


World Geography Curriculum Bundle #2

Title		Suggested Dates
Introduction to Human Geography		September 14 – October 2, 2009 (14 days)

Big Idea/Enduring Understanding	Guiding Questions
<ul style="list-style-type: none"> Human geography looks at the relationship between people and the physical environment as well as the distribution, characteristics and patterns within and between populations in places and regions. 	<ul style="list-style-type: none"> Why and how do geographers analyze level of development and standard of living? What factors influence where people settle? What are the political, economic, and social processes that shape cultural patterns and characteristics in places and regions?

The resources included here provide teaching examples and/or meaningful learning experiences to address the District Curriculum. In order to address the TEKS to the proper depth and complexity, teachers are encouraged to use resources to the degree that they are congruent with the TEKS and research-based best practices. Teaching using only the suggested resources does not guarantee student mastery of all standards. Teachers must use professional judgment to select among these and/or other resources to teach the district curriculum.

Knowledge & Skills with Student Expectations	Specificities & Examples	Resources		
<p>Constitution Day is Sept. 17—Legally, grades 3-12 have to study about the U.S. Constitution.</p>				
<p>WG.2 History. The student understands how people, places, and environments have changed over time and the effects of these changes on history. The student is expected to:</p> <p>WG.2B assess how people's changing perceptions of geographic features have led to changes in human societies.</p>	<p style="color: red;">Globalization</p>	<p>Globalization from the International Monetary Funds</p>		
<p>WG.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>WG.5B analyze political, economic, social, and demographic data to determine the level of development and standard of living in nations.</p>	<p style="color: red;">TEACHER NOTE: You do not have to teach these TEKS here, although you might want to introduce them at this time and refer back to this introduction when you study level of development and standard of living within their respective regions. You might want to use Ch. 4, Section 2, p. 78-82 to help teach this.</p> <p style="color: red;">Standard of living is a function of the level of development in a country, measured by factors such as the amount of personal income, levels of education, food</p>	<p>www.census.gov</p> <p>population pyramids</p> <p>Lesson plan suggestion: Take your students to the computer lab and give them 4-5 countries to research on www.cia.gov > go to “World Factbook.” Have them fill in the following for each country.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">More highly developed</td> <td style="width: 50%;">Less highly developed</td> </tr> </table>	More highly developed	Less highly developed
More highly developed	Less highly developed			

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	<p>consumption, life expectancy, availability of health care, ways natural resources are used, level of technology, and others.</p> <p>TEACHER NOTE: Consider using extreme examples of high and low standards of living to help students understand concept.</p>	<p>Argentina or Brazil U.S. Iceland Japan</p>	<p>Guatemala Haiti Malawi Botswana</p>
		Data for Students to Research:	
			Country A
		Country B	
		Political factors that contribute to high/low standard of living	
		Social factors that contribute to high/low standard of living	
		Economic factors that contribute to high/low standard of living	
		Demographic Data	
		Infant mortality rate	
		Life expectancy	
		Literacy rate	
		Per capita GDP	
<p>WG.6 Geography. The student understands the types and patterns of settlement, the factors that affect where people settle, and processes of settlement development over time. The student is expected to:</p> <p>WG.6A locate settlements and observe patterns in the size and distribution of cities using maps, graphics, and other information; and</p>	<p>Identify patterns in factors of settlement such as bodies of water, transportation routes, climates, and biomes.</p> <p>Show change in settlement patterns over time.</p> <p>Students will analyze population density and distribution areas on the Australian continent. They will determine how climate, transportation routes, and available water effected settlements.</p> <p>Students will analyze urban area models, such as concentric zone, sector, and multiple nuclear to determine which model is most appropriate for the region in which they live.</p> <p>NORTH AMERICA</p> <p>United States</p> <p><input type="checkbox"/> Megalopolis – BosWash <input type="checkbox"/> Metropolitan areas – Houston, Fort Worth-Dallas,</p>	<p>(6A) Ch. 4 in Textbook p. 87-88—Map, graphics, and text information about growth of urban areas and city locations (Activity p. 80—students interpret map of world population density showing cities)</p>	

