

Course: World Geography			Designated Six Weeks: 5 th & 6 th		
Unit: East Asia, Oceania/Australia, United States/Canada			Days to teach: 6 weeks		
TEKS	Guiding Questions & Specificity	Assessment	Vocabulary	Instructional Strategies	Resources/ Weblinks

<p>East Asia; Days to teach: 6 days</p> <p>(3) Geography. The student understands how physical processes shape patterns in the physical environment</p> <p>(6) Geography. The student understands the types, patterns, and processes of settlement</p> <p>(7) Geography. The student understands the growth, distribution, movement, and characteristics of world population.</p> <p>(8) Geography. The student understands how people, places, and environments are connected and interdependent.</p> <p>(10) Economics. The student understands the distribution, characteristics, and interactions of the economic systems in the world.</p> <p>(16) Culture. The student understands how the components of culture affect the way people live and shape the characteristics of regions.</p> <p>(17) Culture. The student understands the distribution, patterns, and characteristics of different cultures.</p> <p>(18) Culture. The student understands the ways in which cultures change and maintain continuity.</p>					
<p>3(B) describe the physical processes that affect the environments of regions, including weather, tectonic forces, erosion, and soil-building processes.</p> <p>Readiness Standard</p> <p>7(A) 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;</p> <p>Supporting Standard</p> <p>8(C) evaluate the economic and political</p>	<p>3(B) How is this region formed?</p> <p>6(A) What are the physical and human characteristics of the largest cities in South Asia?</p> <p>6(B) What is China’s economic, political, and social influence on the rest of East Asia?</p> <p>7(A) Analyze the governmental policies which have been put in place by China and determine whether or not they are actually changing population growth in that country.</p> <p>8(A) How do the Japanese adapt to and modify their</p>	<p>Political and Physical Map Test or Quizzes</p> <p>7(A) How has China tried to predict, support and control its future population growth?</p> <p>8(C) How do the Japanese adapt and modify their physical environment?</p> <p>13(B) What is China’s economic, political, and</p>	<p><u>TEACHER NOTE:</u> Concepts such as weathering, tectonic forces, wave action, freezing and thawing have been studied in depth in Intro to Geography. In South Asia, more discussion of tectonic forces and weather conditions (monsoon winds) should be addressed</p> <p>8(C) <u>Monsoon winds</u> (seasonal winds) blow from the northeast from</p>	<p>SOUTH ASIA</p> <p>Tectonic forces and plate movement created the Himalayas when the India and Asian plates moved together creating uplift (Convergent boundary). Extreme weather conditions are found in the Himalayas dependent upon elevation. Freezing and thawing in some areas lead to rock weathering and avalanches (gravity). Along the fertile alluvial plains, the soil building process occurs. These fertile alluvial plains have been created by the flooding of the regions major river system of the Ganges, Indus, and Brahmaputra. Erosion of soil along these river systems due to wave actions have also occurred redirecting the rivers themselves.</p>	<p>Expedition Everest</p> <p>7(A) International database</p> <p>8(c) Global Warming http://www.npr.org/templates/story/story.php?storyId=18425626</p> <p>13(B) Kashmir resources http://www.globalsecurity.org/military/world/war/kashmir.htm</p> <p>16(B) United Streaming Video: Religions of the World (Hinduism)</p> <p>17(B) http://www.census.gov/ipc/prod/wid-9801.pdf</p> <p>http://www.friesian.com/caste.htm</p>

