

## World Geography Curriculum Bundle #11

Title	Suggested Dates
Southeast Asia	April 16 – 20, 2012

Big Idea/Enduring Understanding	Guiding Questions
<p>Southeast Asia is a crossroads which is influenced by Asian, Indian, and European politics, economics, and culture as well as its island or coastal geography and current issues such as urbanization</p>	<ul style="list-style-type: none"> <li>•What are the relationships between past events and current conditions? Use human and physical characteristics of the same regions at different periods of time to describe.</li> <li>•What is the influence of climate on the distribution of biomes in different regions?</li> <li>•How are the level of development and standard of living in nations determined?</li> <li>•What are the trends in world population growth and distribution?</li> <li>•How do political, economic, social, and environmental push and pull factors and physical geography affect the routes and flows of human migration?</li> <li>•How do physical and human processes lead to the formation of boundaries and other political divisions?</li> <li>•What are the elements of culture, including language, religion, beliefs, and customs, institutions, and technologies?</li> <li>•What are the basic beliefs of the major world religions? What is their spatial distribution?</li> <li>•How have specific regions experienced cultural changes caused by migration, war, trade, innovations, and diffusion?</li> <li>•What are the causes, effects, and perceptions of conflicts between groups of people?</li> <li>•What are cultures that maintain traditional ways, including traditional economies?</li> <li>•What are the benefits and challenges of globalization?</li> <li>•What is the interaction between human and the physical environment? What are the consequences of extreme weather and other natural disasters?</li> <li>•How has a demand for SE Asia’s natural resources affected them over time?</li> <li>•How has colonization and imperialism affected SE Asia?</li> <li>•How have geographic processes such as volcanoes and tsunamis affected the region of SE Asia?</li> <li>•How developed are different countries in SE Asia and how and hwy ahs their development been different?</li> <li>•What have been the effects of development in SE Asia?</li> </ul>

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.



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	<p>Container shipping                      outsourcing          Import/export                          Free Trade zones          Flood    Typhoon          Vietnam War                              natural hazards          Compact state                            elongated state          Protruded state                          fragmented state          Perforated state                          antecedent boundary          Subsequent boundary                  relict boundary          Superimposed boundary              subsistence agriculture          Human Development Index (HDI)          Deforestation                              tsunamis</p>	
<p><b>WG.20 Science, technology, and society. The student understands how current technology affects human interaction. The student is expected to:</b></p> <p>WG.20A describe the impact of new information technologies such as the Internet, Global Positioning Systems (GPS), or Geographic Information Systems (GIS); and</p>	<p><b>TEACHER NOTE:</b> You could teach this TEKS through ongoing current events study. And/or this TEKS could be taught through a research project on something like careers in geography. The City of New Braunfels and the City of San Antonio websites also have GIS information posted.</p> <p>This TEKS does need to be planned and taught before the STAAR/EOC test.</p>	
<p><b>WG.23 Social Studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:</b></p> <p>WG.23B use case studies and GIS to identify contemporary challenges and to answer real-world questions; and</p>	<p><b>TEACHER NOTE:</b> You could use case studies and maps to identify and solve real world current questions.</p>	<p><b>Maps 101 including Geography in the News</b>          (Login information on Intranet)</p> <p><b>CNN Student News</b></p> <p><b>Issues databases from ABC-CLIO</b> have excellent and in-depth material (Login information on Intranet)</p>

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**WG.2 History. The student understands how people, places, and environments have changed over time and the effects of these changes. The student is expected to:**

WG.2A describe the human and physical characteristics of the same regions at different periods of time to evaluate relationships between past events and current conditions; and

**What are the relationships between past and current conditions? Use human and physical characteristics of the same regions at different periods of time to describe.**

**Items to Map:**

- SE Asian countries: Brunei, Cambodia, East Timor, Indonesia, Laos, Myanmar, Philippines, Singapore, Thailand, Vietnam
- Colonial map of SE Asia
- Bodies of water : Pacific Ocean, Indian Ocean, Gulf of Tonkin, Mekong River, Strait of Malacca; Irrawaddy River
- Islands: Borneo, Java, Sumatra, New Guinea
- Malay Peninsula

Europeans arrived in 1509 looking mainly for ways to enrich themselves, not places to settle. (They wanted to bypass the Muslim merchants who had a monopoly on the spice trade)

**Colonialism changed SE Asia by:**

- Colonial powers set up central governments (helped lead to modern nation states and many wars)
- Colonies were forced to produce commodities to benefit Europe's economy.
- Massive immigration from British India and China due to increased labor demand.
- Nationalist movements
- Rich mosaic of cultures due to indigenous people, colonizers, and immigrants. SE Asia is truly a crossroads with influences from East Asia, SW Asia, Central Asia, Europe, and more recently, the U.S.

