World Geography
Overview
2020 - 2021

This document is designed to provide parents/guardians/community an overview of the curriculum taught in the FBISD classroom. This document supports families in understanding the learning goals for the course, and how students will demonstrate what they know and are able to do. The overview offers suggestions or possibilities to reinforce learning at home.

Included at the end of this document, you will find:
- A glossary of curriculum components
- The content area instructional model
- Parent resources for this content area

To advance to a particular grading period, click on a link below.
- Grading Period 1
- Grading Period 2
- Grading Period 3
- Grading Period 4

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.

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 17 – September 16
Estimated Time Frame: 22 days

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.

At home connections:
Discuss with students the big ideas and thought-provoking question related to each concept.

Big Ideas:
- Concept 1: Geographers rely on tools to help them understand the World.
- Concept 2: There are several patterns that can be identified on the earth’s surface.
- Concept 3: Physical processes shape the Earth’s surface.
• Concept 4: There are several patterns that can be identified on the earth’s surface.

Thought Provoking Questions
• Concept 1: Is one tool more useful than another?
• Concept 2: What information can we gain from studying the earth?
• Concept 3: Why is it important to study the earth?
• Concept 4: What information can we gain from studying the Earth?

<table>
<thead>
<tr>
<th>Concepts within Unit #1</th>
<th>Success Criteria for this concept</th>
</tr>
</thead>
</table>
| **Concept #1: Maps and Data Tools**  
TEKS: 20A, 21A, 21C, 22A | • Describe how new technologies impact our understanding of geography. (WG.20A)  
• Determine the usefulness (utility) and accuracy (validity) of different sources of geographic information. (WG.21A)  
• Explain how the creation and interpretation of different types of maps, supports geographers in their understanding of the world. (WG.21C)  
• Explain how graphics, other than maps, communicate geographic information. (WG.22A) |
| **Concept #2: Regions**  
TEKS: 9A, 9B, 13A | • Describe the factors that support our understanding of regions. (WG.9A, WG.13A)  
• Summarize how geographers determine whether a region is formal, functional, or perceptual. (WG.9B) |
| **Concept #3: Physical Processes that Shape the Earth’s Surface**  
TEKS: 3B, 3C, 4B | • Describe the different types of physical processes that impact the Earth. (WG.3B)  
• Describe how different landforms are created by specific physical processes. (WG.4B)  
• Describe the different types of physical processes that impact the Earth’s systems/spheres and how they impact each system. (WG.3C) |
| **Concept #4: Climates of the Earth**  
TEKS: 3A, 4A, 4C | • Explain the factors that influence climates and where different climates are located. (WG.3A, WG.4A)  
• Explain why different biomes are located in specific regions, based on climate. (WG.4C) |

**Unit 2: Population Patterns and Movements**
Estimated Date Range: September 17 – October 9  
Estimated Time Frame: 17 days

**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.

**At home connections:**
Discuss with students the big ideas and thought-provoking question related to each concept.

**Big Ideas:**
• Concept 1: There are many factors that influence the size and distribution of human settlements.  
• Concept 2: Human and physical factors impact migration and distribution of cultures.
• Concept 3: Human and physical factors impact migration and distribution of cultures.

**Thought Provoking Questions**
- Concept 1: Why do people live where they live?
- Concept 2: Why do people live where they live?
- Concept 3: Why do people live where they live?

<table>
<thead>
<tr>
<th>Concepts within Unit # 2</th>
<th>Success Criteria for this concept</th>
</tr>
</thead>
</table>
| Concept #1: Settlement and Population Patterns  
TEKS: 6A, 6B, 7A, 7C | - Describe the physical features that impact trends, size, and distribution of settlements. (WG.6A, WG.6B, WG.7C)  
- Identify and explain various human factors that have impacted trends, size, distribution, and changes in settlements. (WG.6A, WG.6B, WG.7C)  
- Summarize how to read a population pyramid and other data, describe what this data tells geographers about a society's population, and how it can be used to predict future population trends. (WG.7A) |
| Concept #2: Migration and Distribution  
TEKS: 1A, 1B | - Explain the political, economic, social, and environmental conditions that lead to human migration patterns. (WG.7B)  
- Explain the role of physical geography and push/pull factors on migration routes. (WG.1A, WG.7B)  
- Explain the connection between migration patterns (where people have moved) and where culture groups are distributed today. (WG.1A) |
| Concept #3: Case Study – United States and Canada  
TEKS:1A, 6B, 7A, 9A, 13A | - Explain the human and physical features of the U.S. and Canada that influence settlement in U.S. and Canada. (WG.9A, WG.13A)  
- Explain the connection between migration patterns (where people have moved) and where culture groups are distributed today in U.S. and Canada. (WG.1A)  
- Identify and explain how various factors have caused changes in settlement patterns in the U.S. and Canada. (WG.6B)  
- Describe what population pyramids tell geographers about population in the U.S. and Canada, and how it can be used to predict future population trends. (WG.7A) |
# Unit 3: Adaptation, Modification, and Extreme Weather

