

**World Geography Studies  
Horizontal Alignment Planning Guide Overview  
First Six-Weeks**

<b>Learning Focus 1.1 Skills of the Geographer/Themes of Geography</b>		
This Learning Focus provides an overview of the fundamental concepts, themes, and tools of geography. It includes skills of interpreting and creating geographic tools such as maps, graphs, documents, diagrams, and other visual displays of data. These themes and skills will be reinforced throughout the year as students apply these concepts in the study of various world regions.		
<b>Key Concepts</b>		
Location [absolute and relative] Place [physical and human characteristics]	Movement Human-Environment Interaction	Region Geographic tools
<b>Objectives</b>		
<b>WGS.22C</b> Use geographic terminology correctly.		
<b>WGS.22B</b> Apply the use of appropriate content-specific vocabulary, geographic models, generalizations, theories, and skills to present geographic information in written, oral, and visual form.		
<b>WGS.21C</b> Construct and interpret maps and other graphic representations [graphs, charts, diagrams...] to answer geographic questions, infer geographic relationships, and analyze geographic change over time in a given region.		
<b>WGS.22A</b> Design and draw appropriate sketch maps, diagrams, tables, webs, pictures, charts, and/or graphs to present geographic features, distributions, and relationships.		
<b>WGS.3B</b> <b>Describe the physical environment of a given region</b> and determine how weather, tectonic forces, wave action, freezing and thawing, gravity, and soil-building processes have contributed to forming this physical environment.		
<b>WGS.5A</b> Analyze causal relationships between the culture of a given place or region and its economic, social, and political characteristics.		
<b>WGS.9A</b> Identify types of soils, climate, vegetation, language, trade networks, river systems, and religion as examples of some of the unique physical and human factors that constitute a region.		
<b>WGS.9B</b> Identify and describe the differences among formal, functional, and perceptual regions as well as difficulties in determining boundaries for these regions.		
<b>WGS.6B</b> Explain how location along transportation routes and near water supplies, availability of resources, economic activities, and continued access to other cities and resources are factors contributing to the growth of cities.		
<b>WGS.8B</b> Compare ways in which humans from various places, cultures, and levels of technological development depend on, adapt to, and modify their physical environment.		
<b>WGS.7A</b> Construct and analyze population pyramids and use other data, graphics, and maps to describe the population characteristics of different societies, predict future growth trends, and future public needs based on those trends.		
<b>WGS.21A</b> Using historical, geographic, and statistical information from a variety of primary and secondary sources (databases, field interviews, media services, and questionnaires), pose and answer geographic questions and infer geographic relationships.		
<b>WGS.21B</b> Determine criteria for evaluating the validity and usefulness of multiple sources of geographic information and use these criteria to analyze the reliability of oral, written and visual primary and secondary sources.		
<b>Suggested Lesson Framework</b> 1 lesson on <i>Themes of Geography</i>	2 lessons on <i>Location: Creating and Interpreting Maps</i> 2 lessons on <i>Place and Regions: Physical and Human Systems</i>	1 lesson on <i>Movement and Human-Environment Interaction</i> 1 lesson on <i>Geographic Tools and Analysis</i>