**European nations colonized:**

- **British** – British East Indies (including Singapore, Burma, Malaya, Borneo)

Textbook or atlas – **Maps of SE Asia** in 1200 and present..Have students compare SE Asian political boundaries in 1200 and present.

Textbook or atlas – **explanation of how SE Asian states formed** and how they changed after European colonization.

**History of SE Asia** from ASEAN Focus Group

[http://www.aseanfocus.com/a\\_short\\_history\\_of\\_south\\_east\\_asia/history\\_furtherreading.html](http://www.aseanfocus.com/a_short_history_of_south_east_asia/history_furtherreading.html)

**Ancient SE Asia** from i3pep.org

<http://indiapoint.net/social-science/2004/11/18/ancient-southeast-asia/>

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	<ul style="list-style-type: none"> <li>• <b>Dutch</b> – Dutch east Indies (including Sumatra, Java, Borneo, Dutch New Guinea)</li> <li>• <b>French</b> – French Indo China (including Vietnam, Cambodia, Laos)</li> <li>• <b>German</b>- Kasier-Wihelmsland (northern Papua New Guinea)</li> <li>• <b>Portuguese</b> – first European power to conquer a SE Asian nation, Malacca, in 1511, but Dutch took Malacca from them in 1641. But Portuguese still had Timor</li> <li>• <b>Spanish</b> – Philippines</li> <li>• <b>Thailand</b> (Siam) remained independent but was deeply affected by the power politics of the European colonizers.</li> </ul>	
<p><b>WG.4 Geography. The student understands the patterns and characteristics of major landforms, climates, and ecosystems of Earth and the interrelated processes that produce them. The student is expected to:</b></p> <p>WG.4C explain the influence of climate on the distribution of biomes in different regions.</p>	<p>What is the influence of climate on the distribution of biomes in different regions?</p> <p><b>TEACHER NOTE:</b> If you have not already taught how climate zones and the relationships to vegetation in the Introduction to Geography bundle (shame on you!) then do this first and then give specific examples from the Southeast Asian region.</p>	<p>Chart of soil characteristics in different climates, map of world vegetation regions, and text information about soil and plants.</p> <p><b>World Biomes from Kids do Ecology</b>  <a href="http://kids.nceas.ucsb.edu/biomes/">http://kids.nceas.ucsb.edu/biomes/</a></p> <p><b>Biomes of the World</b>  <a href="http://users.rcn.com/jkimball.ma.ultranet/Biology/Pages/B/Biomes.html">http://users.rcn.com/jkimball.ma.ultranet/Biology/Pages/B/Biomes.html</a></p> <p><b>Introduction to Biomes</b> from Radford Geography Dept.  <a href="http://www.radford.edu/~swoodwar/CLASSES/GE OG235/biomes/intro.html">http://www.radford.edu/~swoodwar/CLASSES/GE OG235/biomes/intro.html</a></p> <p><b>Blue Planet Biomes Map</b>  <a href="http://www.blueplanetbiomes.org/world_biomes.htm">http://www.blueplanetbiomes.org/world_biomes.htm</a></p>