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<p>relationships between settlements and the environment, including sustainable development and renewable/non-renewable resources</p> <p>Supporting Standard</p> <p>10(C)compare the ways people satisfy their basic needs through the production of goods and services such as subsistence agriculture versus commercial agriculture or cottage industries versus commercial industries.</p> <p>Readiness Standard</p> <p>13(B) compare maps of voting patterns or political boundaries to make inferences about the distribution of political power.</p> <p>Supporting Standard</p> <p>16 (B) describe elements of culture including language, religion, beliefs and customs, institutions,</p>	<p>physical environment?</p> <p>18(C) How have the nomads of Mongolia maintained their culture?</p> <p>18(D) How has China’s adoption of more free enterprise principles and policies affected itself as well as the rest of the world?</p> <p>19(B) How have the Japanese modified their physical environment in response to natural disasters?</p> <p>7(A) TEACHER NOTE: Population pyramids have been introduced in Intro to Geography. In South Asia focus needs to be on population growth and age distribution in India compared to other countries in the region and around the world. Be sure to make predictions and analyze trends.</p> <p>8(C)SOUTH ASIA TEACHER NOTE: Specific</p>	<p>social influence on the rest of South Asia?</p> <p>16(B) How is Hindu culture viewed by non-Hindu cultures and Muslims?</p> <p>17 (B) How do economic opportunities compare for women around the world?</p>	<p>Oct. through Feb. bringing dry air. From June through Sept. the winds blow from the southwest bringing much moisture</p> <p><u>Cyclones</u> also affect the region due to the flooding that occurs in low-lying areas like Bangladesh.</p> <p><u>Global Warming</u> over extended time would result in the melting of the polar ice caps. Even slight melting would result in rising sea levels, which would prove disastrous for the lower islands such as the Maldives. A 20-inch rise in the level of the Indian Ocean would place 80%</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. Compare pyramids showing rapid growth, slow growth, and declining populations.</p> <p>Countries to compare to:</p> <ul style="list-style-type: none"> • India • United States • China • Somalia • Brazil • Germany • Japan <p>Students can make comparisons to the United States and countries in South Asia</p> <p>13(B) Students need to understand the historical significance of colonization and the struggle for independence that led to the partitioning of India and East and West Pakistan (Pakistan and Bangladesh) and look at how that affected political</p>	<p>6(A) http://ngm.nationalgeographic.com/2008/05/china/journey/heelsler-text/1</p> <p>http://www.colorado.edu/cas/tea/</p> <p>http://afe.easia.columbia.edu/</p> <p>http://asia.isp.msu.edu/</p> <p>Power of Place Videos 9, 10, 11, and 12 (www.learner.org) http://www.pbs.org/wgbh/commandingheights/shared/video/qt/mini_p03_09_a_300.html</p> <p>http://www.businessweek.com/print/magazine/content/03_40/b3852171.htm?chan=mz</p> <p>8(D)http://www.ibiblio.org/chinesehistory/contents/07spe/sperep01</p> <p>http://www.pbs.org/kqed/chinainside/edlesson2.html</p> <p>http://www.pbs.org/kqed/chinainside/summary.pdf</p>

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<p>and technologies</p> <p>Readiness Standard</p> <p>17 (B) describe major world religions, including animism, Buddhism, Christianity, Hinduism, Islam, Judaism, and Sikhism and their spatial distribution</p> <p>Supporting Standard</p> <p>18 (B) assess causes, effects, and perception of conflicts between groups of people, including modern genocide and terrorism</p> <p>Supporting Standard</p> <p>6(A) Locate and describe human and physical features that influence the size and distribution of settlements</p> <p>Supporting Standard</p> <p>6(B) Explain the processes that have caused changes in settlement patterns,</p>	<p>to South Asia would be discussion of monsoon winds and cyclones and how they create wet and dry seasons on the subcontinent. In addition are the effects of flooding due to global warming.</p> <p>16(B) How Hindu culture is viewed by non-Hindu cultures Hindus and Muslims Americans—fascinated by Indian culture (really Hindu) The region was partitioned based upon religion (Hinduism in India and Islam In Pakistan)</p> <p>Caste System (Caste and outcast) treatment of untouchables</p> <p>Afghanistan-role of women under the Taliban; how is that changing since the fall of that regime. Saudi Arabia -role of women in society under Islamic law.</p> <p>18(B) INDIA -Shopping centers -Bollywood -Call centers (trained to sound “American”)</p>		<p>of the island nation under water. This would also affect other coastal and low-lying areas in the region.</p> <p><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.</p> <p><u>Market-oriented or commercial</u></p>	<p>power of Muslims in India and Pakistan. Example: Kashmir is a region disputed by Pakistan, China and India.</p> <p>17(B) Compare women’s education level to standard of living and access to education and work outside the home: Taliban (Afghanistan) United States (women and men are unequal) India Education Right to own property Fertility rights Pay equality</p> <p>6(A) China—metropolitan areas along rivers and coastline Identify patterns in factors of settlement such as bodies of water, transportation routes, climates, and biomes. Show change in settlement patterns over time. Students will analyze population density and distribution.</p> <p>Analyze population pyramids and other data, graphs, and maps from selected countries to</p>	<p>7(A) http://www.census.gov/http://www.cnn.com/2008/WORLD/asiapcf/03/10/china.0nchild/index.html</p> <p>National Geographic Video: China’s Lost Girls</p> <p>7(C)</p> <p>8(A) http://www.ibiblio.org/chinesehistory/contents/07spe/specrep01</p> <p>18(C) http://www.time.com/time/magazine/article/0,9171,1881990,00.html?iid=perma_share</p> <p>18(D) http://www.time.com/time/magazine/article/0,9171,1576831-9,00.html?iid=perma_share</p> <p>http://www.learner.org/resources/series85.html</p> <p>http://channel.nationalgeographic.com/series/explorer/3089/Overview#tab-Overview</p> <p>http://www.businessweek.com/print/magazine/content/04_30/b3893074.htm?chan=mz</p>

