

World Geography Curriculum Bundles #3 & 4

Title	Suggested Dates
United States and Canada	November 7 - 22, 2011

Big Ideas/Enduring Understanding	Guiding Questions
<p>The U.S. and Canada have distinctive physical and cultural regions which have seen high levels of development along with being shaped by immigration and migration.</p>	<ul style="list-style-type: none"> •When comparing maps of voting patterns or political boundaries, how is political power distributed? •What are similar and different ways in which humans depend on, adapt to, and modify the physical environment, including the influences of culture and technology? •What are the effects of physical and human geographic patterns and processes on the past? What is their impact on the present, including significant physical features and environment conditions that influenced migration patterns and shaped the distribution of culture groups today? •Where do specific countries fall along the economic spectrum between free enterprise and communism? •What are examples of different points of view that influence the development of public policies and decision-making processes? •What are distinctive cultural patterns and landscapes associated with different places in Texas, U.S. and other regions in the world? How have these patterns influenced the processes innovation and diffusion? •What are the experiences and contributions of diverse groups to multicultural societies? •What are the causes, effects, and perceptions of conflicts between groups of people, including modern genocides and terrorism? •What are examples of cultural convergence and divergence in terms of the spread of cultural traits? •What is the significance of major technological innovations in areas of transportation and energy that have been used to modify the physical environment?

The resources included here provide teaching examples and/or meaningful learning experiences to address the 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 curriculum.

Knowledge & Skills with Student Expectations	Specificity & Examples	Suggested Resources (Read the note above)
Ongoing TEKS		

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<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</p> <p>WG.20 Science, technology, and society. The student understands how current technology affects human interaction. The student is expected to:</p> <p>WG.20A describe the impact of new information technologies such as the Internet, Global Positioning System (GPS), or Geographic Information Systems (GIS); and</p>	<p style="color: red;">Assurance words</p> <p style="color: red;">TEACHER NOTE: 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 San Antonio and the City of New Braunfels websites also have GIS information posted.</p> <p style="color: red;">This TEKS does need to be planned and taught before the EOC/STAAR test.</p>	
<p>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:</p> <p>WG.23B use case studies and GIS to identify contemporary challenges and to answer real-world questions; and</p>	<p style="color: red;">TEACHER NOTE: You could use case studies and maps to identify and solve real world current questions.</p>	<p><u>Maps 101 including Geography in the News.</u> (login information on district website)</p> <p>CNN Student News</p> <p><u>Issues databases from ABC-CLIO</u> have excellent and in-depth material</p> <p>http://issues.abc-clio.com/Authentication/LogOn?returnUrl=%2FTopics</p>

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TEKS Specific to Bundle #3 & 4		
<p>WG.13 Government. The student understands the spatial characteristics of a variety of global political units. The student is expected to:</p> <p>WG.13B compare maps of voting patterns or political boundaries to make inferences about the distribution of political power.</p>	<p>When comparing maps of voting patterns or political boundaries, how is political power distributed?</p> <p>The formation of congressional voting districts</p> <p>NORTH AMERICA</p> <p>Dependent on what political party is in power. Free trade zones</p> <p>NORTH AMERICA Examine North America Free Trade Agreement between Canada, the US, and Mexico and discuss the pros and cons of free trade agreements within and between regions.</p>	<p>NAFTA FACT SHEET from the USDA http://www.fas.usda.gov/info/factsheets/NAFTA.asp</p> <p>Maps 101 Congressional Rep. Map Pop. Below Poverty Level Ethnic Dist. Map</p> <p>NAFTA/DR-CAFTA ISSUES</p>

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<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 compare ways that humans depend on, adapt to, and modify the physical environment, including the influences of culture and technology;</p>	<p>What are similar and different ways in which humans depend on, adapt to, and modify the physical environment, including the influences of culture and technology?</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>Effects of Population Growth and Industrialization</p> <ul style="list-style-type: none"> ☒ pollution ☒ global warming (climatic change) ☒ using up resources such as water and trees ☒ expanded middle class (but income gap between rich and poor remains high) <p>Higher crime rates in city(due to increased density and poverty)</p>	
<p>WG. 1 History. The student understands how geography and processes of spatial exchange (diffusion) influenced events in the past and helped to shape the present.</p>	<p>What are the effects of physical and human geographic patterns and processes on the past? What is their impact on the present, including significant physical features and environment conditions that influenced migration patterns and shaped the distribution of culture groups today?</p>	<p><i>The New Americans from Independent Lens</i> at PBS</p> <p>Maps 101: Key word Immigration Economic Factors and Illegal Immigration-grades 9-12 Chinese immigration and the Golden Mountain ILLEGAL IMMIGRANT’S DESTINIES</p>

