

Cycle 1	27 Days	The recommended number of class periods is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Aug. 23 - Oct. 1, 2021	
	# Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p>Unit 1: The World in Spatial Terms: Places/Regions This two-part unit serves as a review of geographic tools such as maps, mental maps, and other data tools. It introduces students to the geographic standards related to the World in Spatial Terms and Places/Regions.</p>	<p>6 class periods (90-min. each) or 12 class periods (45-min. each)</p> <p><i>Enrichment Opportunities</i> Aug. 2-13</p> <p><i>Teachers Report to Work</i> Aug. 16</p> <p><i>Teacher Service Days</i> Aug. 16-17, Aug. 19-20</p> <p><i>Teacher Prep Day</i> (no students) Aug. 18</p> <p><i>Labor Day</i> Sept. 6</p> <p><i>Fall Holiday</i> Sept. 16</p> <p><i>Teacher Service Day</i> (no students) Sept. 17</p>	<p>Part 1: Interpreting and Creating Map and Data Tools</p> <p>Ⓢ WGS.20A Describe the impact of new information technologies such as the Internet, Global Positioning System (GPS), or Geographic Information Systems (GIS).</p> <p>Ⓢ WGS.21A Analyze and evaluate the validity and utility of multiple sources of geographic information such as primary and secondary sources, aerial photographs, and maps.</p> <p>Ⓢ WGS.21C Create and interpret different types of maps to answer geographic questions, infer relationships, and analyze change.</p> <p>Ⓢ WGS.21D Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, drawing inferences and conclusions, and developing connections over time.</p> <p>Ⓢ WGS.22A Create appropriate graphics such as maps, diagrams, tables, and graphs to communicate geographic features, distributions, and relationships.</p> <p>Ⓢ WGS.22B Generate summaries, generalizations, and thesis statements supported by evidence.</p> <p>Ⓢ WGS.22C Use social studies terminology correctly.</p> <hr/> <p>Part 2: Defining and Comparing World Regions</p> <p>Ⓢ WGS.9A Identify physical and/or human factors such as climate, vegetation, language, trade networks, political units, river systems and religion that constitute a region</p> <p>Ⓢ WGS.9B Describe different types of regions, including formal, functional, and perceptual regions.</p> <p>Ⓢ WGS.13A Interpret maps to explain the division of land, including man-made and natural borders, into separate political units such as cities, states, or countries.</p> <p>Ⓢ WGS.21B Identify places of contemporary geopolitical significance on a map.</p> <p>Ⓢ WGS.21C Create and interpret different types of maps to answer geographic questions, infer relationships, and analyze change.</p> <p>Ⓢ WGS.21D Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, drawing inferences and conclusions, and developing connections over time.</p> <p>Ⓢ WGS.22C Use social studies terminology correctly.</p>

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	Aug. 23 - Oct. 1, 2021	
	# Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
Unit 2: ESPN Physical Systems This two-part unit explores the geographic elements of Physical Systems and addresses the processes that shape the earth's surface as well as significant landforms, ecosystems and other physical aspects of places.	5 class periods (90-min. each) or 10 class periods (45-min. each)	Part 1: The Processes that Shape Patterns on Earth's Surface @WGS.3B Describe the physical processes that affect the environments of regions, including weather, tectonic forces, erosion, and soil-building processes. ©WGS.3C Describe how physical processes such as hurricanes, El Niño, earthquakes, and volcanoes affect the lithosphere, atmosphere, hydrosphere, and biosphere. ©WGS.4B Describe different landforms such as plains, mountains, and islands and the physical processes that cause their development. WGS.21D Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, drawing inferences and conclusions, and developing connections over time. WGS.22C Use social studies terminology correctly.
		Part 2: The Characteristics and Distribution of Ecosystems on Earth's Surface WGS.3A Explain weather conditions and climate in relation to annual changes in Earth-Sun relationships. @WGS.4A Explain how elevation, latitude, wind systems, ocean currents, position on a continent, and mountain barriers influence temperature, precipitation, and distribution of climate regions. ©WGS.4C Explain the influence of climate on the distribution of biomes in different regions. ©WGS.21C Create and interpret different types of maps to answer geographic questions, infer relationships, and analyze change. ©WGS.21D Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, drawing inferences and conclusions, and developing connections over time. ©WGS.22C Use social studies terminology correctly.