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	<p>Miami, Los Angeles</p> <p>ASIA</p> <p>China</p> <ul style="list-style-type: none"> □ Cities of east China compared to cities of west China 	
<p>WG.6 Geography. The student understands the types and patterns of settlement, the factors that affect where people settle, and processes of settlement development over time. The student is expected to:</p> <p>WG.6B explain the processes that have caused cities to grow such as location along transportation routes, availability of resources that have attracted settlers and economic activities, and continued access to other cities and resources.</p>	<p>Location along transportation routes</p> <p>NORTH AMERICA – Cities have developed and grown due to the NAFTA Highway 35 Corridor</p> <p>Availability of resources that have attracted settlers and economic activities</p> <p>SOUTHWEST ASIA – Millions of people have moved to the urban areas from the rural because of the switch in economy to petroleum</p> <p>Continued access to other cities and resources</p> <p>EUROPE – Because of the central locations of these cities in small countries and a small continent, access to other cities are very accessible because of their train system and highway system</p> <ul style="list-style-type: none"> □ Trace the history of the development of cities and why they developed □ Understand the process of urbanization and how different factors have influenced the development, growth, and relative decline of cities through time. □ Analyze how cities are interconnected based on the exchange of goods and resources 	<p>(6B) Ch. 4 in Textbook p. 88—Explanation of how cities are located and grow because of natural resources, economic activities, accessibility, and cultural, educational, or military activities (Activity p. 90— Students interpret map of urban functions in Chicago and Section 4 Assessment, Taking Notes second question)</p>
<p>WG.7 Geography. The student understands the growth, distribution, movement, and characteristics of world population. The student is expected to:</p> <p>WG.7A construct and analyze population pyramids and use other data, graphics, and maps to describe the population characteristics of different societies and to predict future growth trends;</p>	<ul style="list-style-type: none"> □ Analyze population pyramids and other data, graphs, and maps from selected countries to understand and predict the needs of a population and its future growth trends. Compare pyramids showing rapid growth, slow growth, and declining populations. <p>Describe the population characteristics of different cities and to predict future growth trends</p> <p>NORTH AMERICA - United States</p> <ul style="list-style-type: none"> □ Africa – Somalia, Egypt 	<p>(7A) Ch. 4 in Textbook p. 78-80—Population pyramids for the United States showing 2000 and projected growth by 2050, and text information about population pyramids and factors affecting population growth and distribution (Activity p. 81-82—Students answer questions based on photograph of Shanghai overcrowding and chart of regional population density)</p> <p>National Geographic Xpeditions Lesson Plan Population Pyramids in the US</p>