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<b>Learning Focus 1.2 Being a Geographer: Understanding Physical Patterns and Processes</b>		
This Learning Focus helps students learn and understand the organizing physical patterns and processes that geographers use to study patterns in the world. These concepts will be studied in more depth throughout the year as students learn more about each individual region of the world.		
<b>Key Concepts</b>		
Physical processes	Climate	vegetation
<p><b>Objectives</b></p> <p><b>WGS.22C</b> Use geographic terminology correctly.</p> <p><b>WGS.3B</b> Describe the physical environment of a given region and <b>determine how weather, tectonic forces, wave action, freezing and thawing, gravity, and soil-building processes have contributed to forming this physical environment.</b></p> <p><b>WGS.4B</b> Relate physical processes, such as earthquakes, tsunamis, volcanoes, erosion, and weathering, to the development of distinctive landforms.</p> <p><b>WGS.21C</b> Construct and interpret maps and other graphics [graphs, charts, diagrams...] and text to answer geographic questions, infer geographic relationships, and analyze geographic change over time in a given region. (the focus in this lesson is on interpretation of maps and visuals, not construction)</p> <p><b>WGS.3A</b> Attribute occurrences of weather phenomena and climate to annual changes in earth-sun relationships.</p> <p><b>WGS.4A</b> Using elevation, latitude, ocean currents, position within a continent, and mountain barriers as factors influencing climate, explain the identification, location and classification of differing climate zones.</p> <p><b>WGS.4C</b> Explain how climate, vegetation, soil, and geology affect the distribution of plants and animals in select world regions.</p> <p><b>WGS.22B</b> Apply the use of appropriate content-specific vocabulary, geographic models, generalizations, theories, and skills to present geographic information in written, oral, and visual form.</p>		
<b>Suggested Lesson Framework</b>	2 lessons on <i>Planet Earth: Physical Processes</i>	3 lessons on <i>Physical Patterns: Climate, and Vegetation</i>

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**Learning Focus 2.1 Patterns in our Human World**

This Learning Focus introduces the human geography of the earth. Students examine the human element of geography, looking in particular at the ways in which the physical world affects people, and, in turn, how people attempt to change their world and why. Students will examine the various economic, social/cultural, and political patterns that exist in world regions.

**Key Concepts**

Economic systems	Cultural characteristics	Political systems
<p><b>Objectives</b></p> <p><b>WGS.22C</b> Use geographic terminology correctly.</p> <p><b>WGS.10A</b> Describe the characteristics of traditional, command, and market economies.</p> <p><b>WGS.10C</b> Compare subsistence agriculture versus market-oriented agriculture, or cottage industries versus commercial industries as examples of ways people organize the production of goods and services to satisfy basic needs and wants.</p> <p><b>WGS.21C</b> Construct and interpret maps and other graphics [graphs, charts, diagrams...] and text to answer geographic questions, infer geographic relationships, and analyze geographic change over time in a given region.</p> <p><b>WGS.5B</b> Using literacy rates, birth rates, per capita income, GDP/GNP, provision of public services, and infrastructure as possible indicators, analyze economic, social, political, and demographic data to determine the level of development and standard of living in nations.</p> <p><b>WGS.12B</b> Analyze how the creation and distribution of resources affects the location and movement of goods, services, capital, and people.</p> <p><b>WGS.21D</b> Apply basic statistical concepts and analytical methods such as computer-based spreadsheets and statistical software to analyze geographic data.</p> <p><b>WGS.17A</b> Using language, religion, land use, systems of education, and customs as examples of cultural patterns, describe and compare aspects that make specific regions of the world distinctive.</p> <p><b>WGS.18B</b> Analyze the long and short term causes and effects of cultural changes in specific regions.</p> <p><b>WGS.18D</b> Using case studies, evaluate the spread of cultural traits by finding examples of cultural convergence and divergence such as the spread of democratic ideas, US-based fast-food franchises in Russia and Eastern Europe, or the English language as a major medium of international communication for scientists and business people.</p> <p><b>WGS.14A</b> Analyze world current events to infer how physical and human factors affect the formation of boundaries and other political divisions.</p>		
<p><b>Suggested Lesson Framework</b> 1 lesson on <i>Economic Systems</i></p>	<p>1 lesson on <i>Economic Indicators</i> 2 lessons on <i>Social/Cultural Patterns</i></p>	<p>1 lesson on <i>Political Patterns</i></p>