Cycle 2	29 Days	The recommended number of class periods is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Oct. 5 - Nov. 12, 2021	
Unit	# Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
Unit 3: ESPN: eNvironment and Society This two-part unit examines how humans adapt to, depend on and often modify the physical environment in which they settle. It also explores the impact that the physical environment has on the human systems within that space.	5 class periods (90-min. each) or 10 class periods (45-min. each) <i>Teacher Service Day</i> <i>(no students)</i> <i>Oct. 4</i>	Part 1: The eNvironment: How Physical Systems affect Human Systems ®WGS.2A Describe the human and physical characteristics of the same regions at different periods of time to analyze relationships between past events and current conditions. ©WGS.2B Explain how changes in societies such as population shifts, technological advancements, and environmental policies have led to diverse uses of physical features over time such as terrace farming, dams, and polders. ®WGS.8B Analyze the consequences of extreme weather and other natural disasters such as El Niño, floods, tsunamis, and volcanoes on people and their environment. ®WGS.21D Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, drawing inferences and conclusions, and developing connections over time. ®WGS.22B Generate summaries, generalizations, and thesis statements supported by evidence. ®WGS.22C Use social studies terminology correctly. ®WGS.23B Use case studies and GIS to identify contemporary challenges and to answer real-world questions.

Cycle 2	29 Days	
	Oct. 5 - Nov. 12, 2021	
<i>The recommended number of class periods is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.</i>		
Unit	# Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
Unit 4: Population and Migration This three-part unit explores settlement patterns, routes of migration, and distribution patterns, including urbanization, as people began to locate themselves in a physical environment and add a human dimension to the characteristics of place.	5 class periods (90-min. each) or 10 class periods (45-min. each)	Part 1: Human Systems: Settlement Patterns and Processes ⓈWGS.6A Locate and describe human and physical features that influence the size and distribution of settlements. ⓈWGS.6B Explain the processes that have caused changes in settlement patterns, including urbanization, transportation, access to and availability of resources, and economic activities. ⓈWGS.7C Describe trends in world population growth and distribution. ⓈWGS.21C Create and interpret different types of maps to answer geographic questions, infer relationships, and analyze change. ⓈWGS.21D Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, drawing inferences and conclusions, and developing connections over time. ⓈWGS.22C Use social studies terminology correctly.
		Part 2: Human Systems: Migration and Distribution Patterns ⓈWGS.1A Analyze significant physical features and environmental conditions that have influenced the past and migration patterns and have shaped the distribution of culture groups today. ⓈWGS.7B Explain how political, economic, social, and environmental push and pull factors and physical geography affect the routes and flows of human migration. ⓈWGS.21C Create and interpret different types of maps to answer geographic questions, infer relationships, and analyze change. ⓈWGS.21D Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, drawing inferences and conclusions, and developing connections over time. ⓈWGS.22A Create appropriate graphics such as maps, diagrams, tables, and graphs to communicate geographic features, distributions, and relationships. ⓈWGS.22C Use social studies terminology correctly.
		Part 3: Population Growth and Urbanization ⓈWGS.7A Analyze population pyramids and use other data, graphics, and maps to describe the population characteristics of different societies and to predict future population trends ⓈWGS.7C Describe trends in world population growth and distribution. ⓈWGS.21C Create and interpret different types of maps to answer geographic questions, infer relationships, and analyze change. ⓈWGS.21D analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, drawing inferences and conclusions, and developing connections over time. ⓈWGS.22C Use social studies terminology correctly.

Cycle 3	30 Days	The recommended number of class periods is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Nov. 15, 2021 - Jan. 14, 2022	
Unit	# Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
Unit 5: ESPN: Social/Cultural – Defining Culture This two-part unit attempts to answer the question: <i>What is culture?</i> It also explores how cultural traits spread from place to place.	5 class periods (90-min. each) or 10 class periods (45-min. each) <i>Thanksgiving Break</i> Nov. 22-26 <i>Enrichment Opportunities</i> Dec. 20-21 <i>Winter Break</i> Dec. 20-31 <i>MLK Jr. Day</i> Jan. 17 <i>Teacher Prep Day (no students)</i> Jan. 18	Part 1: Defining Culture: Characteristics of the Cultural Mosaic ®WGS.5A Analyze how the character of a place is related to its political, economic, social, and cultural elements. ®WGS.16B Describe elements of culture, including language, religion, beliefs and customs, institutions and technologies ®WGS.17A Describe and compare patterns of culture such as language, religion, land use, education, and customs that make specific regions of the world distinctive. ®WGS.21D Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, drawing inferences and conclusions, and developing connections over time. ®WGS.22B Generate summaries, generalizations, and thesis statements supported by evidence. ®WGS.22C Use social studies terminology correctly.
		Part 2: Cultural Diffusion: Distribution of the Aspects of Culture ®WGS.1B Trace the spatial diffusion of phenomena such as the Columbian Exchange or the diffusion of American popular culture and describe the effects on regions of contact. ®WGS.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. ®WGS.17D Evaluate the experiences and contributions of diverse groups to multicultural societies. ®WGS.18D Evaluate the spread of cultural traits to find examples of cultural convergence and divergence such as the spread of democratic ideas, language, foods, technology, or global sports. ®WGS.21D Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, drawing inferences and conclusions, and developing connections over time. ®WGS.22B Generate summaries, generalizations, and thesis statements supported by evidence. ®WGS.22C Use social studies terminology correctly.