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<p>including urbanization, transportation, access to and availability of resources, and economic activities</p> <p>Readiness Standard</p> <p>7(A) 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.</p> <p>Supporting Standard</p> <p>7(C) Describe trends in past world population growth and distribution</p> <p>Readiness Standard</p> <p>8(A) compare ways that humans depend on, adapt to , and modify the physical environment including the influences of culture and technology.</p> <p>Readiness Standard</p> <p>18(C) Identify examples</p>	<p>6(B)Tokyo to Osaka on the island of Hokkaido</p> <p>Tokyo, a city inside a city</p> <p>Taiwan growth on the island of Formosa</p> <p>Nationalist flee to the island of Formosa</p> <p>Creation of the nation of Taiwan</p> <p>China’s Free Trade Zones</p> <p>Hong Kong</p> <p>8(D) China - When completed the Three Gorges Dam will have changed the settlement pattern along the Chang River. One to Two million people living in hundreds of villages and towns will be displaced to allow for a reservoir 370 miles long. Positive outcomes of building the dam is the generation of electricity equivalent to 15 coal burning plants.</p> <p>7(A)China’s population</p>		<p><u>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.</p> <p><u>Cottage industries</u> exist in a subsistence economic system and involve small scale production of goods, usually in the home.</p> <p><u>Commercial industries</u> developed during the industrial revolution and involve the large scale production of goods</p>	<p>understand and predict the needs of a population and its future growth trends. Compare pyramids showing rapid growth, slow growth, and declining populations.</p> <p>7(C) Analyze the effects of natural disasters, disease, famine, political instability, industrialization, and diffusion of ideas on world population patterns.</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>18(C)Japan—cultural isolation Mongolia, traditional lifestyles, nomadic, yurts</p> <p>Tibet- Free Tibet</p> <p>18(D)China—KFC, etc.—</p>	<p>19(B)</p> <p>http://www.scientificamerican.com/article.cfm?id=easing-jitters-when-build</p> <p>http://www.learner.org/resources/series180.html</p> <p>http://whyfiles.org/073hurricane/</p>

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<p>of cultures that maintain traditional ways including traditional economies</p> <p>Supporting Standard</p> <p>18(D) Evaluate the spread of cultural traits to find examples of cultural convergence and divergence such as the spread of democratic ideas, U.S.-based fast-food franchises, the English language, technology or global sports</p> <p>Supporting Standard</p> <p>19(B) Analyze ways technological innovations such as air conditioning and desalinization have allowed humans to adapt to places</p> <p>Supporting Standard</p>	<p>policies</p> <p>EAST ASIA-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>8(A)China</p> <ul style="list-style-type: none"> -Huge population growth -sacrificed environment for industry(3 Gorges Dam) <p>Japan</p> <ul style="list-style-type: none"> -Reclaim land from the sea. -City of Tokyo -Tokyo Harbor <p>7(A)One Child Policy</p> <p>Growth Rate</p> <p>Demographic Transition Model</p> <p>7(C)The Chinese Revolution 1949</p> <p>Great Leap Forward</p> <p>The Cultural Revolution</p> <p>R.O.C. (Creation of Taiwan)</p>		<p>13(B) Kashmir</p> <p>16(B) <u>Human factors or a Region</u>: made up of language, religion, trade network, and history</p> <p>17(B) <u>Caste system</u></p> <p><u>Taliban</u></p> <p>6(A)Population Density</p> <p>Arithmetic Population Density</p> <p>Physiological Population Density</p> <p>6(B)Special Economic Zones</p> <p>Megalopolis</p> <p>8(D)Human Environment Interaction</p> <p>Push Factors</p> <p>Pull Factors</p> <p>Migration</p> <p>Forced Migration</p>	<p>increasing obesity (1 child law led to spoiled children and women with more money to spend)</p> <p>Spread of democratic ideas</p> <p>The Koreas</p> <p>North vs. South Korea</p> <p>19(B) Japan has made changes in building products and methods which has made life in this earthquake prone country safer than they were in the past. Earthquake drills are a part of the life of everyone in the country.</p> <p>Earthquakes cause tsunamis, and their impact on Japan.</p> <p>Typhoons in the Pacific Ocean: World's deadliest storms.</p> <p>China: Three Gorges Dam</p>	