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	<p style="text-align: center;"> <input type="checkbox"/> India <input type="checkbox"/> China <input type="checkbox"/> France/Germany </p> <p style="text-align: center;">LATIN AMERICA – Compare different Latin American countries</p>	
<p>WG.7 Geography. The student understands the growth, distribution, movement, and characteristics of world population. The student is expected to:</p> <p>WG.7C describe trends in past world population growth and distribution; and</p> <p>Bundle #2--Human</p>	<p>Agricultural Revolution Industrial Revolution Medical Revolution</p> <p>Example: have students create projects to illustrate the before and after conditions of the above Revolutions</p> <p>There has been a shift in population during the latter half of the 20th century from rural areas to the urban centers. People move in search of economic opportunities, available healthcare, and education.</p> <p>During the mid-twentieth century rapid population growth caused a decline in the quality of life-inadequate food production, lowering of the water tables, and absence of basic sanitation.</p> <p>TEACHER NOTE: You could talk about how we have gotten to 6 billion. How the population has grown so rapidly in the last 500 years. Look at China and India. Look at distribution of population (close to coastlines).</p>	<p>Resource: Dot Video from Population Connection www.populationconnection.org</p> <p>United Streaming video: Natural Disasters (55:00) –on volcanoes</p>
<p>WG.8 Geography. The student understands how people, places, and environments are connected and interdependent. The student is expected to:</p> <p>WG.8A explain the interrelationships among physical and human processes that shape the geographic characteristics of places such as connections among economic development, urbanization, population growth, and environmental change;</p>	<p>For each region, identify how humans have modified, adapted to, depended on, and interacted with their environment.</p> <p>Understand that the ways people interact with the environment depend upon three factors: the nature of the environment; the culture and values of the human group; and their level of technology.</p> <p>SOUTH AMERICA</p> <p>Connections among economic development - Harvesting of tropical hardwoods for export by the timber industry is taking place in the Amazon rain forest of South America.</p> <p>Urbanization - There has been urban growth of cities such as Rio de Janeiro and Sao Paulo as people move</p>	<p>(8A) Ch. 3 in Textbook p. 53—Descriptions of drought and farm damage in the 1930s U.S. “Dust Bowl” (Activity p. 69—Student do Internet research to create a multimedia presentation on global warming)</p> <p>Global Warming from the Earth Observatory at NASA</p> <p>CultureGrams Online > World > Select region or country > Graphs and tables</p>

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	<p>from rural areas in search of jobs.</p> <p>Population growth - Small towns and cities have sprung up in mining and lumber centers.</p> <p>Environmental change - Indigenous people utilize the slash-and-burn technique to create agricultural land, which they use for a short time due to the lack of soil fertility. This is usually done by the clear-cutting method with no regard for preserving the environment.</p>	
<p>WG.8 Geography. The student understands how people, places, and environments are connected and interdependent. The student is expected to:</p> <p>WG.8B compare ways that humans depend on, adapt to, and modify the physical environment using local, state, national, and international human activities in a variety of cultural and technological contexts;</p>	<p>EUROPE</p> <p>Water Pollution by Industries – International Commission for the Protection of the Rhine recommends program to protect river, European Union has passed laws that members must follow, and European Environmental Agency which provides reliable information for citizens and industry</p> <p>LATIN AMERICA</p> <p>Raw Rainforest Resources:</p> <p>Describe uses of the rainforest</p> <p>Explain the social cost of destruction of the rain forest</p> <p>Discuss how destruction of the rainforest can be prevented: debt for nature for swap</p>	<p>(8B) Ch. 1 in Textbook p. 8—Examples to explain theme of human-environment interaction (Activity p. 9—Students make maps and use the five themes of geography to describe their community)</p> <p>World Biomes from Kids Do Ecology</p> <p>“Disappearing Rainforests” from Raintree</p> <p>World Rainforest Movement—variety of topics including deforestation, indigenous people, plantations, etc.</p>
<p>WG.10 Economics. The student understands the distribution and characteristics of economic systems throughout the world. The student is expected to:</p> <p>WG.10A describe the characteristics of traditional, command, and market economies;</p> <p>Bundle #2--Human</p>	<p>TEACHER NOTE: Notice the verb in the Student Expectation, “describe.” Introduce the characteristics and get students to the point that they can describe the characteristics of these three types of economies. TEKS which require the students to explain and identify the economies will come in later, regional bundles.</p> <ul style="list-style-type: none"> • Traditional economy (also known as subsistence - Goods and services are produced by a family for their personal consumption. There is little surplus and little exchange of goods. There is only a limited need for markets (places to buy and sell goods and services). This is the type of economy found in less developed nations of the world, usually in rural 	<p>United Streaming Video: How Economic Activities Define a Culture (20:21)</p> <p>(10A) Ch. 4 in Textbook p. 91—Description of types of economic systems (Activity p. 95—Section 5 Assessment, Taking Notes first question, and GeoActivity: Students create illustrations to compare types of economic systems)</p>