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<p><b>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:</b></p> <p>WG. 5B interpret political, economic, social, and demographic indicators (gross domestic product per capita, life expectancy, literacy, and infant mortality) to determine the level of development and standard of living in nations using the terms Human Development Index (HDI), less developed, newly industrialized and more developed.</p>	<p><b>How are the level of development and standard of living in nations determined?</b></p> <p>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 consumption, life expectancy, availability of health care, ways natural resources are used, level of technology, and others.</p> <p><b>TEACHER NOTE:</b> Consider using extreme examples of high and low standards of living to help students understand concept.</p> <p><b>TEACHER'S NOTE:</b> Population terms and population pyramids were introduced in the Introduction to Geography bundle, those terms and pyramids will be applied with specific examples from Latin America.</p> <p><b>IMPORTANT TERMS:</b> <b>Standard of living</b> 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 consumption, life expectancy, availability of health care, ways natural resources are used, level of technology, and others. Students should be able to compare and contrast a country with a high standard of living and a country with a low standard of living to evaluate how it affects a country's political, economic and social landscape. For example comparing the United States with a country in Southeast Asia with a lower standard of living: United States – High Standard of Living Students should be able to compare and contrast population pyramids of U.S. and SE Asia versus the rest of Asia.</p>	<p>Lesson plan suggestion: Take your students to the computer lab and give them 4-5 countries to research on <a href="http://www.cia.gov">www.cia.gov</a> &gt; go to "World Factbook."</p> <p><b>Human Development Index_map of the world.</b> <a href="http://en.wikipedia.org/wiki/List_of_countries_by_Human_Development_Index">http://en.wikipedia.org/wiki/List_of_countries_by_Human_Development_Index</a></p> <p><i>Geography Alive!</i> Textbook pages 148-149. Explains HDI and shows where in the world low/med/high HDIs are. Has FAQs for HDI.</p> <p><b>Population Pyramids</b> to illustrate population trends. Select countries, U.S., East Asia and compare and contrast with other countries in SE Asia. <a href="http://www.census.gov/population/international/">http://www.census.gov/population/international/</a></p> <p><b>Maps 101</b> more vs. less developed countries. <a href="http://www.maps101.com/index.php">http://www.maps101.com/index.php</a></p> <p>To compare political, economic, social and demographic use <b>CIA World Factbook.</b></p> <p>SE Asia—Descriptions of the impact of population growth on cities and economic, social, and environmental effects of industrialization in SE Asia. (Activity - Geographic Thinking: Students draw conclusions about the industrial use of resources and urban growth)</p>
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	<p>Students should be able to analyze the effects of colonization on the standard of living in Southeast Asia.</p> <p><b>TEACHER NOTE:</b> Students will be expected to compare and contrast the effect of colonization on SE Asia with the effect of Europe colonization on other areas of the world studied during the year.</p> <p><b>Standard of living</b> 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 consumption, life expectancy, availability of health care, ways natural resources are used, level of technology, and others.</p> <p>Students should be able to compare areas of high standards of living to areas of low standards of living, and the implications of different levels of development on the cultural, economic, and political characteristics of a region.</p>	
<p><b>WG.7 Geography. The student understands the growth, distribution, movement and characteristics of world population. The student is expected to:</b></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 population trends; and</p>	<p>What are the trends in world population growth and distribution?</p> <p>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.</p> <p>Compare pyramids showing rapid growth, slow growth, and declining populations.</p> <p>Describe the population characteristics of different cities and to predict future growth trends</p> <p>Construct and analyze population pyramids and use other data, etc. to describe population characteristics:</p> <p><b>Thailand and Vietnam</b>—will show huge change over</p>	<p>Population pyramids for SE Asia showing 2000 and projected growth by 2050, and text information about population pyramids and factors affecting population growth and distribution</p> <p><b>International Database</b>_(Population Pyramids for each country)</p> <p><b>Population Pyramids</b> for the whole world <a href="http://www.census.gov">www.census.gov</a></p> <p>SE Asia—Regional Data File: categories of statistics for SE Asian. Students are asked to compare data on sizes and populations of SE Asian and Oceanic countries)</p> <p><b>TEACHER NOTE:</b> Muslim traders first brought Islam</p>