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<b>Learning Focus 2.2 – US and Canada</b>		
This Learning Focus examines the physical and human geography of two of the three large countries in North America. Students learn about key physical and political features in these countries and employ geographical tools to analyze regional data. In particular, a study of these North American countries provides an opportunity to investigate the key concepts of cultural convergence, immigration, the interaction of people with their physical environment, and the effects of physical geography on settlement patterns and culture. It also provides an opportunity to review critical Early American history content taught in Grade 8 but also tested on the Grade 10 and Grade 11 Social Studies TAKS. [Note: The third large country in North America – Mexico – is taught in the next six weeks as part of a unit that groups Mexico, Central, and South America together as an example of historical cultural heritage providing a unifying force within a region.]		
<b>Key Concepts</b>		
democratic republic	consent of the governed	ethnic groups/ethnic minorities
<b>Objectives</b>		
<b>WGS.22C</b> Use geographic terminology correctly.		
<b>WGS.3B</b> Describe the physical environment of a given region and determine how weather, tectonic forces, wave action, freezing and thawing, gravity, and soil-building processes have contributed to forming this physical environment.		
<b>WGS.6A</b> Using maps, graphics, and other data, locate settlements and describe patterns of settlement, including the size and distribution of cities, in a given region.		
<b>WGS.22A</b> Design, draw, and interpret appropriate sketch maps, diagrams, tables, webs, pictures, charts, and/or graphs to present geographic features, distributions, and relationships.		
<b>WGS.2A</b> Describe changes in the human and physical characteristics of a place over time, including key events that influenced the history of that place.		
<b>WGS.5A</b> Analyze causal relationships between the culture of a given place or region and its economic, social, and political characteristics.		
<b>WGS.1A</b> Using specific examples of physical features, environmental conditions, and human factors, analyze the effects of these factors on historical events, migration patterns, and the distribution of culture groups today.		
<b>WGS.16C</b> Compare life in a variety of cities and nations in the world to evaluate the factors that lead to economic, social, political, and environmental change.		
<b>WGS.21C</b> Construct and interpret maps and other graphics [graphs, charts, diagrams...] and text to answer geographic questions, infer geographic relationships, and analyze geographic change over time in a given region.		
<b>Suggested Lesson Framework</b>		
1 lesson on <i>Physical Geography of the U.S. and Canada</i>	2 lessons on <i>Early American History</i>	2 lessons on <i>Comparing the ESP of Canada and the United States</i>

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<b>Learning Focus 3.1 Central and South America</b>			
This Learning Focus addresses the geography of Mexico, Central America, South America and the Caribbean. Included in this Learning Focus is a special emphasis on the history, culture, economic development, and current issues facing this region today.			
<b>Key Concepts</b>			
conquest	environmental issues	income gap/income distribution	push/pull factors
<p><b>Objectives</b>  <b>WGS.22C</b>            Use geographic terminology correctly.</p> <p><b>WGS.1B</b>            Using the spread of bubonic plague, the diffusion and exchange of foods between the New and Old Worlds, or the diffusion of American slang as examples, trace the spatial diffusion of these and other events or ideas and describe the effects on the places and people contacted.</p> <p><b>WGS.2A</b>            Describe changes in the human and physical characteristics of a place over time, including key events that influenced the history of that place.</p> <p><b>WGS.4A</b>            Using elevation, latitude, ocean currents, position within a continent, and mountain barriers as factors influencing climate, explain the identification, location and classification of differing climate zones.</p> <p><b>WGS.5B</b>            Using literacy rates, birth rates, per capita income, GDP/GNP, provision of public services, and infrastructure as possible indicators, analyze economic, social, political, and demographic data to determine the level of development and standard of living in nations.</p> <p><b>WGS.6A</b>            Using maps, graphics, and other data, locate settlements and describe patterns of settlement, including the size and distribution of cities, in a given region.</p> <p><b>WGS.7B</b>            Explain how economic, social, and political push/pull factors contribute to human migration patterns and analyze how physical geography affects the routes, flows, and destinations of migration.</p> <p><b>WGS.8B</b>            Compare ways in which humans from various places, cultures, and levels of technological development depend on, adapt to, and modify their physical environment.</p> <p><b>WGS.8D</b>            Analyze statistical and other data to make inferences about the effect of physical factors and human processes on patterns of settlement, population distribution, economic and political conditions, and resource distribution.</p> <p><b>WGS.9B</b>            Identify and describe the differences among formal, functional, and perceptual regions as well as difficulties in determining boundaries for these regions.</p> <p><b>WGS.10C</b>            Compare subsistence agriculture versus market-oriented agriculture, or cottage industries versus commercial industries as examples of ways people organize the production of goods and services to satisfy basic needs and wants.</p> <p><b>WGS.12A</b>            Compare global trade patterns at different periods of time such as those created by the Silk Route, the Columbian Exchange, NAFTA, or the EU, and develop hypotheses to explain changes that have occurred in world trade including evaluation of the implications of these changes.</p> <p><b>WGS.15A</b>            Identify environmentalist, industrialist, religious, and humanitarian as examples of points of view that have the potential to influence the development of public policies and give specific examples of this type of decision-making at the local, state, national, and international levels.</p> <p><b>WGS.15C</b>            Compare different points of view on geographic issues in a given region and among regions.</p> <p><b>WGS.21A</b>            Using historical, geographic, and statistical information from a variety of primary and secondary sources (databases, field interviews, media services, and questionnaires), to pose and answer geographic questions and infer geographic relationships.</p> <p><b>WGS.21E</b>            Obtain and analyze data from a series of maps (including those generated using geographic information systems - GIS), to solve geographic problems.</p> <p><b>WGS.23C</b>            Use a problem-solving process to identify a geographic problem, gather information, list and consider options, consider advantages and disadvantages, choose and [implement] a solution, and evaluate the effectiveness of the solution.</p>			
<b>Suggested Lesson Framework</b> 2 lessons: <i>Physical Geography of Central and South America</i>		2 lessons: <i>Historical Legacy of the Region/Columbian Exchange</i>	2 lessons: <i>About the Region – Challenges and Choices Facing this Region: Rainforest Deforestation and Income Gaps</i>