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<p>Oceania/Australia; Days to teach: 3 days</p> <p>(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>(3) Geography. The student understands how physical processes shape patterns in the physical environment</p> <p>(4) Geography. The student understands the patterns and characteristics of major landforms, climates, and ecosystems of Earth and the interrelated processes that produce them.</p> <p>(5) Geography. The student understands how political, economic, and social processes shape cultural patterns and characteristics in various places and regions.</p> <p>(12) Economics. The student understands the economic importance of, and issues related to, the location and management of resources.</p> <p>(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.</p> <p>(14) Government. The student understands the geographic processes that influence political divisions, relationships, and policies</p> <p>(18) Culture. The student understands the ways in which cultures change and maintain continuity.</p> <p>(20) Science, technology, and society. The student understands how current technology affects human interaction.</p>					
<p>1(A) analyze the effects of physical and human geographic patterns and processes on the past and describe their impact on the present conditions, including significant physical features and environmental conditions that influenced migration patterns and shaped the distribution of culture groups today;</p> <p>Readiness Standard</p> <p>3(B) describe the physical processes that affect the environments of regions, including</p>	<p>21 (C) - How is this region formed politically?</p> <p>1(A) How, where, and why have people migrated to and through Oceania, Australia, and New Zealand in ancient times and more recently?</p> <p>3(B) How do physical processes affect the environment and people of Australia and Oceania?</p> <p>4(B) How have geographic processes changed Oceania? How and why are islands in Oceania different?</p> <p>5(A) How have native people in Oceania, Australia, and</p>	<p>Political and Physical Map</p> <p>Test or Quizzes</p>	<p>Archipelago</p> <p>Atoll</p> <p>Geyser</p> <p>Lagoon</p> <p>Longitude</p> <p>Latitude</p> <p>Capital</p> <p>Aborigine</p> <p>Penal colony</p> <p>Maori</p>	<p>Australia and New Zealand have been shaped by histories similar to the U.S. and Canada but with very different physical environments and results.</p> <p>Items to Map:</p> <p><u>Countries:</u> Australia, New Zealand, Fiji, Tonga, Solomon Islands, Tahiti, Easter Island, Samoa</p> <p><u>Regions:</u> Micronesia, Melanesia, Polynesia</p> <p><u>Cities:</u> Sydney, Melbourne, Wellington, Christchurch</p> <p><u>Bodies of water:</u> Indian Ocean, Pacific Ocean, Coral Sea</p> <p><u>AUSTRALIA</u></p> <p>Aboriginal people migrated</p>	<p>Map of Aboriginal Australian Groups: http://livingknowledge.anu.edu.au/learningsites/aa_map.htm</p> <p>Land Bridge Map: http://www.donsmaps.com/images/12/sahulmap60to120mcountour.jpg 40, 000 years ago when sea levels were lower. Allowed people to walk to Australia.</p> <p>Low islands: http://www.fijitimes.com/images/artpics/91354.jpg</p> <p>High islands: http://media-2.web.britannica.com/media/16/60016-004-</p>