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	<p>time (look for decrease in birth rates)  <b>Indonesia</b>—largest Muslim nation in the world, compare Java and Sumatra population densities  <b>Singapore</b>—only more developed country so its population characteristics will be vastly different (could compare to Austria in terms of similar patterns)</p> <p>Other countries to research might include:  <b>Cambodia</b>—historical pop. characteristics from atrocities of the <i>Khmer Rouge</i>, agricultural (most agricultural along with <b>Laos</b>, so look for high birth rate, least economically diverse, and fairly high infant mortality and death rates in general)</p>	<p>to SE Asia. Sufi missionaries further spread Islam. And then rulers who had converted to Islam expanded their territories and communities. No one knows exactly when Islam first came to the region, but it was before 1100. By the time European colonists and Christian missionaries arrived, the region east of New Guinea was overwhelmingly Muslim.</p>
<p><b>WG.7 Geography. The student understands the growth, distribution, movement, and characteristics of world population. The student is expected to:</b></p> <p>WG.7B explain how political, economic, social, and environmental push and pull factors and physical geography affect the routes and flows of human migration;</p>	<p>How do political, economic, social, and environmental push and pull factors and physical geography affect the routes and flows of human migration?</p> <p>Vietnamese to United States (mid-1970s)</p> <ul style="list-style-type: none"> <li>•Pull: democracy, jobs, education</li> <li>•Push: As the U.S. leaves Vietnam, the South Vietnamese who supported the U.S. want to leave Vietnam to protect themselves</li> </ul> <p>Vietnamese migrated primarily to the West Coast. (In Texas, they migrated primarily to the coastal cities: Houston, Galveston, etc.)</p> <p><b>Industrialization—Rural to Urban</b></p> <p><u>Push Factors</u></p> <ul style="list-style-type: none"> <li>•Rural areas are suffering soil erosion, deforestation, and water overuse (For example, Vietnam has the 2nd highest rate of deforestation of primary forests in the world. Second only to Nigeria.)</li> <li>•Scarcity of land and population growth</li> </ul>	<p><b>Explanations of push-and-pull factors</b> in SE Asian rural-to-urban migration.</p> <p><b>Movies:</b> <i>Year of Living Dangerously</i> (Indonesia), <i>Killing Fields</i> (Cambodia)</p>

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	<p><u><i>Pull Factors</i></u></p> <ul style="list-style-type: none"> <li>• Industry</li> <li>• Education and government services</li> </ul> <p><b>Political Instability</b></p> <ul style="list-style-type: none"> <li>• Vietnam Boat People (Give an overview of the Vietnam War and then, at the end of Vietnam War, U.S. supporters in Vietnam tried to leave as well)</li> <li>• Cambodia under Khmer Rouge</li> </ul> <p><b>TEACHER NOTE:</b> Of interest is the Indonesia trying to move people (voluntarily) from more populated islands to lesser populated islands (Use search terms “Indonesia internal migration” to learn more. For example, here is a summary of an abstract on the situation.)  <a href="http://www.ncbi.nlm.nih.gov/pubmed/12339433">http://www.ncbi.nlm.nih.gov/pubmed/12339433</a></p>	
<p><b>WG.7 Geography. The student understands the growth, distribution, movement, and characteristics of world population. The student is expected to:</b></p> <p>WG.7D examine benefits and challenges of globalization, including connectivity, standard of living, pandemics, and loss of local culture.</p>	<p><b>What are the benefits and challenges of globalization?</b></p> <ul style="list-style-type: none"> <li>• Connectivity</li> <li>• Standard of Living</li> <li>• Pandemics</li> <li>• Loss of local culture</li> </ul>	<p><b>Globalization</b> from the International Monetary Funds  <a href="http://www.imf.org/external/np/exr/key/global.htm">http://www.imf.org/external/np/exr/key/global.htm</a></p>
<p><b>WG.8 Geography. The student understands how people, places, and environments are connected and interdependent. The student is expected to:</b></p> <p>WG.8B describe the interaction between humans and the physical environment and analyze the consequences of extreme weather and other natural disasters such as El Niño, floods, tsunamis, and volcanoes; and</p>	<p><b>What is the interaction between humans and the physical environment? What are the consequences of extreme weather and other natural disasters?</b></p>	<p>Accounts of hurricanes (typhoons), flooding, droughts. Students conduct Internet research to analyze hurricane formation and their effects)</p> <p><b>El Niño Theme Page</b> from National Oceanic and Atmospheric Administration  <a href="http://www.pmel.noaa.gov/tao/el_nino/nino-home.html">http://www.pmel.noaa.gov/tao/el_nino/nino-home.html</a></p> <p><b>Hurricane Digital Memory Bank</b> (Collections tab)  <a href="http://www.hurricanearchive.org/">http://www.hurricanearchive.org/</a></p>