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<p>WG.1A analyze the effects of physical and human geographic patterns and processes on the past and describe their impact on the present, including significant physical features and environmental conditions that influenced migration patterns and shaped the distribution of culture groups today; and</p>	<p>Physical/political features</p> <ul style="list-style-type: none"> ☒ Regions of the U.S. (New England, Southeast – including Sun Belt, Southwest- including Sun Belt, Plains states, Midwest – including Rust Belt, West) ☒ Major economic activities within above regions <p>Migration patterns to as well as within the US.</p> <p>Historically: 3 waves of immigration:</p> <p>General push/pull factors include personal, political, and religious freedom, economic opportunities (land availability)</p> <p>Europe (17th – 18th c.)</p> <ul style="list-style-type: none"> ☒From northwestern Europe – United Kingdom, Ireland, Scandinavian, Germany ☒From southern and eastern Europe – Italy, Eastern Europe(Poland, Czechoslovakia) ☒Push/Pull factors: Economic opportunities, political freedom <p>Asia</p> <p><i>First Wave (19th c.)</i></p> <p>Chinese Japanese Push/pull factors: e\Economic opportunity</p> <p><i>Second wave (late 20th c.)</i></p> <p>Vietnam Cambodia Thailand Laos</p>	<p><i>Minorities in U.S. set to become majority by 2042</i> by Sam Roberts</p>
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	<p>Push/pull factors: Political asylum, escaping wars.</p> <p>Latin America (late 20th, early 21st c.): Mexico Central America Push/pull factors: escaping war, seeking economic opportunities, political asylum (ex. Cubans in 1960s – 70s)</p> <p>Today: The majority of immigrants coming to the U.S.</p> <ol style="list-style-type: none">1) Latin America2) Asia3) Africa <p>Culture groups today:</p> <ul style="list-style-type: none">☒ California – Asians☒ Southeast – Africa (then Great Migration)☒ East – Irish (moved towards Midwest)☒ Southwest – Hispanic (spreading north)☒ Native Americans were moved onto reservations. <p>TEACHER NOTE: In 4th and 7th gr., students studied where different groups settled in Texas, such as Germans in Central Texas, Latin Americans in South Texas, African Americans in East Texas, etc. So you can refer to this prior knowledge to help their understanding of the larger U.S.</p> <p>Environmental Conditions: Why did people settle where they did?</p> <ul style="list-style-type: none">☒ Settling in familiar climate regions (similar to country of origin)☒ Settled close to other recent immigrants with similar backgrounds.	
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	<p>☒ Settled at or near port of entry (ex. Ellis Island, Miami for Cubans, Angel Island San Francisco, etc.)</p>	
<p>WG.10 Economics. The student understands the distribution, characteristics, and interactions of the economic systems in the world. The student is expected to:</p> <p>WG.10B classify where specific countries fall along the economic spectrum between free enterprise and communism;</p>	<p>Where do specific countries fall along the economic spectrum between free enterprise and communism?</p> <p>UNITED STATES Teach market economy</p> <p>CANADA – like the U.S., Canada practices a market economy. Products and services are available based on consumer demand. Canada has one of the higher per capita GDPs in the world which would seem to indicate the success of this type of economic system. http://www.investorwords.com/951/command_economy.html</p>	<p>Venn diagrams of the three major economic systems. Include 3 country examples of each system.</p> <p>Choose 12 countries from throughout the world and Compare and Contrast the different Economic Systems of the world and how the US and Canada fits in.</p>
<p>WG.15 Citizenship. The student understands how different points of view influence the development of public policies and decision-making processes on local, state, national, and international levels. The student is expected to:</p> <p>WG.15A identify and give examples of different points of view that influence the development of public policies and decision-making processes on local, state, national, and international levels; and</p>	<p>What are examples of different points of view that influence the development of public policies and decision-making processes?</p> <p>☒ Local – ☒ State – ☒ National – ☒ International –</p>	