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<p>weather, tectonic forces, erosion, and soil-building processes.</p> <p>Readiness Standard</p> <p>4(B) describe different landforms and the physical processes that cause their development</p> <p>Supporting Standard</p> <p>5(A) analyze how the character of a place is related to its political, economic, social, and cultural elements</p> <p>Readiness Standard</p> <p>12(B) evaluate the geographic and economic impact of policies related to the development, use, and scarcity of natural resources such as regulations of water.</p> <p>Supporting Standard</p> <p>18(B) assess causes, effects, and perceptions of conflicts between groups of people including modern</p>	<p>New Zealand maintained and/or integrated traditional customs and lifestyles?</p> <p>12(C) How does technology influence economic activities as well as impact the environment?</p> <p>18(B) How has cultural appropriation affected the Aborigines?</p> <p><u>OCEANIA</u>—Blends traditional ways with influences from Europe and the U.S. Political—12 islands have gained independent rule, but many are still controlled by foreign nations, including the U.S. Economic—mostly subsistence agriculture (bananas, sugar, cocoa, coffee) and tourism Social—traditional life usually centered on a village with a chief who led the village. People lived in extended families. Polynesians frequently fought each other; Micronesians coexisted more peacefully. Fishing and</p>		<p>Describe how the following create or destroy islands: Erosion Volcanoes</p>	<p>from Asia at least 40,000 years ago. Great Britain founds Sydney as a penal colony (1788). Later, Australia as a colony gave Great Britain naval bases in Pacific. Gold is discovered in Australia.</p> <p><u>NEW ZEALAND</u> Maori settled in New Zealand from Polynesia more than 1000 years ago. Captain James Cook explores New Zealand (1769) and Australia (1770). Hunters and whalers settle in New Zealand. Gold is discovered in New Zealand.</p> <p><u>OCEANIA</u>—Consists of about 20,000 islands, but that number is constantly changing Antarctica is a fascinating gauge for global warming and international affairs.</p> <p>OCEANIA—Consists of about 20,000 islands, but that number is constantly changing low islands including atolls—created by coral reefs (soil is</p>	<p>E02EBE3E.jpg</p> <p>Climate Map of Australia http://www.bom.gov.au/climate/how/newproducts/images/kpn_map.jpg</p> <p>Population Distribution Map of Australia http://www.hreoc.gov.au/social_justice/sj_report/sjreport08/img/ch3_mapofaus2.jpg</p> <p>Accounts with graphic of past and current use by Pacific Islanders of ancient navigational tools</p> <p>Coral Reef Lesson Plans http://www.pbs.org/newshour/extra/teachers/lessonplans/science/coralreefs.html</p> <p>Coral Reefs Impact on Global Warming http://www.worldviewofglobalwarming.org/pages/rising-seas.html</p> <p>Articles on Ecotourism in Antarctica: http://madeinatlantis.com/travel/antarctica_ecotourism.htm http://www.fathomexpeditions</p>

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<p>genocide and terrorism</p> <p>Supporting Standard</p> <p>20(B) examine the economic, environmental, and social effects of technology such as medical advancements or changing trade patterns on societies at different levels of development.</p> <p>Supporting Standard</p> <p>14(B) compare how democracy, dictatorship, monarchy, republic, theocracy and totalitarian systems operate in specific countries.</p> <p>Supporting Standard</p>	<p>farming dominated. Recently, people have been moving to larger cities.</p> <p>Cultural—lots of different languages (1,100) including European languages.</p> <p>Christianity is the most widely spread religion (due to missionary work)</p> <p>AUSTRALIA—similar to New Zealand</p> <p>Political—self-governing since 1901;</p> <p>Economic—native people have higher rates of poverty; major exporter of farm products including wool; major mining operations produce diamonds, lead, zinc, opals, copper, coal;</p> <p>Social—high rates of immigration from other countries; most people live in cities and towns</p> <p>Cultural—Christianity is major religion; speak English; many British customs; outdoor sports are popular</p> <p>NEW ZEALAND—similar to Australia</p> <p>Political—self-governing</p>		<p>Coral reefs</p> <p>Water restrictions</p> <p>Great Dividing Range</p> <p>Aborigines</p> <p>Maori</p> <p>Primary</p> <p>Economic</p> <p>Activity</p>	<p>poor because they are not created by volcanoes and coral does not enrich low island soil)</p> <p>high islands—created by volcanoes</p> <p>AUSTRALIA</p> <ul style="list-style-type: none"> •Extended scarcity of water in Australia has led to strictly implemented water restrictions, especially west of the Great Dividing Range •Australia is largely made up of deserts, so although their exports include agricultural activities, they also get a large part of their income from mining operations <p>TEACHER NOTE: Could easily be combined with WG.14B and the Kyoto Protocol and the Antarctica Treaty.</p> <p>Aboriginal people have “westernized” to a great extent by adopting customs and economic practices of their former colonizers.</p> <p>*Aboriginal people in Australia</p> <ul style="list-style-type: none"> •Maoris in New Zealand •Pacific islanders’ traditions 	<p>.com/science.html</p> <p>Global Warming’s Impact on Oceania</p> <p>http://www.worldviewofglobalwarming.org/pages/rising-seas.html</p>