## Estimated Date Range:
October 12 – November 5

## Estimated Time Frame:
18 Days

## 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.

## At home connections:
Discuss with students the big ideas and thought-provoking question related to each concept.

## Big Ideas:
- Concept 1: Geography affects where and how people live.
- Concept 2: Humans impact their environment and their environment impacts them.

## Thought Provoking Questions
- Concept 1: How does where you live impact how you live?
- Concept 2: How does where you live impact how you live?

## Concepts within Unit #3

<table>
<thead>
<tr>
<th>Concept #1: Adaptations/Modifications</th>
<th>Success Criteria for this concept</th>
</tr>
</thead>
<tbody>
<tr>
<td>TEKS: 2A, 2B, 8A, 8B, 8C, 19A, 19B</td>
<td>- Describe how past events of a region have led to adaptations and modifications over time. (WG.2A)</td>
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<td>- Explain how different factors have contributed to humans needing to adapt and modify their environments. (WG.2B, WG.8B)</td>
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<td>- Compare ways that humans have adapted to the environment. (WG.8A, WG.19B)</td>
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<td></td>
<td>- Compare ways that humans have modified the environment. (WG.8A, WG.19A)</td>
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<td>- Evaluate economic and political relationships between settlements and the environment. (WG.8C)</td>
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<thead>
<tr>
<th>Concept #2: Case Study – Latin America</th>
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<tbody>
<tr>
<td>TEKS: 2B, 8C, 9A, 13A, 19A, 19B</td>
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<tr>
<td></td>
<td>- Explain the physical and human geography of Latin America. (WG.9A, WG.13A)</td>
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<td></td>
<td>- Explain the degree to which different factors have contributed to the need for adaptations and modifications in Latin America. (WG.2B, WG.8C)</td>
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<tr>
<td></td>
<td>- Summarize how technological innovations have been used to adapt to and modify the environment of Latin America, in order to evaluate the importance of these innovations. (WG.19A, WG.19B)</td>
</tr>
</tbody>
</table>

## Unit 4: Culture

## Estimated Date Range:
November 6 – December 14

## Estimated Time Frame:
22 Days

## 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.
At home connections:
Discuss with students the big ideas and thought-provoking question related to each concept.

Big Ideas:

- Concept 1: Human societies are more similar than they are different.
- Concept 2: Values and culture are spread by exploration and contact with other societies.
- Concept 3: Culture regions have specific traits.

Thought Provoking Questions

- Concept 1: Are we more similar than we are different?
- Concept 2: Can a culture change?
- Concept 3: To what degree is your identity tied to where you live?

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<thead>
<tr>
<th>Concepts within Unit # 4</th>
<th>Success Criteria for this concept</th>
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</thead>
<tbody>
<tr>
<td><strong>Concept #1: What is culture?</strong>&lt;br&gt;TEKS: 5A, 16B, 17A, 17B</td>
<td>• Summarize how the character of a place is related to its social and cultural elements. (WG.5A)&lt;br&gt;• Describe elements of culture and compare patterns of culture around the world. (WG.16B, WG.17A)&lt;br&gt;• Summarize the ideas and distributions of major world religions. (WG.17B)</td>
</tr>
<tr>
<td><strong>Concept #2: Cultural Diffusion</strong>&lt;br&gt;TEKS:1B, 16A, 17D, 18D</td>
<td>• Follow the course of spatial diffusion of different phenomena and describe the effects of this diffusion on regions of contact. (WG.1B)&lt;br&gt;• Describe how cultural landscapes and patterns are influenced by innovation and diffusion. (WG.16A)&lt;br&gt;• Determine the degree to which culture traits spread (or don't spread) in order to locate examples of where cultural convergence and divergence take place. (WG.18D)&lt;br&gt;• Determine the degree to which the experiences and contributions of diverse groups have impacted multicultural societies. (WG.17D)</td>
</tr>
<tr>
<td><strong>Concept #3: Case Study – Southwest Asia and North Africa</strong>&lt;br&gt;TEKS:9A, 13A, 16B, 17A, 18D</td>
<td>• Explain the physical geography of SWANA. (WG.9A, WG.13A)&lt;br&gt;• Explain the culture and human geography of SWANA. (WG.9A, WG.16B, WG.17A)&lt;br&gt;• Determine the degree to which culture traits in SWANA spread (or have not spread) in order to locate examples of where cultural convergence and divergence take place. (WG.18D)</td>
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# Grading Period 3

