How can Europeans clean up their environment?</p> <p>Will there be a "United States of Europe"? Defend your answer.</p> <p>Was it Europe's geography or culture that made possible its domination of much of the world for most of the last five centuries? Explain with examples.</p> <p>How has Europe thrived despite centuries of conflict and war?</p>	
Learning Targets	<i>Performance Levels</i>	<i>Learning Progression (***) Decision Point</i>
	<p><u>Prerequisite:</u></p> <p>Students will list the different climate zones, resources, and major water ways of Europe.</p> <p><u>Learning Target:</u></p> <p><i>Students will examine the resources and climate of Europe and how Europeans have used these elements to their advantage.</i></p>	<ul style="list-style-type: none"> • Use maps to locate and identify specific cities and countries and sub regions. • Build common vocabulary. • Review primary sources that highlight change over time <p>Decision point***</p>

	<p><u>Prerequisite:</u></p> <p>Students will explain the industrial revolution and its effects on modern day Europe. Students will identify and describe the different components of the European Union and NATO.</p> <p><u>Learning Target:</u></p> <p><i>Students will analyze the causes and effects of the industrial revolution, its role in modern Europe, and the subsequent rise of supranationalism and globalization.</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 change • Explore characteristics of leaders both historical and contemporary <p>Decision Point***</p>
Formative Assessments		
Summative Assessments		
	TEKS	Specifications
<p>TEKS (Grade Level) / Specifications</p> <p>RED = Readiness Standards GREEN = Supporting Standards BLUE = Process Standards <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>(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; and</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, and cultural elements; and</p>	
	<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>	
	<p>(6) Geography. The student understands the types, patterns, and processes of settlement. The student is expected to:</p> <p>(A) locate and describe human and physical features that influence the size and distribution of settlements; and</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>(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; and	
	(D) examine benefits and challenges of globalization, including connectivity, standard of living, pandemics, and loss of local culture.	
	<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 determine the distribution of goods and services in free-enterprise, socialist, and communist economic systems;</p>	
	(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	
	(D) compare global trade patterns over time and examine the implications of globalization, including outsourcing and free trade zones.	
	<p>(14) Government. The student understands the processes that influence political divisions, relationships, and policies. The student is expected to:</p> <p>(A) analyze current events to infer the physical and human processes that lead to the formation of boundaries and other political divisions;</p>	

	(B) compare how democracy, dictatorship, monarchy, republic, theocracy, and totalitarian systems operate in specific countries; and	
	(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).	
	<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 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.	
	<p>18) Culture. The student understands the ways in which cultures change and maintain continuity. The student is expected to:</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; 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.	
	(19) Science, technology, and society. The student understands the impact of technology and human modifications on the physical environment. The student is expected to: (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) analyze ways technological innovations such as air conditioning and desalinization have allowed humans to adapt to places; and	
	(C) examine the environmental, economic, and social impacts of advances in technology on agriculture and natural resources.	
Processes and Skills	(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;	
	(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.	
	(22) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to: <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>	
	(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: <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) use case studies and GIS to identify contemporary challenges and to answer	

	real-world questions; and	
	<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 Climate and vegetation Human-environment interaction Diversity Conflict Union	
Language of Instruction		
State Assessment Connections		
National Assessment Connections		
Resources		