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		<p><b>Hurricanes and Extreme Weather</b> from the National Oceanic and Atmospheric Administration  <a href="http://lwf.ncdc.noaa.gov/oa/climate/severeweather/extremes.html">http://lwf.ncdc.noaa.gov/oa/climate/severeweather/extremes.html</a></p> <p><b>USGS : Natural Hazards Gateway</b>          Earthquakes, Floods, Hurricanes, Landslides, Tsunamis, Volcanoes, Wildfires  <a href="http://www.usgs.gov/natural_hazards/">http://www.usgs.gov/natural_hazards/</a></p> <p><b>Making Waves</b> from University of South Florida (Natural disasters, El Nino, Breaking News, Coral Reefs, Red Tide, etc.)  <a href="http://waves.marine.usf.edu/mwhome.htm">http://waves.marine.usf.edu/mwhome.htm</a></p> <p><b>United Streaming Videos</b>  <i>El Nino: the Driving Force of Weather Patterns</i></p> <p><i>National Geographic Article on El Nino</i>  <a href="http://www.nationalgeographic.com/el_nino/mainpage.html">http://www.nationalgeographic.com/el_nino/mainpage.html</a></p>
<p><b>WG.14 Government. The student understands the processes that influence political divisions, relationships, and policies. The student is expected to:</b></p> <p>WG.14A analyze current events to infer the physical and human processes that lead to the formation of boundaries and other political divisions; and</p>	<p>How do physical and human processes lead to the formation of boundaries and other political divisions? Use current events to infer.</p> <p><i>What are some of the forces that have led to the formation of social groups (i.e., cliques) in your school? Why do these divisions occur and are they valid?</i></p> <p>The 2 following islands are sliced up in interesting ways:</p> <ul style="list-style-type: none"> <li>•The island of Borneo belongs in part to Malaysia, in part to Indonesia, and also is the home of the independent nation of Brunei.</li> <li>•The island of New Guinea belongs in part of Indonesia and is also the home of the independent nation of Papua</li> </ul>	<p><b>Borneo</b> on Wiki  <a href="http://en.wikipedia.org/wiki/Borneo">http://en.wikipedia.org/wiki/Borneo</a></p> <p><b>New Guinea Island</b> on Wiki  <a href="http://en.wikipedia.org/wiki/New_Guinea">http://en.wikipedia.org/wiki/New_Guinea</a></p> <p><b>History of Myanmar (Burma)</b> on Wiki  <a href="http://en.wikipedia.org/wiki/History_of_Myanmar">http://en.wikipedia.org/wiki/History_of_Myanmar</a></p>

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	<p>New Guinea.</p> <p>To determine how they acquired their current political boundaries, analyze:</p> <ul style="list-style-type: none"> <li>•geographic influences (natural boundaries, natural resources, etc.)</li> <li>•political influences (historical, esp. colonization, as well as present)</li> <li>•social influences (religion, customs, etc.)</li> </ul> <p><b>TEACHER NOTE:</b> Myanmar and other countries could also inform this analysis.</p>	
<p><b>WG.16 Culture. The student understands how the components of culture affect the way people live and shape the characteristics of regions. The student is expected to:</b></p> <p>WG.16B describe elements of culture, including language, religion, beliefs and customs, institutions, and technologies;</p>	<p>What are the elements of culture, including language, religion, beliefs and customs, institutions, and technologies?</p>	<p><b>United Streaming video</b></p> <p><i>Religions of the World: Hinduism (28:00)</i>  <i>Religions of the World: Islam</i>  <i>Religions of the World: Christianity</i></p>
<p><b>WG.11 Economics. The student understands how geography influences economic activities. The student is expected to:</b></p> <p>WG.11B identify the factors affecting the location of different types of economic activities, including subsistence and commercial agriculture, manufacturing, and service industries; and</p>	<p>What are the factors that affect the location of different types of economic activities, including subsistence and commercial agriculture, manufacturing, and service industries?</p>	<p>Country Information from GlobalEdge  <a href="http://globaledge.msu.edu/countryInsights/country.asp?CountryID=5">http://globaledge.msu.edu/countryInsights/country.asp?CountryID=5</a></p>

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**WG.17 Culture. The student understands the distribution, patterns, and characteristics of different cultures. The student is expected to:**

WG.17B describe major world religions, including animism, Buddhism, Christianity, Hinduism, Islam, Judaism, and Sikhism, and their spatial distribution; and

What are the basic beliefs of the major world religions?  
What is their spatial distribution?