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<b>Learning Focus 3.2 Europe</b> This Learning Focus addresses the physical and human geography of Europe. The emphasis throughout the Learning Focus is on the effects of geographic factors on the history and current issues facing this continent.		
<b>Key Concepts</b>		
Diffusion	Economic union	Environmental issues/pollution
<b>Objectives</b> <b>WGS.22C</b> Use geographic terminology correctly. <b>WGS.1A</b> Using specific examples of physical features, environmental conditions, and human factors, analyze the effects of these factors on historical events, migration patterns, and the distribution of culture groups today. <b>WGS.1B</b> Using the spread of bubonic plague, the diffusion and exchange of foods between the New and Old Worlds, or the diffusion of American slang as examples, trace the spatial diffusion of these and other events or ideas and describe the effects on the places and people contacted. <b>WGS.5A</b> Analyze causal relationships between the culture of a given place or region and its economic, social, and political characteristics. <b>WGS.6A</b> Using maps, graphics, and other data, locate settlements and describe patterns of settlement, including the size and distribution of cities, in a given region. <b>WGS.8B</b> Compare ways in which humans from various places, cultures, and levels of technological development depend on, adapt to, and modify their physical environment. <b>WGS.11C</b> Using examples like invention of the steam engine, construction of the Chunnel or the communication revolution, describe how changes in technology, transportation, and communication affect the location and patterns of economic activity. <b>WGS.12A</b> Compare global trade patterns at different periods of time such as those created by the Silk Route, the Columbian Exchange, NAFTA, or the EU, and develop hypotheses to explain changes that have occurred in world trade including evaluation of the implications of these changes. <b>WGS.13A</b> Construct maps that illustrate a variety of political entities such as city maps showing precincts, country maps showing states, or continental maps showing countries. <b>WGS.14A</b> Analyze world current events to infer how physical and human factors affect the formation of boundaries and other political divisions. <b>WGS.16C</b> Compare life in a variety of cities and nations in the world to evaluate the factors that lead to economic, social, political, and environmental change. <b>WGS.20B</b> Analyze how technology has changed primary economic activities (agriculture, fishing, and mining) and analyze the environmental impact(s) of those changes. <b>WGS.22A</b> Design, draw, and interpret appropriate sketch maps, diagrams, tables, webs, pictures, charts, and/or graphs to present geographic features, distributions, and relationships.		
<b>Suggested Lesson Framework</b>		
Two lessons: <i>Physical Geography of Europe</i>	One lesson: <i>Historical Summary – Events in European History</i>	Two lessons: <i>Challenges and Choices Facing this Region: European Union and Environmental Issues/Acid Rain</i>