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	<p>areas. Most less developed nations today are a mix of traditional and either market or command economies.</p> <ul style="list-style-type: none"> • Command economy (also known as planned) - Decisions about what and how much to produce, where to locate economic activities, and what prices to charge for goods and services are made by a single, central government agency or authority. Communism and Socialism are two examples of a command economy. In a command economy, the price of goods including agricultural products is controlled by the government, not market forces. • Market economy (elements of which may be considered a free enterprise economic system) - Decisions about what and how much to produce, where to locate economic activities, and what prices to charge for goods and services are determined by laws of supply and demand and "the market." Profit drives decisions in a market economy 	
<p>WG.10 Economics. The student understands the distribution and characteristics of economic systems throughout the world. The student is expected to:</p> <p>WG.10C compare the ways people satisfy their basic needs through the production of goods and services such as subsistence agriculture versus market-oriented agriculture or cottage industries versus commercial industries.</p> <p>Bundle #2--Human</p>	<p>TEACHER NOTE: You do not have to teach these TEKS here, although you might want to introduce them at this time and refer back to this introduction when you study various landforms within their respective regions.</p> <ul style="list-style-type: none"> • <u>Subsistence agriculture</u> is practiced most often in the less developed countries of the world. Food is grown by a family for its own consumption rather than to sell. Subsistence agriculture is usually very small-scale and uses a very low level of technology. It involves the use of human and animal labor and natural fertilizers. • <u>Market-oriented or commercial agriculture</u> is widely practiced in the more developed countries of the world. It involves the use of expensive technology and chemical fertilizers and pesticides. Crops are grown to sell and are subject to the demands of the marketplace. • <u>Cottage industries</u> exist in a subsistence economic system and involve small scale production of goods, 	

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	<p style="text-align: center;">usually in the home.</p> <ul style="list-style-type: none"> • <u>Commercial industries</u> developed during the industrial revolution and involve the large scale production of goods. 	
<p>WG.11 Economics. The student understands the reasons for the location of economic activities primary, secondary, tertiary, and quaternary in different economic systems. The student is expected to:</p> <p>WG.11B identify factors affecting the location of different types of economic activities; and</p>	<p>MEXICO</p> <ul style="list-style-type: none"> • Primary—oil is located on the coast • Secondary—maquiladoras are in the north due to the proximity of the United States (NAFTA) • Tertiary—products near customers (U.S.), Mayan Riviera is where the tourists are located • Quaternary—Mexico City provides access to skilled workers, transportation center, and communication center 	<p>(11B) Ch. 4 in Textbook p. 94—Explanation of how infrastructure affects economic activities (Activity p. 92—Students answer location question based on graphic about the economics of pencil production)</p> <p>Country Information from GlobalEdge</p>
<p>WG.17 Culture. The student understands the distribution, patterns, and characteristics of different cultures. The student is expected to:</p> <p>WG.17A describe and compare patterns of culture such as language, religion, land use, systems of education, and customs that make specific regions of the world distinctive; and</p>	<p>World Maps</p> <ul style="list-style-type: none"> • Languages • Major religions • Literacy rates • Natural resources • Governments 	<p>(17A) Ch. 4 in Textbook p. 75-77—Map of world religions and descriptions of major religions with information about where they originated and where they spread (Activity p. 77—Section 1 Assessment, GeoActivity: Students create a database from Internet research about a cultural factor in three countries and make comparisons)</p> <p>CultureGramsonline/World/Select a country</p>
<p>Social Studies Skills TEKS—The TEKS below are processing TEKS: They are designed to be used to help students process the social studies content TEKS above. In reality, teaching and learning involves using all of the Social Studies Skills TEKS many times throughout the school year, but these TEKS have been written explicitly into the curriculum only a couple of times each to make sure that they are each taught in depth.</p>		
<p>WG.22 Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:</p> <p>WG.22C use geographic terminology correctly; and</p>		<p>(22C) Ch. 4 in Textbook p. 93—Explanation of terms related to natural resources (Activity p. 96—Chapter Assessment, Reviewing Places and Terms, A. and B.)</p>