

Carrizo Springs C.I.S.D.
G.T. World Geography
High School, Adopted 2018
Scope and Sequence, Starting 2019-2020

Introduction to the Course;

(1) In World Geography Studies, students examine people, places, and environments at local, regional, national, and international scales from the spatial and ecological perspectives of geography. Students describe the influence of geography on events of the past and present with emphasis on contemporary issues. A significant portion of the course centers around the physical processes that shape patterns in the physical environment; the characteristics of major landforms, climates, and ecosystems and their interrelationships; the political, economic, and social processes that shape cultural patterns of regions; types and patterns of settlement; the distribution and movement of the world population; relationships among people, places, and environments; and the concept of region. Students analyze how location affects economic activities in different economic systems. Students identify the processes that influence political divisions of the planet and analyze how different points of view affect the development of public policies. Students compare how components of culture shape the characteristics of regions and analyze the impact of technology and human modifications on the physical environment. Students use problem-solving and decision-making skills to ask and answer geographic questions.

(2) To support the teaching of the essential knowledge and skills, the use of a variety of rich primary and secondary source material such as contemporary and historic maps of various types, satellite-produced images, photographs, graphs, map sketches, and diagrams is encouraged.

(3) The eight strands of the essential knowledge and skills for social studies are intended to be integrated for instructional purposes. Skills listed in the social studies skills strand in subsection (c) of this section should be incorporated into the teaching of all essential knowledge and skills for social studies. A greater depth of understanding of complex content material can be attained when integrated social studies content from the various disciplines and critical-thinking skills are taught together. Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

- (4) Students identify the role of the U.S. free enterprise system within the parameters of this course and understand that this system may also be referenced as capitalism or the free market system.
- (5) Throughout social studies in Kindergarten-Grade 12, students build a foundation in history; geography; economics; government; citizenship; culture; science, technology, and society; and social studies skills. The content, as appropriate for the grade level or course, enables students to understand the importance of patriotism, function in a free enterprise society, and appreciate the basic democratic values of our state and nation as referenced in the Texas Education Code (TEC), §28.002(h).
- (6) Students understand that a constitutional republic is a representative form of government whose representatives derive their authority from the consent of the governed, serve for an established tenure, and are sworn to uphold the constitution.
- (7) State and federal laws mandate a variety of celebrations and observances, including Celebrate Freedom Week.
- (A) Each social studies class shall include, during Celebrate Freedom Week as provided under the TEC, §29.907, or during another full school week as determined by the board of trustees of a school district, appropriate instruction concerning the intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights, in their historical contexts. The study of the Declaration of Independence must include the study of the relationship of the ideas expressed in that document to subsequent American history, including the relationship of its ideas to the rich diversity of our people as a nation of immigrants, the American Revolution, the formulation of the U.S. Constitution, and the abolitionist movement, which led to the Emancipation Proclamation and the women's suffrage movement.
- (B) Each school district shall require that, during Celebrate Freedom Week or other week of instruction prescribed under subparagraph (A) of this paragraph, students in Grades 3-12 study and recite the following text from the Declaration of Independence: "We hold these Truths to be self-evident, that all Men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the Pursuit of Happiness--That to secure these Rights, Governments are instituted among Men, deriving their just Powers from the Consent of the Governed."

The following plan has been created from the TCMPC TEKS Resource System, as adopted by the State of Texas for use in the High School setting. Though each unit has a suggested number of days for the subject, the teacher is still permitted to monitor and adjust the lessons.

First Semester: Conceptual World Geography – Mr. Byars, Instructor [2019-2020]

1st Six Weeks

Conceptual Unit 01: The Spatial World – Geographic Language (8 days for the entire unit)

WG.13A, WG.13B, WG.14A, WG.20A, WG.21A, WG.21C, WG.21D, WG.22A, WG.22B, WG.22C, WG.22D

Maps are created to visualize the spatial world.

How do maps reflect and shape perceptions of the world?

Physical and human processes shape the patterns of the Earth's surface.

In what ways is the Earth's surface constantly being changed?

Geographers use maps to relate spatial information.

- What common features are included on all maps?
- Why are maps not always completely an accurate representation of Earth's surface?
- What are the most commonly used thematic maps?
- How can maps be controversial?
- How has the invention of GPS affected mapmaking?

Physical geographic features create natural boundaries and man-made boundaries are created to designate political units.