**Animism:** the belief that natural objects, natural phenomena, and the universe itself possess souls  
(Random House dictionary)

**Buddhism:** a religion, originated in India by Buddha (Gautama) and later spreading to China, Burma, Japan, Tibet, and parts of southeast Asia, holding that life is full of suffering caused by desire and that the way to end this suffering is through enlightenment that enables one to halt the endless sequence of births and deaths to which one is otherwise subject (Random House dictionary)

**Christianity:** The religion based on the life and teachings of Jesus Christ. Christians believe that Jesus Christ is the Messiah, sent by God. They believe that Jesus, by dying and rising from the dead, made up for the sin of Adam and thus redeemed the world, allowing all who believe in him to enter heaven. (American Heritage Dictionary)

**Hinduism:** a body of religious and philosophical beliefs and cultural practices native to India and based on a caste system; it is characterized by a belief in reincarnation, by a belief in a supreme being of many forms and natures, by the view that opposing theories are aspects of one eternal truth, and by a desire for liberation from earthly evils  
(<http://wordnet.princeton.edu/>)

**Islam:** the monotheistic religious system of Muslims founded in Arabia in the 7th century and based on the teachings of Muhammad as laid down in the Koran  
(<http://wordnet.princeton.edu/>)

**Judaism:** the monotheistic religion of the Jews having its spiritual and ethical principles embodied chiefly in the

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	<p>Torah and in the Talmud (<a href="http://wordnet.princeton.edu/">http://wordnet.princeton.edu/</a>)</p> <p><b>Sikhism:</b> the doctrines of a monotheistic religion founded in northern India in the 16th century by Guru Nanak and combining elements of Hinduism and Islam (<a href="http://wordnet.princeton.edu/">http://wordnet.princeton.edu/</a>)</p>	
<p><b>WG.18 Culture. The student understands the ways in which cultures change and maintain continuity. The student is expected to:</b></p> <p>WG.18A analyze cultural changes in specific regions caused by migration, war, trade, innovations, and diffusion; and</p>	<p>How have specific regions experienced cultural changes caused by migration, war, trade, innovations, and diffusion?</p> <ul style="list-style-type: none"> <li>•European colonization and lasting impact</li> <li>•Vietnam War</li> <li>•Migration: European migration</li> </ul>	
<p><b>WG.18 Culture. The student understands the ways in which cultures change and maintain continuity. The student is expected to:</b></p> <p>WG.18B assess causes, effects, and perceptions of conflicts between groups of people, including modern genocides and terrorism; and</p>	<p>What are the causes, effects, and perceptions of conflicts between groups of people?</p> <p>Khmer Rouge</p>	
<p><b>WG.18 Culture. The student understands the ways in which cultures change and maintain continuity. The student is expected to:</b></p> <p>WG.18C identify examples of cultures that maintain traditional ways, including traditional economies; and</p>	<p>What are cultures that maintain traditional ways, including traditional economies?</p> <ul style="list-style-type: none"> <li>•Indigenous people's traditions</li> </ul>	
<p><b>WG.22 Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:</b></p> <p>WG.22A design and draw appropriate graphics</p>		

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such as maps, diagrams, tables, and graphs to communicate geographic features, distributions, and relationships; and		Create cartograms using data about SE Asian countries.  •Sketch maps •Word Wall
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### DIFFERENCES FOR THE PRE-AP CLASSROOM

- I. **Collection and Acquiring Information** – These skills are used at all levels of Pre-AP\* and AP\* coursework with progressively more detailed readings and note-taking efforts. These techniques promote active reading and increased comprehension skills. As skills develop, students begin to organize information, identify key concepts and relationships, and acquire knowledge for interpretation and analysis of content materials. *Examples: SQ3Rs, Cornell Note-taking, working with Matrixes', etc.*
- II. **Processing Information** – Practicing the techniques of collecting and acquiring data will allow the student to prepare for higher-level critical thinking, such as assessing, analyzing, and interpreting trends, connections, and relationships. The goal of Pre-AP classes is to introduce these skills and give students the opportunity to practice them with teacher guidance. As students progress, they will rely less on their instructor and can become more independent thinkers. *Examples – Organizing – APPARTS, SOAPS, Mapshots, PERSIA, etc.*
- III. **Study Skills** – Students who accept the academic challenge of higher-level classes often are not prepared for the task of studying for tests or cumulative examinations. Perhaps in previous experiences, simply being in class and attending to the presentation at hand was sufficient to retain the level of information necessary to do well in class. However, as students progress with their courses of study, it is necessary to ensure that students have a basic idea of how to study efficiently.

*\*See the Skills Matrix in the WG- Gearing up for the EOC/STAAR binder for these different types of processes.*