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<p>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:</p> <p>WG.16A describe distinctive cultural patterns and landscapes associated with different places in Texas, the United States, and other regions of the world and how these patterns influenced the processes of innovation and diffusion.</p>	<p>What are distinctive cultural patterns and landscapes associated with different places in Texas, the U.S. and other regions of the world? How have these patterns influenced the processes of innovation and diffusion?</p> <p>NORTH AMERICA</p> <p>Texas – Cattle trails led to the diffusion of perceptions of life in the Southwest US and its landscape of wide open spaces. (Compare to Australia stereotypes).</p> <p>United States – Principles of democracy have led to increase or recognition of human rights in the political systems of many world countries.</p>	<p>Cattle Trails Map – Maps 101 http://www.maps101.com/index.php</p>
<p>WG.17 Culture. The student understands the distribution, patterns, and characteristics of different cultures. The student is expected to:</p> <p>WG. 17D evaluate the experiences and contributions of diverse groups to multicultural societies.</p>	<p>What are the experiences and contributions of diverse groups to multicultural societies?</p>	<p>30 Days: Muslims in America (TV episode video)</p>

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<p>WG.18 Culture. The student understands the ways in which cultures change and maintain continuity. The student is expected to:</p> <p>WG.18B assess causes, effects, and perceptions of conflicts between groups of people, including modern genocides and terrorism.</p>	<p>What are the causes, effects, and perceptions of conflicts between groups of people, including modern genocides and terrorism?</p> <p>September 11, 2001 World Trade Center - NYC</p>	
<p>WG.18 Culture. The student understands the ways in which cultures change and maintain continuity. The student is expected to:</p> <p>WG.18D evaluate the spread of cultural traits to find examples of cultural convergence and divergence such as the spread of democratic ideas, US – based fast-food franchises, the English language, technology, or global sports.</p>	<p>What are examples of cultural convergence and divergence in terms of the spread of cultural traits?</p> <p>English is lingua-franca of the world</p> <ul style="list-style-type: none"> • Changed other world cultures by making them more aware of primarily English-speaking countries than the primarily English-speaking countries are of non-primarily English speaking countries • The official language of over 30 countries in the world is English and many more teach it in their schools. Along with the fact that the United States is the leader in the science and business world, the use of the internet, and the world has become more global, it is easier to have a common language to better communicate among the scientist and business leaders of the world. 	

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	<p>Spread of democratic ideas US based fast-food franchises all over the world</p> <p>RUSSIA AND EASTERN EUROPE Russia and Eastern Europe have opened their doors to fast-food franchises primarily McDonalds starting in the mid to late 1990s. It is only beginning to take hold. The franchises have adapted to the traditions and customs of the consumer but it still has led to the westernization of these areas. These American franchises have helped the American agriculture industry because of their demand.</p> <p>The English language as a major medium of international communication for scientists and business people.</p> <p>Cultural convergence occurs when the ideas, habits, skills, arts, and institutions of one culture come in contact and interact with those of another culture.</p> <p>Cultural divergence is the process of disassociating cultures, or protecting a culture from other influences. “Europeanization” of fast-food, taking business away from McDonald’s and Burger King and encouraging European consumers to patronize European fast-food chains.</p> <p>EAST ASIA China – KFC, etc. – increasing obesity (1 child policy let to spoiled children and women with more money to spend)</p>	<p>Compare menu items from McDonalds around the world for both convergence and divergence.</p> <p>Discussion/study of sports around the world; soccer, Olympics, etc.</p> <p>Likes and dislikes about American culture from different places on Earth.</p>
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<p>WG.19. Science, Technology, and society. The student understands the impact of technology and human modifications on the physical environment. The student is expected to:</p> <p>WG.19A evaluate the significance of major technological innovations in the areas of transportation and energy that have been used to modify the physical environment.</p>	<p>What is the significance of major technological innovations in the areas of transportation and energy that have been used to modify the physical environment?</p> <p>EUROPE during the Industrial Revolution</p> <ul style="list-style-type: none"> •Steam power – Steam power is a source of energy for the steam engine that was used in machinery to pump water out of mines and different types of transportation like the trains and boats •Diesel machinery – Netherlands and land reclamation; personal transportation; transportation networks. Diesel machinery fall in the category of trucks, heavy machinery, and marine engines for submarines and large transport machinery has led to increase production in agriculture and industrial building. •Electricity – source of electricity. Europe using more nuclear, wind, and solar. <p>TEACHER NOTE: All of the above used to modify the physical environment through increased power for agricultural production, urban development of infrastructure, industrialization, etc.</p>	<p>Diffusion of Industrial Revolution to America. Railroad, Canals, US Highway systems.</p>
<p>WG.21 Social Studies Skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:</p> <p>WG.21C create and interpret different types of maps to answer geographic questions, infer relationships, and analyze change.</p>		<p>Google Earth Maps 101 Flip Charts</p>

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<p>WG.22 Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:</p> <p>WG.22E create original work using proper citations and understanding and avoiding plagiarism.</p>		<p>FRQs (Free-response questions) Speeches Essays</p>
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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.*