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Unit	# Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p>Unit 6: ESPN: Social/Cultural – Religion By examining religion as one particular aspect of the cultural mosaic this one-part unit attempts to use this social/cultural lens to explore how culture influences people’s perceptions.</p>	<p>4 class periods (90-min. each) or 8 class periods (45-min. each)</p>	<p>Part 1: Comparing World Religions: Examining Cultural Complexity</p> <p>Ⓢ WGS.15A Identify and give examples of different points of view that influence the development of public policies and decision-making processes at national and international levels.</p> <p>Ⓢ WGS.15B Explain how citizenship practices, public policies, and decision making may be influenced by cultural beliefs, including nationalism and patriotism.</p> <p>Ⓢ WGS.17B Describe central ideas and spatial distribution of major religious traditions, including Buddhism, Christianity, Hinduism, Islam, Judaism, and Sikhism.</p> <p>Ⓢ WGS.21C Create and interpret different types of maps to answer geographic questions, infer relationships, and analyze change.</p> <p>Ⓢ WGS.21D Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, drawing inferences and conclusions, and developing connections over time.</p> <p>Ⓢ WGS.22A Create appropriate graphics such as maps, diagrams, tables, and graphs to communicate geographic features, distributions, and relationships.</p> <p>Ⓢ WGS.22B Generate summaries, generalizations, and thesis statements supported by evidence.</p> <p>Ⓢ WGS.22C Use social studies terminology correctly.</p>

Cycle 4	27 Days	
	Jan. 19 - Feb. 25, 2022	
Unit	# Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
Unit 7 ESPN Political Systems This two-part unit explores the development of political systems and divisions. As humans settled together in larger and larger groups the need for rules and laws emerged and humans began to form systems of government and various political divisions on the earth's surface.	6 class periods (90-min. each) or 12 class periods (45-min. each) <i>Teacher Service Day/Presidents' Day (no students) Feb. 21</i>	<p>Part 1: Types and Functions of Government</p> <p>ⓈWGS.14B Compare how democracy, dictatorship, monarchy, republic, theocracy, and totalitarian systems operate in specific countries.</p> <p>ⓈWGS.21B Identify places of contemporary geopolitical significance on a map.</p> <p>ⓈWGS.21C Create and interpret different types of maps to answer geographic questions, infer relationships, and analyze change.</p> <p>ⓈWGS.21D Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, drawing inferences and conclusions, and developing connections over time.</p> <p>ⓈWGS.22B Generate summaries, generalizations, and thesis statements supported by evidence.</p> <p>ⓈWGS.22C Use social studies terminology correctly.</p> <p>ⓈWGS.23C Use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.</p>
		<p>Part 2: Political Divisions and Patterns</p> <p>ⓈWGS.13A Interpret maps to explain the division of land, including man-made and natural borders, into separate political units such as cities, states, or countries.</p> <p>ⓈWGS.13B Compare maps of voting patterns and political boundaries to make inferences about the distribution of political power.</p> <p>WGS.14A Analyze current events to infer the physical and human processes that lead to the formation of boundaries and other political divisions.</p> <p>ⓈWGS.21D Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, drawing inferences and conclusions, and developing connections over time.</p> <p>ⓈWGS.21C Create and interpret different types of maps to answer geographic questions, infer relationships, and analyze change.</p> <p>ⓈWGS.21B Identify places of contemporary geopolitical significance on a map.</p> <p>ⓈWGS.22C Use social studies terminology correctly.</p>

