

World Geography Overview 2022-2023

This document is designed provide parents/guardians/community an overview of the curriculum taught in the FBISD classroom. It includes pacing, TEKS, Unit Overview, Big Ideas and Essential Questions, Concepts and Instructional Model.

Adopted Resources

[FBISD High School Resources](#)

Process Standards

WG.21 The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including technology.

WG.22 The student communicates in written, oral, and visual forms.

WG.23 The student uses problem-solving and decision-making skills, working independently and with others.

Grading Period 1

Unit 1: How Geographers Look At The World

Estimated Date Range: August 10 – September 9

Unit Overview:

In this four-concept unit, students will study the patterns and traits of the Earth’s environment using geographic tools. The major focus of this unit is that students build an understanding that there are different regions of the world made up of different physical characteristics and ecosystems, and the patterns within these regions can be studied and communicated using maps and other data tools.

Big Ideas:

- Geographers rely on tools to help them understand the world.
- There are several patterns that can be identified on the earth’s surface.
- Physical processes shape the Earth’s surface.
- There are several patterns that can be identified on the earth’s surface.

Thought Provoking Questions

- Is one tool more useful than another?
- What information can we gain from studying the earth?
- Why is it important to study the Earth?
- What information can we gain from studying the Earth?

Concepts within Unit 1	TEKS
Concept #1: Maps and Data Tools	WG.20A, WG.21A, WG.21C, WG.22A
Concept #2: Regions	WG.9A, WG.9B, WG.13A
Concept #3: Physical Processes that Shape the Earth’s Surface	WG.3B, WG.3C, WG.4B

Concept #4: Climates of the Earth	WG.3A, WG.4A, WG.4C
Unit 2 – Population Patterns and Movements Estimated Date Range: September 12 – October 7	
<p>Unit Overview: In this three-concept unit, students will study the factors that influence settlement and migration. The major focus of this unit is that students build an understanding of the human and physical factors that influence human settlement and the push and pull factors that influence human migration.</p> <p>Big Ideas:</p> <ul style="list-style-type: none"> • There are many factors that influence the size and distribution of human settlements. • Human and physical factors impact migration and distribution of cultures. • Human and physical factors impact migration and distribution of cultures. <p>Thought Provoking Questions</p> <ul style="list-style-type: none"> • Why do people live where they live? • Why do people live where they live? • Why do people live where they live? 	
Concepts within Unit 2	TEKS
Concept #1: Settlement and Population Patterns	WG.6A, WG.6B, WG.7A, WG.7C
Concept #2: Migration and Distribution	WG.1A, WG.7B
Concept #3: Case Study	WG.1A, WG.6B, WG.7A, WG.9A, WG.13A
Grading Period 2	
Unit 3 – Adaptation, Modification, and Extreme Weather Estimated Date Range: October 11 – October 28	
<p>Unit Overview: In this two-concept unit, students will study how the environment and physical systems can affect human systems and how humans must then adapt to and modify their environment. The major focus of this unit is that students build an understanding of the ways humans and the environment interact, both positively and negatively.</p> <p>Big Ideas:</p> <ul style="list-style-type: none"> • Geography affects where and how people live. • Humans impact their environment and their environment impacts them. <p>Thought Provoking Questions</p> <ul style="list-style-type: none"> • How does where you live impact how you live? • How does where you live impact how you live? 	
Concepts within Unit 3	TEKS
Concept #1: Adaptations/Modifications	WG.2A, WG.2B, WG.8A, WG.8B, WG.8C, WG.19A, WG.19B
Concept #2: Case Study	WG.2B, WG.8C, WG.9A, WG.13A, WG.19A, WG.19B
Unit 4 – Culture Estimated Date Range: November 1 – December 12	
<p>Unit Overview: In this three-concept unit, students will study the elements of culture and how culture can diffuse, converge, and diverge. The major focus of this unit is that students build an understanding what elements make up a culture, and identify examples of cultural diffusion, convergence, and divergence throughout the World and throughout history.</p>	

Big Ideas:

- Human societies are more similar than they are different.
- Values and culture are spread by exploration and contact with other societies.
- Culture regions have specific traits.

Thought Provoking Questions

- Are we more similar than we are different?
- Can a culture change?
- To what degree is your identity tied to where you live?

