

HPISD CURRICULUM
 (SOCIAL STUDIES, WORLD GEOGRAPHY)

EST. NUMBER OF DAYS: 16

UNIT NAME	UNIT 9 LATIN AMERICA
<p>Unit Overview</p>	<p>Students will contrast the physical geography of Latin America with its cultural geography in order to understand the immense diversity of the area. Students will understand the importance of natural resources and evaluate the environmental challenges faced by Latin America in preserving/using these resources. Students will also understand the historical legacy of European colonialism and its lasting impact on political systems. Students will apply their knowledge of the area to assess some of the ongoing social issues of Latin America such as resource exhaustion, the income gap, expanding democracy, and the challenges of combating the international drug trade.</p>
<p>Generalizations/Enduring Understandings</p>	<p>Physical Geography</p> <ul style="list-style-type: none"> • Geographers use concepts and tools to interpret the world. • 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. <p>Human Geography</p> <ul style="list-style-type: none"> • Progress often requires tradeoffs. • It's difficult to recover from long periods of abuse. • Success often requires overcoming a number of obstacles.

	<ul style="list-style-type: none"> • Having what other people want or need can increase power and influence. • Cultural differences can lead to conflict. • People or organizations with the most assets tend to have the greatest success. 	
Concepts		
Guiding/Essential Questions	<p>In what ways is modern Latin America a product of either its geography or its history? Explain how the price of progress may or not be too high in Latin America? How can we preserve and develop the rain forest? How can Latin Americans gain a voice in government? How can the economic gulf between rich and poor be bridged? What are the long term effects of the history of colonialism in Latin America?</p>	
Learning Targets	<i>Performance Levels</i>	<i>Learning Progression (***) Decision Point</i>
	<p><u>Prerequisite:</u></p> <p>Students will identify different vertical climate zones and their economic impact. Students will identify cash crops. Students will match regions with indigenous people and European colonizers.</p> <p><u>Learning Target</u></p> <p><i>Students will compare and contrast the physical geography of Latin America with its cultural geography in order to understand the immense diversity of the area and its ongoing social, political and environmental issues.</i></p>	<ul style="list-style-type: none"> • Build common vocabulary. • Explore pre/post colonial systems - social and political. • Become familiar with historical and contemporary religious, cultural and political leaders of region <p>Decision Point***</p>
Formative Assessments		
Summative Assessments		
	<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 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>(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</p>	

	<p>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>	
	<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>	
	<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>	
	<p>(B) explain how political, economic, social, and environmental push and pull factors and physical geography affect the routes and flows of human migration;</p>	
	<p>(C) describe trends in world population growth and distribution; and</p>	

	(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>	
	(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 determine the distribution of goods and services in free-</p>	

	enterprise, socialist, and communist economic systems;	
	(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.	
	(11) Economics. The student understands how geography influences economic. The student is expected to:	
	(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.	
	(12) Economics. The student understands the economic importance of, and issues related to, the location and management of resources. The student is expected to: (A) analyze how the creation, distribution, and management of key natural resources affects the location and patterns of	

	<p>movement of products, money, and people; and</p>	
	<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>	
	<p>(13) Government. The student understands the spatial characteristics of a variety of global political units. The student is expected to: (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>(14) Government. The student understands the processes that influence political divisions, relationships, and policies. The student is expected to: (A) analyze current events to infer the physical and human processes that lead to the formation of boundaries and other political divisions;</p>	
	<p>(B) compare how democracy, dictatorship, monarchy, republic, theocracy, and totalitarian systems operate in specific countries; and</p>	
	<p>(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,</p>	

	and Russia and organized nation groups such as the United Nations (UN), and the European Union (EU).	
	<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>	
	<p>(B) explain how citizenship practices, public policies, and decision making may be influenced by cultural beliefs, including nationalism and patriotism.</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>(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>	

	(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>	
	(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.	
	<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	

	<p>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>	
	<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>	
	<p>(C) examine the environmental, economic, and social impacts of advances in technology on agriculture and natural resources.</p>	
	<p>20) Science, technology, and society. The student understands how current technology affects human interaction. The student is expected to:</p> <p>(A) describe the impact of new information technologies such as the Internet, Global Positioning System (GPS), or Geographic Information Systems (GIS); and</p>	
	<p>(B) examine the economic, environmental, and social effects of technology such as medical advancements or changing trade patterns on societies at different levels of development.</p>	

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>	
	<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:</p> <p>(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; and</p>	
	<p>(E) create original work using proper</p>	

	<i>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: (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 Blending of cultures Rain forest resources Immigration Cartels	
Language of Instruction		
State Assessment Connections		
National Assessment Connections		
Resources		