- In what ways does physical geography create natural divisions of the Earth's surface?
- What role does physical geography play in the creation of political boundaries?
- What political boundary changes have happened recently?

Conceptual Unit 02: Regions and Places – A Variety of Landscapes (10 days for the entire unit)

WG.5A, WG.9A, WG.9B, WG.16A, WG.16B, WG.16C, WG.21B, WG.21C, WG.21D, WG.22A, WG.22B, WG.22C, WG.22D

The world is characterized by a variety of regions, places, and cultures.

- What makes a region, place, or culture unique?

Geographers study the spatial world by examining regions.

- What physical geographic features are used to define regions?
- What human geographic features are used to define regions?
- What regions divisions are mostly commonly used by geographers?

What is the difference between formal, functional, and perceptual regions? The character of a place and perceptions of a place are related to political, social and cultural factors.

- How is a place similar and different to a region?
- What elements of cultural affect the character of a place?
- How do political, social and cultural factors affect a character of a place?
- Why do the perceptions of place in the world vary?

How can one's perception of a place change? All regions of the world have distinct cultural patterns and landscapes.

- What is characteristic of the cultural landscape in the different culture regions of the world?
- How does cultural diffusion affect a cultural landscape?

2nd Six Weeks

Conceptual Unit 03: Physical Patterns and Processes – Geographic Analysis (20 days for the entire unit)

WG.3A, WG.3B, WG.3C, WG.4A, WG.4B, WG.4C, WG.21A, WG.21B, WG.21C, WG.21D, WG.22A, WG.22B, WG.22C, WG.22D, WG.23A, WG.23B, WG.23C

Physical and human processes shape the patterns of the Earth's surface.

- In what ways is the Earth's surface constantly being changed?

Annual changes in the Earth-Sun relationship create seasonal changes.

- How does the Earth-Sun relationship create the seasons?
- How does the Earth-Sun relationship differ between the Northern and Southern hemispheres?

Internal and external physical processes create landforms on the Earth's surface.

- How are landforms created in the physical environment?

Temperature and precipitation patterns influence the distribution of climate regions.

- What does the pattern of climate distribution on the earth look like?
- What factors affect the temperature and precipitation of regions?

- How does the combination of temperature and precipitation create a climate region?
- What is characteristic of climate graphs?

Climate influences the distribution of biomes.

- What is characteristic of the relationship between climate and the distribution of biomes?
- What does the pattern of biome distribution on the Earth look like?

3rd Six Weeks

Conceptual Unit 04: Adaptation, Modification, and Extreme Weather – Human Environmental Interaction (10 days for the entire unit)

WG.2A, WG.2B, WG.3C, WG.8A, WG.8B, WG.15A, WG.19A, WG.19B, WG.19C, WG.21B, WG.21D, WG.21E, WG.22B, WG.22C, WG.22D, WG.23A, WG.23B, WG.23C

Humans have a complex relationship with the environment.

- What is characteristic of the interactions between humans and the environment?

Extreme weather and natural disasters can have devastating consequences for humans.

- How do monsoons, earthquakes, tsunamis, hurricanes, droughts, and tornados affect humans?
- What processes bring about extreme weather patterns?

Humans use technology to adapt to and modify the environment.

- Why do humans modify the environment?
- What are some of the ways humans adapt to the environment?
- What technologies have been invented for humans to adapt to and modify the environment?
- In what ways have humans transformed physical geographic features of the environment?

Modification of the environment has consequences.

- How has modification of the environment affected human life?
- How has modification of the environment affected ecosystems?
- How has modification of the environment influenced relationships among world societies

Conceptual Unit 05: The World's Population – Distribution and Settlement Patterns (10 days for the entire unit)

WG.1A, WG.6A, WG.6B, WG.7A, WG.7B, WG.7C, WG.7D, WG.8C, WG.12A, WG.15A, WG.18A, WG.19B, WG.21C, WG.21D, WG.22A, WG.22B, WG.22C, WG.22D

Physical and human processes shape the patterns of the Earth's surface.

- In what ways is the Earth's surface constantly being changed?

Geographers analyze data to describe demographic patterns and to predict future population trends.

- What can an analysis of population pyramids reveal about a society?
- What is characteristic of the world's current population distributions patterns and population trends?
- What factors account for variations in population growth rates between differing regions?

Physical geography, migration, urbanization, globalization and the availability of resources affect population distribution and settlement patterns

- What geographic factors affect where people live and don't live?
- What processes have caused changes in settlement patterns over time?
- What factors cause human migrations?
- How does physical geography affect the routes of human migration?