Concepts within Unit 4	TEKS
Concept #1: What is culture?	WG.5A, WG.16B, WG.17A, WG.17B
Concept #2: Cultural Diffusion	WG.1B, WG.16A, WG.17D, WG.18D
Concept #3: Case Study	WG.9A, WG.13A, WG.16B, WG.17A, WG.18D

Grading Period 3

Unit 5 – Economic Systems and Development

Estimated Date Range: January 5 – February 3

Unit Overview: In this three-concept unit, students will study how people earn, spend money, and trade with one another; and how this affects levels of economic development. The major focus of this unit is that students build an understanding of economic systems and economic development.

Big Ideas:

- Coming Soon!
- Coming Soon!
- Coming Soon!

Thought Provoking Questions

- Coming Soon!
- Coming Soon!
- Coming Soon!

Concepts within Unit 5	TEKS
Concept #1: Economic Systems	WG.10A, WG.10B, WG.10C, WG.18C
Concept #2: Development	WG.5B, WG.11A, WG.11B, WG.11C, WG.12A, WG.12B, WG.17C, WG.19C
Concept #3: Case Study	WG.5A, WG.5B, WG.9A, WG.10C, WG.11C, WG.13A, WG.19C

Unit 6 - Globalization

Estimated Date Range: February 6 – March 10

Unit Overview: In this two-concept unit, students will study the causes and effects of globalization. The major focus of this unit is that students build an understanding that globalization is the result of a process by which people, places and things have experienced greater connectivity.

Big Ideas:

- Coming Soon!
- Coming Soon!

Thought Provoking Questions

<ul style="list-style-type: none"> • Coming Soon! • Coming Soon! 	
Concepts within Unit 6	TEKS
Concept #1: Globalization	WG.7C, WG.7D, WG.10D, WG.20B
Concept #2: Case Study	WG.7C, WG.7D, WG.9A, WG.10D, WG.13A
Grading Period 4	
Unit 7 – Political Systems and Patterns	
Estimated Date Range: March 20 – April 14	
<p>Unit Overview: In this three-concept unit, students will study various types of political systems, political boundaries, and political units. The major focus of this unit is that the students build an understanding of how political systems impact and are impacted by human and physical factors.</p> <p>Big Ideas:</p> <ul style="list-style-type: none"> • Coming Soon! • Coming Soon! • Coming Soon! <p>Thought Provoking Questions</p> <ul style="list-style-type: none"> • Coming Soon! • Coming Soon! • Coming Soon! 	
Concepts within Unit 7	TEKS
Concept #1: Political Systems	WG.14B, WG.15A, WG.15B
Concept #2: Political Patterns	WG.13A, WG.13B, WG.14A, WG.21C
Concept #3: Case Study	WG.9A, WG.13A, WG.14C, WG.15B

Unit 8 – Conflict and Cooperation Around the World

Estimated Date Range: April 17 – May 5

Unit Overview:

In this unit, students will study various countries and their relationship with one another, events that led up to the relationships of the past and present day as well as events that will affect future relationships. The major focus of this unit is that the students build an understanding that the world has been and will always be in a constant state of change.

Big Ideas:

- Coming Soon!

Thought Provoking Questions

- Coming Soon!

Concepts within Unit 8

TEKS

Concept #1: Conflict and Cooperation

WG.5A, WG.14C, WG.16C, WG.18A, WG.18B

Unit 9 – Geographic Inquiry

Estimated Date Range: May 8 – May 19

Unit Overview:

In this five-concept unit, students will study issues communities face and things that we can do as individual members of the community. The major focus of this unit is that the students build an understanding that the success of our communities necessitates its community members to actively invest in them to promote successful development and maintenance.

Big Ideas:

- Coming Soon!
- Coming Soon!
- Coming Soon!

Essential Questions

- Coming Soon!
- Coming Soon!
- Coming Soon!

Concepts within Unit 9

TEKS

Concept #1: Asking and Answering Geographic Questions

WG.21A, WG.21C, WG.21D, WG.21E, WG.23A, WG.23B, WG.23C

Concept #2: Research and Acquire

WG.21A, WG.21C, WG.21D, WG.21E, WG.23A, WG.23B, WG.23C

Concept #3: Examine and Organize

WG.21A, WG.21C, WG.21D, WG.21E, WG.23A, WG.23B, WG.23C

Concept #4: Analyze and Create

WG.21C, WG.21D, WG.22A, WG.22B, WG.22C, WG.22D, WG.23A, WG.23B, WG.23C

Concept #5: Act and Present

WG.23A, WG.23B, WG.23C

Definitions

Overview– The content in this document provides an overview of the pacing and concepts covered in a subject for the year.