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	<p>since 1907; Economic—native people have higher rates of poverty; major exporter of farm products include fruits and vegetables, butter, meat; has forests so they export wood and paper products</p> <ul style="list-style-type: none"> • Social—mostly of British descent; most people live in cities and towns • Cultural—blend of British and Maori customs; English and Maori are both official languages; Christianity is the main religion; outdoor sports are popular <p>18(C) How do the Aborigines of Australia maintain their local culture?</p> <p>20(C) What damage is being done to coral reefs through human interaction?</p> <p>15 (C) Is ecotourism good or bad? Is global warming affecting Oceania?</p> <p>14(B) How was Antarctica divided?</p>			<p>AUSTRALIA</p> <ul style="list-style-type: none"> •coral reefs—affect of pesticides, global warming •use of diesel technology to grow food (growing and transporting food takes lots of diesel) •irrigation <p>Items to Map: Antarctica , South Pole Pacific Ocean, Indian Ocean, Atlantic Ocean Argentina, Chile, Australia</p> <p>Geographic Issues: Ecotourism—Compare Ecotourism to traditional tourism. Ecotourism typically focuses on personal growth, volunteering, and learning new ways to live on the planet. Ecotourists usually go to places where the flora, fauna, and cultural heritage are the primary attractions. Global warming—Effects seen in Antarctica. How will these effects bring economic opportunities as well as economic and environmental disasters?</p> <p>TEACHER NOTE: You could help students explore the ideas</p>	

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				<p>of how ecotourism can encourage tolerance and promote environmentally responsible living. This easily expands in Antarctica to studies of the impact of global warming.</p> <p><u>Forces of Conflict and Cooperation</u> Countries working together to protect the environment, especially the Kyoto Protocol Antarctica Treaty Countries laying claims to Antarctica Evidence of global warming and the ozone hole in/over Antarctica</p>	
<p>United States and Canada; Days to teach: 4 days</p> <p>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>(8) Geography. The student understands how people, places, and environments are connected and interdependent.</p> <p>(10) Economics. The student understands the distribution, characteristics, and interactions of the economic systems in the world.</p> <p>(13) Government. The student understands the spatial characteristics of a variety of global political units.</p> <p>(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.</p> <p>(16) Culture. The student understands how the components of culture affect the way people live and shape the characteristics of regions.</p> <p>(17) The student understands the distribution, patterns, and characteristics of different cultures</p> <p>(18) Culture. The student understands the ways in which cultures change and maintain continuity.</p> <p>(19) Science, technology, and society. The student understands the impact of technology and human modifications on the physical environment.</p> <p>(20) Science, technology, and society. The student understands how current technology affects human interaction.</p>					
21(C) create and interpret different types	Students must be able to locate:	Political map test or quiz	Longitude	Students must be able to locate: Oklahoma	Political Maps: Arizona Geographic Alliance



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of maps to answer geographic questions, infer relationships, and analyze change Non Tested TEKS	Texas Florida New York Pennsylvania California Arizona New Mexico Virginia Massachusetts Washington Louisiana	Political maps: 1. US States 2. Canadian Provinces Historically how was this region formed politically.	Latitude Province	Arkansas Quebec Ontario British Columbia Nunavet	

