

## World Geography Overview 2025-2026

**This document is designed to 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.**

### 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 models in which students engage in a particular content that ensures understanding of that content.

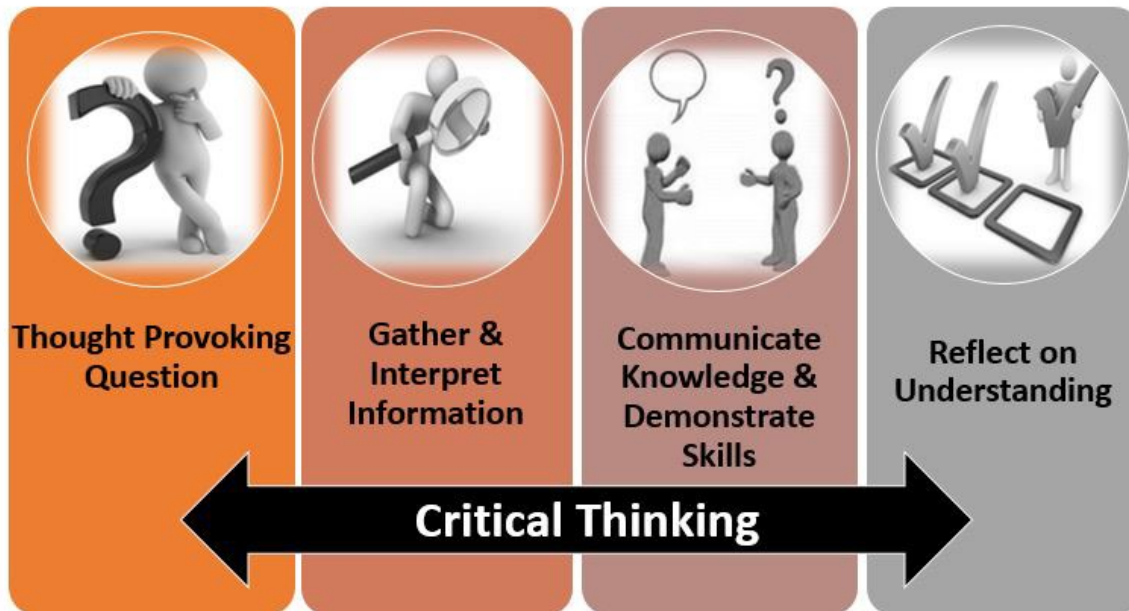
### Parent Supports

The following resources provide parents with ideas to support students' understanding

- [Active Classroom](#)
- [Britannica School](#)
- [Ebsco Host](#)
- [World Book](#)
- [Khan Academy](#)

NewsELA ([Access through FBISD Clever Portal](#))

## 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.

### 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: 08/12-09/10

State Assessments  
N/A

Assessments  
District Assessments  
N/A

Common Formative  
Assessments (CFAs)  
N/A

**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: 09/11-10/10

Assessments		
State Assessments N/A	District Assessments N/A	Common Formative Assessments (CFAs) N/A

**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.

**Big Ideas:**

- 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.

**Thought Provoking Questions**

- 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: 10/21-11/12		
Assessments		
State Assessments N/A	District Assessments N/A	Common Formative Assessments (CFAs) N/A
<b>Unit Overview:</b> 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.		
<b>Big Ideas:</b> <ul style="list-style-type: none"><li>• Geography affects where and how people live.</li><li>• Humans impact their environment and their environment impacts them.</li></ul>		
<b>Thought Provoking Questions</b> <ul style="list-style-type: none"><li>• How does where you live impact how you live?</li><li>• How does where you live impact how you live?</li></ul>		
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: 11/13-12/19		
Assessments		
State Assessments N/A	District Assessments N/A	Common Formative Assessments (CFAs) N/A
<b>Unit Overview:</b> 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.		
<b>Big Ideas:</b> <ul style="list-style-type: none"><li>• Human societies are more similar than they are different.</li><li>• Values and culture are spread by exploration and contact with other societies.</li><li>• Culture regions have specific traits.</li></ul>		
<b>Thought Provoking Questions</b> <ul style="list-style-type: none"><li>• Are we more similar than we are different?</li><li>• Can a culture change?</li></ul>		

- 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: 01/08-02/06

Assessments		
State Assessments N/A	District Assessments N/A	Common Formative Assessments (CFAs) U5 C1 & C2 Economics Window 1/21-1/23

**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:

- The economic system of a society is determined by its means of production and distribution of goods and services.
- Understanding geography is key to understanding the development of societies.

#### Thought Provoking Questions

- How do societies meet the economic needs of people?
- Does where you live influence how developed you are?

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: 02/09-03/13

Assessments		
State Assessments TELPAS Window 02/16-03/27	District Assessments N/A	Common Formative Assessments (CFAs) N/A

**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:

- Trade, war, and migration create spatial diffusion and have far-reaching effects on the regions of contact.

**Thought Provoking Questions**

- How do people from one place influence people in another place?

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: 03/23-04/17

Assessments		
<b>State Assessments</b> TELPAS Window 02/16-03/27 STAAR Eng I EOC 04/07 STAAR Biology EOC 04/14	<b>District Assessments</b> N/A	<b>Common Formative Assessments (CFAs)</b> U7 C1 Government Window 0326-03/27

**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.

**Big Ideas:**

- There are different types of government.
- There are several patterns that can be identified when studying the earth.

**Thought Provoking Questions**

- How do people influence politics?
- What information can we gain from studying the earth?

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 14 – May 8		
State Assessments STAAR Algebra I EOC	Assessments District Assessments N/A	Common Formative Assessments (CFAs) N/A
<b>Unit Overview:</b> 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.		
<b>Big Ideas:</b> Human and physical factors impact conflict and cooperation among nations and regions.		
<b>Thought Provoking Questions</b> How do human and physical factors impact people?		
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: 05/11-05/28		
State Assessments N/A	Assessments District Assessments N/A	Finals 05/26-05/28
<b>Unit Overview:</b> 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.		
<b>Big Ideas:</b> <ul style="list-style-type: none"> <li>Analytical questioning creates a purpose for research.</li> <li>The research process requires the use of a variety of resources to ensure validity.</li> <li>Organization is critical to the acquisition, application, and evaluation of information.</li> <li>Effective communication relies on the purposeful use of information in a format appropriate to the task and audience.</li> <li>Knowledgeable and active citizens protect democracy.</li> </ul>		
<b>Essential Questions</b> <ul style="list-style-type: none"> <li>Why research?</li> <li>How do I know my information is reliable (accurate, unbiased, current, and appropriate)?</li> <li>How does organizing the results of my research help me use it?</li> <li>How do I determine the appropriate presentation format for my task and audience?</li> </ul>		
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