Globalization has both positive and negative consequences.

- How is globalization affecting settlement patterns?
- What cultural, economic and social changes have been brought about by globalization?

4th Six Weeks

Conceptual Unit 06: Human Systems – Political and Economic Patterns (20 days for the entire unit)

WG.5B, WG.10A, WG.10B, WG.10C, WG.11A, WG.13B, WG.14A, WG.14B, WG.14C, WG.15A, WG.15B, WG.17C, WG.18C, WG.21C, WG.21D, WG.22A, WG.22B, WG.22C, WG.22D

Societies utilize institutions to promote order, security, and stability.

- How do societies act to ensure the well-being of its people?

Competition for power over territory, resources, and people leads to tension and conflict.

- Why have societies not been successful at avoiding conflict?

Economies develop to manage limited resources.

- How have different economic systems addressed people's wants and needs?

The world's political patterns reflect variations in types of government and citizenship practices.

- How do the world's various political systems operate and compare to one another?
- In what way does a nation's political system reflect citizenship practices in that region?

Forces of cooperation and conflict influence the division and control of land.

- What factors lead to the creation of new political divisions?
- What factors influence a nation's ability to control territory and resources?
- What causes conflict between nations?
- What benefits are there for nations to cooperate?

Economic systems are classified along a spectrum based on who controls the resources.

- What is characteristic of the world's economic systems?
- How does the control of resources vary between economic systems?

The ways people meet their basic needs vary as do the levels of economic development in the world.

- In what ways do people work to meet their basic needs?

- What accounts for the variation in economic development between regions?
- How are levels of development related to economic activities?

5th Six Weeks

Conceptual Unit 07: Managing Resources – Development and Sustainability (20 days for the entire unit)

WG.8C, WG.10D, WG.11B, WG.11C, WG.12A, WG.12B, WG.14C, WG.15A, WG.20B, WG.21A, WG.21D, WG.21E, WG.22A, WG.22B, WG.22C, WG.22D

Economies develop to manage limited resources.

- How have different economic systems addressed people’s wants and needs?

Physical geographic factors and the management of key resources affect the location of economic activities and the distribution of goods.

- What physical and human geographic factors affect the location of economic activities, and the distribution of goods?
- How do changes in climate, technology, and demand for a resource affect economic patterns?
- How are patterns of settlement and migration affected by the management and availability of resources?

Societies develop policies to manage resources and create sustainable development.

- How do societies deal with a scarcity of resources, especially those that lack water resources?
- What advantage/ disadvantages do regions with an abundance of resources face?
- What challenges are there to creating economic sustainability?

Technology facilitated changes in global trade patterns resulting in free trade zones and job outsourcing.

- Why did the practice of trading resources develop?
- What has been characteristic of trade patterns in the world over time?
- Why are more free trade zones being created?
- How does outsourcing impact economic patterns?

6th Six Weeks

Conceptual Unit 08: Convergence, Divergence, and Diffusion – Cultural Patterns (20 days for the entire unit)

WG.1A, WG.1B, WG.2A, WG.5A, WG.7D, WG.16A, WG.16B, WG.16C, WG.17A, WG.17B, WG.17D, WG.18A, WG.18B, WG.18C, WG.18D, WG.21A, WG.21B, WG.21C, WG.21D, WG.22A, WG.22B, WG.22C, WG.22D

The world is characterized by a variety of regions, places, and cultures.

- What makes a region, place, or culture unique?

Culture serves to unify people.

- What commonalities bind people together as a group?

Regions are shaped by the religious practices, lifestyles, and the institutions of the people living there.

- What cultural elements are common to all culture groups?
- What is characteristic of the distribution of culture groups in the world?
- What is characteristic of the world's religious patterns?
- How is the world divided by culture regions?
- How does culture affect the character of a place?

The process of diffusion has influenced cultural patterns over time, resulting in cultural convergence, cultural divergence, and challenges for traditional cultures.

- How have historical events, such as the Columbian Exchange and colonization influenced the distribution of culture in the world today?
- What is characteristic of multicultural societies?
- How has cultural diffusion brought about cultural change in regions of the world?
- What are some examples of cultural convergence and divergence evident in the world?

Exploiting ethnic differences results in conflicts.

- What accounts for the incidents of modern genocides?
- What is characteristic about secessionist movements?
- Why do some groups resort to violence and terrorism?