## Unit 5: Economic Systems and Development

**Estimated Date Range:** January 6 – February 4  
**Estimated Time Frame:** 21 Days

### 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.

### At home connections:
Discuss with students the big ideas and thought-provoking question related to each concept.

### Big Ideas:
- **Concept 1:** The economic system of a society is determined by its means of production and distribution of goods and services.  
- **Concept 2:** Understanding geography is key to understanding the development of societies.  
- **Concept 3:** Understanding geography is key to understanding the development of societies.

### Thought Provoking Questions
- **Concept 1:** How do societies meet the economic needs of people?  
- **Concept 2:** Does where you live influence how developed you are?  
- **Concept 3:** Does where you live influence how developed you are?

### Concepts within Unit # 5

<table>
<thead>
<tr>
<th>Concept #1: Economic Systems</th>
<th>Success Criteria for this concept</th>
</tr>
</thead>
<tbody>
<tr>
<td>TEKS: 10A, 10B, 10C, 18C</td>
<td>• Describe the characteristics of free enterprise, socialist, and communist economic systems in order to classify countries along the economic spectrum. (WG.10A and WG.10B)</td>
</tr>
<tr>
<td></td>
<td>• Compare ways goods and services are distributed in different economic systems in order to explain how this impacts the way people satisfy their basic needs. (WG.10A, WG.10C)</td>
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<thead>
<tr>
<th>Concept #2: Development</th>
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</table>
| TEKS: 5B, 11A, 11B, 11C, 12A, 12B, 17C, 19C | • Draw conclusions about the level of development and standard of living in different countries. (WG.5B)  
• Determine the degree to which geography impacts/influences economic activities. (WG.11A, WG.11B, WG.11C)  
• Draw conclusions about how the creation, distribution, and management of natural resources impacts where people, money, and products move. (WG.12A)  
• Technology impact related to development, use, and natural resources impacts economics and the environment. (WG.12B, WG.19C)  
• Compare economic, political, and social opportunities in different cultures for underrepresented populations that impact development. (WG.17C) |

<table>
<thead>
<tr>
<th>Concept #3: Case Study – Sub-Saharan Africa</th>
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</thead>
</table>
| TEKS: 5A, 5B, 9A, 10C, 11C, 13A, 19C   | • Explain the physical and human geography of Sub-Saharan Africa. (WG.9A, WG.13A)  
• Compare the ways people satisfy their basic needs throughout Sub-Saharan Africa. (WG.10C) |
• Draw conclusions about the level of development and standard of living in different countries in Sub-Saharan Africa. (WG.5A, WG.5B)
• Determine the degree to which changes in climate, resources, and infrastructure impact where economic activities are located in Sub-Saharan Africa. (WG.11C, WG.19C)

Unit 6: Globalization
Estimated Date Range: February 5 – March 12
Estimated Time Frame: 24 Days

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.

At home connections:
Discuss with students the big ideas and thought-provoking question related to each concept.

Big Ideas:
- Concept 1: Trade, war, and migration create spatial diffusion and have far-reaching effects on the regions of contact.
- Concept 2:

Thought Provoking Questions
- Concept 1: How do people from one place influence people in another place?
- Concept 2: Coming Soon!

Concepts within Unit # 6

<table>
<thead>
<tr>
<th>Success Criteria for this concept</th>
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<tbody>
<tr>
<td>Concept #1: Globalization TEKS: 7C, 7D, 10D, 20B</td>
</tr>
<tr>
<td>- Explain the effects of globalization as it relates to (WG.7D)</td>
</tr>
<tr>
<td>- Explain the connection between globalization and trends in world population growth and distribution. (WG.7C)</td>
</tr>
<tr>
<td>- Compare global trade patterns over time. (WG.20B)</td>
</tr>
<tr>
<td>- Summarize the implications of globalization. (WG.20B)</td>
</tr>
<tr>
<td>Concept #2: Case Study – South and East Asia TEKS: 7C, 7D, 9A, 10D, 13A</td>
</tr>
<tr>
<td>- Compare the physical and human factors of South and East Asia. (WG.9A, WG.13A)</td>
</tr>
<tr>
<td>- Summarize how globalization has impacted South and East Asia in regards to: (WG.7C, WG.7D)</td>
</tr>
<tr>
<td>- Explain how globalization has impacted trade patterns over time in South and East Asia. (WG.10D)</td>
</tr>
</tbody>
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Grading Period 4

Unit 7: Political Systems and Patterns
Estimated Date Range: March 22 – April 12
Estimated Time Frame: 15 Days

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.