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<p>1(A) analyze the effects of physical and human geographic patterns and processes on the past and describe their impact on the present conditions, including significant physical features and environmental conditions that influenced migration patterns and shaped the distribution of culture groups today; Readiness Standard</p> <p>16(D) compare life in a variety of urban and rural areas in the world to evaluate political, economic, social, and environmental changes Supporting Standard</p> <p>17(D) Evaluate the experiences and contributions of diverse groups to multicultural societies. Supporting</p>	<p>What are historical migration patterns to and within the United States?</p> <p>Physical/political features: •Regions of the U.S. (New England, Southeast—including Sun Belt, Southwest—including Sun Belt, Plains states, Midwest—including Rust Belt, and West</p> <p>• Major economic activities within above regions</p> <p>Migration patterns to as well as within the U.S.</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>Push factors</p> <p>Pull factors</p> <p>Migration</p> <p>Immigration</p> <p>Sun Belt</p> <p>Rust Belt</p> <p>Political asylum</p> <p>TEACHER NOTE: Through the specificities, students should learn how people in the United States spread out and moved throughout the U.S. via</p>	<p>Students can create a regional map of the United States:</p> <p>New England, Southeast, Southwest, Plains (Midwest), and West</p> <p>Place students in groups to create US Immigration Timeline. Have students put dates and pictures on the timeline to represent the immigration period. Put the timelines together and have students draw conclusions.</p> <p>Create US map of immigration group locations today.</p> <p>Debate whether the USA is a “melting pot” or “tossed salad”</p> <p>Students create a t-chart of pros and cons of a “WALL” on the Mexican border.</p>	<p>The New Americans from Independent Lens at PBS</p> <p>Interactive US Immigration Map – 1880 to 2000</p> <p>Immigration map and timeline</p> <p>US immigration timeline</p> <p>Landmarks in US Immigration – Digital History</p> <p>US Census Maps of Race based on population density</p> <p>Pros and Cons of building a wall</p> <p>About.com article on Pros and Cons of building a wall</p> <p>Wall Political Cartoon</p> <p>Immigration Political Cartoons</p>
<p>19(C) Examine the environmental, economic, and social impacts of advances in</p>	<p><u>Europe (17-19th c.)</u></p> <p>From northwestern Europe—Great Britain, Ireland,</p>			<p><u>Environmental Conditions:</u> Why did people settle where they did? •Settling in familiar climate</p>	

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technology on agriculture and natural resources Readiness Standard	<p>Scandinavian, Germany From southern and eastern Europe—Italy, Eastern Europe (Poland, Czechoslovakia) Push/pull factors: Economic opportunities, political freedom</p> <p><u>Asia</u> <u>First wave (19th c.):</u> Chinese Japanese Push/pull factors: Economic opportunity <u>Second wave (late 20th c.):</u> Vietnam Cambodia Thailand Laos Push/pull factors: Political asylum, escaping wars</p> <p><u>Latin America (late 20th, early 21st c.):</u> Mexico Central America Push/pull factors: escaping war, seeking economic opportunities, political asylum (ex. Cubans in 1960s-1970s)</p> <p><u>Today:</u> The majority of</p>			<p>regions (similar to country of origin)</p> <ul style="list-style-type: none"> •Settled close to other recent immigrants with similar backgrounds •Settled at or near port of entry (ex. Ellis Island, Miami for Cubans, Angel Island, San Francisco, etc.) 	

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	<p>immigrants coming to the U.S.</p> <ol style="list-style-type: none"> 1.) Latin America 2.) Asia 3.) Africa <p><u>Culture groups today:</u></p> <ol style="list-style-type: none"> 1) California—Asians 2) Southeast—Africa (then Great Migration) 3)East—Irish (moved towards Midwest) 4)Southwest—Hispanic (spreading north) 5)Native Americans were moved onto reservations 				
<p>13B compare maps of voting patterns or political boundaries to make inferences about the distribution of political power.</p> <p>Supporting Standard</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</p> <p>Free trade zones:</p> <p>NORTH AMERICA</p>		<p>NAFTA</p> <p>Redistricting</p> <p>Free trade zone</p> <p>Political party</p>	<p>Students create a US state map according to the 2008 presidential election (Blue vs Red)</p> <p>Quickwrite on the 2008 US Presidential map with students listing 5 generalizations / observations about the map</p> <p>Students debate the pros and cons of NAFTA for the USA, Mexico and Canada</p> <p>Students write a shorts essay on pros and cons of NAFTA</p>	<p>NAFTA fact sheet from the USDA</p> <p>2008 US Presidential map Texas Redistricting website</p>