TEKS – Texas Essential Knowledge and Skills (TEKS) are the state standards for what students should know and be able to do.

Process Standards – The process standards describe ways in which students are expected to engage in the content. The process standards weave the other knowledge and skills together so that students may be successful problem solvers and use knowledge learned efficiently and effectively in daily life.

Unit Overview – The unit overview provides a brief description of the concepts covered in each unit.

Big Ideas and Essential Questions - Big ideas create connections in learning. They anchor all the smaller isolated, facts together in a unit. Essential questions (questions that allow students to go deep in thinking) should answer the big ideas. Students should not be able to answer Essential Questions in one sentence or less. Big ideas should be the underlying concepts, themes, or issues that bring meaning to content.

Concept – A subtopic of the main topic of the unit

Instructional Model – The structures, guidelines or model in which students engage in a particular content that ensures understanding of that content.

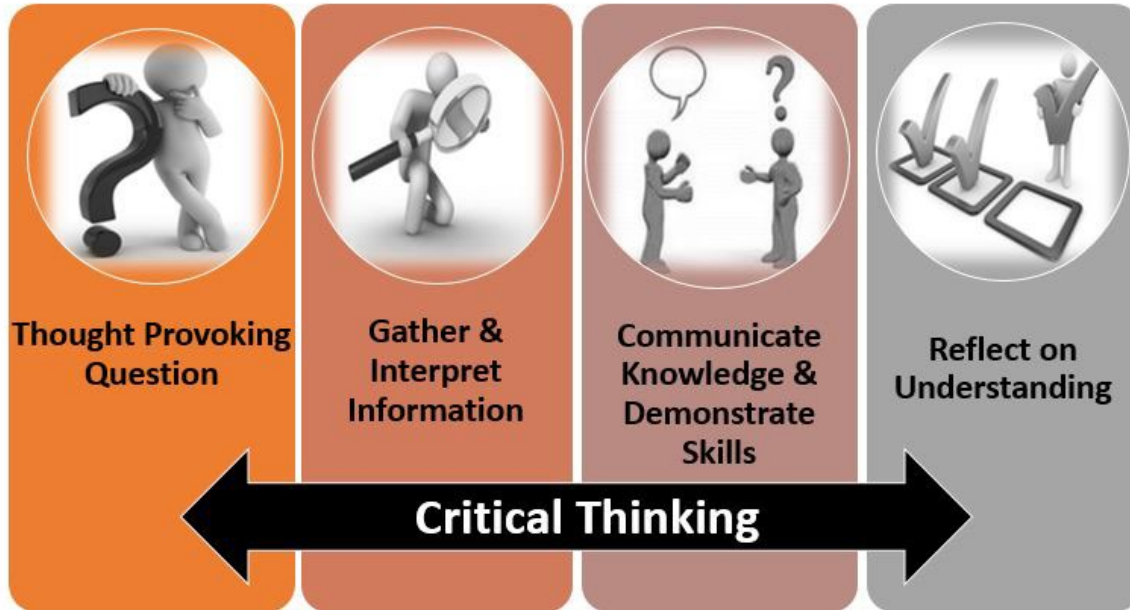
Parent Resources

The following resources provide parents with ideas to support students’ understanding. Parents will need to have their child log in to 1Link to see these resources.

Discovery Education	Videos on every topic in social studies so you can help your child think through complicated topics
Britannica School	Encyclopedia articles, multimedia, primary sources, games, and other learning resources that support student learning
Ebsco Host	Online reference system serving all content areas
Maps 101	Provides access to online maps, animations, videos, and activities
World Book	Contains thousands of informational articles with illustrations, videos, interactive maps, and activities
Khan Academy	Contains videos and activities on a wide range of topics

All resources above can be accessed through [1Link](#).

Social Studies Instructional Model



This model is an inquiry-based approach to learning Social Studies with a focus on critical thinking skills. Students start with a thought provoking question, which frames the concept and flows throughout. After students make predictions based on the question, students will gather and interpret information to build his/her understanding of the standard(s) addressed by the question. Next, students will communicate the knowledge gained and demonstrate understanding by engaging in communication and application skills. Finally, students will reflect and assess their understanding.