At home connections:
Discuss with students the big ideas and thought-provoking question related to each concept.

Big Ideas:
- Concept 1: Coming Soon!
- Concept 2: Coming Soon!
- Concept 3: Coming Soon!

Thought Provoking Questions
- Concept 1: Coming Soon!
- Concept 2: Coming Soon!
- Concept 3: Coming Soon!

Concepts within Unit # 7

<table>
<thead>
<tr>
<th>Concept</th>
<th>Link to TEKS</th>
<th>Success Criteria for this concept</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concept #1: Political Systems</td>
<td>TEKS: 14B, 15A, 15B</td>
<td>• Coming Soon!</td>
</tr>
<tr>
<td>Concept #2: Political Patterns</td>
<td>TEKS: 13A, 13B, 14A, 21C</td>
<td>• Coming Soon!</td>
</tr>
<tr>
<td>Concept #3: Case Study – Europe</td>
<td>TEKS: 9A, 13A, 14C, 15B</td>
<td>• Coming Soon!</td>
</tr>
</tbody>
</table>

Unit 8: Conflict and Cooperation Around the World
Estimated Date Range: April 13 – April 30
Estimated Time Frame: 13

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.

At home connections:
Discuss with students the big ideas and thought-provoking question related to each concept.

Big Ideas:
- Concept 1: Coming Soon!

Thought Provoking Questions
- Concept 1: Coming Soon!
## Concepts within Unit # 8

<table>
<thead>
<tr>
<th>Concept #1: Asking and Answering Geographic Questions</th>
<th>Success Criteria for this concept</th>
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</thead>
<tbody>
<tr>
<td>TEKS: 21A, 21C, 21D, 21E, 23A, 23B, 23C</td>
<td>• Coming Soon!</td>
</tr>
</tbody>
</table>

| Concept #2: Research and Acquire                      | • Coming Soon!                    |
| TEKS: 21A, 21C, 21D, 21E, 23A, 23B, 23C              | • Coming Soon!                    |

| Concept #3: Examine and Organize                      | • Coming Soon!                    |
| TEKS: 21A, 21C, 21D, 21E, 23A, 23B, 23C              | • Coming Soon!                    |

| Concept #4: Analyze and Create                        | • Coming Soon!                    |

| Concept #5: Act and Present                           | • Coming Soon!                    |
| TEKS: 23A, 23B, 23C                                  | • Coming Soon!                    |

## Unit 9: Geographic Inquiry

**Estimated Date Range:** May 3 – May 20  
**Estimated Time Frame:** 14 Days

### 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.

### At home connections:
Discuss with students the big ideas and thought-provoking question related to each concept.

### Big Ideas:
- Concept 1: Coming Soon!
- Concept 2: Coming Soon!
- Concept 3: Coming Soon!
- Concept 4: Coming Soon!
- Concept 5: Coming Soon!

### Thought Provoking Questions
- Concept 1: Coming Soon!
- Concept 2: Coming Soon!
- Concept 3: Coming Soon!
- Concept 4: Coming Soon!
- Concept 5: Coming Soon!
Overview—The content in this document provides an overview of the pacing and concepts covered in a subject for the year.

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Concept—A subtopic of the main topic of the unit.

Success Criteria—a description of what it looks like to be successful in this concept.

<table>
<thead>
<tr>
<th>Resource</th>
<th>Description</th>
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<tbody>
<tr>
<td>McGraw Hill World Geography</td>
<td>This is the state adopted textbook for high school World Geography. Click on the link for directions on accessing the textbook.</td>
</tr>
<tr>
<td>Discovery Education</td>
<td>This resource provides supplemental resources such as maps, videos, and readings to support students in learning and understanding social studies.</td>
</tr>
<tr>
<td>Britannica School or World Book</td>
<td>These resources provide encyclopedia articles and primary sources that can be modified to a student’s grade level reading ability, as well as games to support students in learning and understanding social studies.</td>
</tr>
<tr>
<td>Ebsco Host</td>
<td>This resource provides parents and students with access to databases, e-books, journals, and magazines.</td>
</tr>
<tr>
<td>Maps 101</td>
<td>This resource provides maps, animations, video games, and activities that support students in learning and understanding social studies.</td>
</tr>
<tr>
<td>NewsELA</td>
<td>This resource provides students with current events articles aligned to social standards.</td>
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</tbody>
</table>

All resources above can be accessed through [1Link](#).
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.
## Glossary of Curriculum Components

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