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	Examine North American Free Trade Agreement between Canada, the US, and Mexico and discuss the pros and cons of free trade agreements within and between regions.				
8A compare ways that humans depend on, adapt to and modify the physical environment, including the influences of culture and technology; Readiness Standard	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? Effects of Population Growth and Industrialization: <ul style="list-style-type: none"> • pollution • global warming • using up resources such as water and trees • expanded middle class (but income gap between rich and poor remains high) • higher crime rates in city (due to increased density and poverty) 		Pollution Global warming Industrialization Middle class Income Gap Poverty Density	For each region, identify how humans have modified, adapted to, depended on, and interacted with their environment. 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.	
10B classify where specific countries fall along the economic spectrum between free enterprise and communism;	Where do specific countries fall along the economic spectrum between free enterprise and communism? UNITED STATES		Free enterprise Market economy Communism	Venn diagrams of the three major economic systems. Include 3 country examples of each system. Choose 12 countries from	Economy definitions CIA World Factbook

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Supporting Standard	Teach market economy CANADA-like the United States, Canada practices a market economy. Products and services are available based on consumer demand. Canada has one of the higher per capita GDP's in the world which would seem to indicate the success of this type of economic system.		Per capita GDP	throughout the world and Compare and Contrast the different Economic Systems of the world and how the US and Canada fits in	
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; Supporting Standard	What are examples of different points of view that influence the development of public policies and decision-making processes?		Public policy Local policies State policies National policies International policies	Compare and Contrast or Discuss important policies at the: Local - State - National - International -	NY Times Dallas Morning News Fort Worth Star-Telegram
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	What are distinctive cultural patterns and landscapes associate 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?		Democracy Human Rights Freedom of Speech	NORTH AMERICA 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) United States – Principles of democracy have	Maps101- Cattle Trails Map

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of innovation and diffusion; Supporting Standard				led to increase or recognition of human rights in the political systems of many world countries.	
18B assess causes, effects, and perceptions of conflicts between groups of people, including modern genocides and terrorism; Supporting Standard	What are the causes, effects, and perceptions of conflicts between groups of people, including modern genocides and terrorism?		Modern genocide Terrorism	September 11, 2001 - World Trade Center	
18D evaluate the spread of cultural traits to find examples of cultural convergence and divergence such as the spread of democratic ideas, U.S.-based fast-food franchises, the English language, technology, or global sports. Supporting Standard	<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> <p>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</p> <p>The official language of over 30 countries in the world is English and many more teach it in their schools. Along with the fact the United States is</p>		<p>Cultural convergence</p> <p>Cultural divergence</p> <p>Lingua-franca</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</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> <p>EAST ASIA China—KFC, etc.—increasing obesity (1 child law led to spoiled children and women with more money to spend) become more global, it is easier to have a common language to better communicate among the</p>	<p>McDonald's world items</p> <p>McDonald's strange menu from around the world</p> <p>Olympics</p> <p>English as the lingua franca of a new age article</p>

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	<p>the leader in the science and business world, the use of the internet, and the world has</p> <p>“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>Spread of democratic ideas U.S.-based fast-food franchises all over the world</p>		<p>divergence is the process of disassociating cultures, or protecting a culture from other influences.</p>	<p>scientist and business leaders of the world.</p> <p>RUSSIA AND EASTERN EUROPE Russia and Eastern Europe has 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. The English language as a major medium of international communication for scientists and business people.</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; Readiness Standard</p>	<p>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 boat Diesel machinery— Netherlands and land reclamation; personal transportation; transportation networks. Diesel machinery</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>Industrial Revolution</p> <p>Steam Power</p> <p>Machinery</p> <p>Human modification</p> <p>Diesel machinery</p>	<p>Diffusion of IR to North America. Railroad, US Highway systems</p>	

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	<p>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.</p> <p>Electricity – source of electricity. Europe using more nuclear, wind, solar</p> <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>Infrastructure</p> <p>Technological innovations</p> <p>Agricultural production</p> <p>Urban development</p>		
<p>20A describe the impact of new information technologies such as the Internet, Global Positioning System (GPS), or Geographic Information Systems (GIS); and</p> <p>Supporting Standard</p>	<p>This TEKS does need to be planned and taught before the STAAR (EOC) test.</p>		<p>Global Positioning System (GPS)</p> <p>Geographic Information Systems (GIS)</p>	<p>TEACHER NOTE:</p> <p>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.</p>	<p>GPS internet site</p> <p>What is GIS video</p> <p>GIS internet site</p>