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Unit	# Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
Unit 8: ESPN: Sources of Conflict and Cooperation This two-part unit compares regional government systems and extends this comparison to examination of how political and social factors often lead to conflict and efforts toward cooperation among people and nations.	5 class periods (90-min. each) or 10 class periods (45-min. each)	<p>Part 1: Comparing Regional Political Systems</p> <p>Ⓜ WGS.5A Analyze how the character of a place is related to its political, economic, social, and cultural elements.</p> <p>Ⓜ WGS.14C Analyze the human and physical factors that influence control of territories and resources, conflict/war, and international relations of sovereign nations such as China, the United States, Japan, and Russia and international organizations such as the United Nations (UN) and the European Union (EU).</p> <p>Ⓜ WGS.21D Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, drawing inferences and conclusions, and developing connections over time.</p> <p>Ⓜ WGS.22A Create appropriate graphics such as maps, diagrams, tables, and graphs to communicate geographic features, distributions, and relationships.</p> <p>Ⓜ WGS.23B Use case studies and GIS to identify contemporary challenges and to answer real-world questions.</p> <hr/> <p>Part 2: Conflict and Cooperation</p> <p>Ⓜ WGS.18A Analyze cultural changes in specific regions caused by migration, war, trade, innovations, and diffusion.</p> <p>Ⓜ WGS.18B Assess causes and effects of conflicts between groups of people, including modern genocides and terrorism.</p> <p>Ⓜ WGS.21B Identify places of contemporary geopolitical significance on a map.</p> <p>Ⓜ WGS.21C Create and interpret different types of maps to answer geographic questions, infer relationships, and analyze change.</p> <p>Ⓜ WGS.21D Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, drawing inferences and conclusions, and developing connections over time.</p> <p>Ⓜ WGS.22B Generate summaries, generalizations, and thesis statements supported by evidence.</p> <p>Ⓜ WGS.22C Use social studies terminology correctly.</p> <p>Ⓜ WGS.23B Use case studies and GIS to identify contemporary challenges and to answer real-world questions.</p>

Cycle 5	33 Days	The recommended number of class periods is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Feb. 28 - Apr. 22, 2022	
Unit	# Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
Unit 9: ESPN Economic Systems This two-part unit explores how humans develop economic systems and how economic activity is dependent on available human and physical resources and the management, use, and distribution of those resources.	6 class periods (90-min. each) or 12 class periods (45-min. each) <i>Enrichment Opportunities</i> <i>Mar. 14-16</i> <i>Spring Break</i> <i>Mar. 14-18</i> <i>Chávez-Huerta Day</i> <i>Mar. 28</i> <i>Spring Holiday</i> <i>Apr. 15</i>	<p>Part 1: Types of Economic Systems</p> <p>ⓈWGS.10A Describe the forces that determine the distribution of goods and services in traditional, free enterprise, socialist, and communist economic systems.</p> <p>ⓈWGS.10B Classify countries along the economic spectrum between free enterprise and communism.</p> <p>ⓈWGS.10C 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>ⓈWGS.18C Identify examples of cultures that maintain traditional ways including traditional economies.</p> <p>ⓈWGS.21D analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, drawing inferences and conclusions, and developing connections over time.</p> <p>ⓈWGS.22C Use social studies terminology correctly.</p> <hr/> <p>Part 2: Economic Activity</p> <p>ⓈWGS.11B Identify the factors affecting the location of different types of economic activities, including subsistence and commercial agriculture, manufacturing, and service industries.</p> <p>ⓈWGS.11C Assess how changes in climate, resources, and infrastructure (technology, transportation, and communication) affect the location and patterns of economic activities.</p> <p>ⓈWGS.12A Analyze how the creation, distribution, and management of key natural resources affects the location and patterns of movement of products, money, and people.</p> <p>ⓈWGS.12B 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>ⓈWGS.19C Analyze the environmental, economic, and social impacts of advances in technology on agriculture and natural resources.</p> <p>ⓈWGS.21C Create and interpret different types of maps to answer geographic questions, infer relationships, and analyze change.</p> <p>ⓈWGS.21D analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, drawing inferences and conclusions, and developing connections over time.</p> <p>ⓈWGS.22C Use social studies terminology correctly.</p>

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Unit	# Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p>Unit 10: ESPN Examining Economic Disparity</p> <p>This two-part unit examines political, economic, social and demographic indicators that help determine various levels of economic development. Students use data to compare levels of development and the relationship between availability of resources and economic disparity.</p>	<p>5 class periods (90-min. each) or 10 class periods (45-min. each)</p>	<p>Part 1: Economic Geography: Levels of Development</p> <p>ⓈWGS.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 levels as defined by the Human Development Index.</p> <p>ⓈWGS.21A Analyze and evaluate the validity and utility of multiple sources of geographic information such as primary and secondary sources, aerial photographs, and maps.</p> <p>ⓈWGS.21B Identify places of contemporary geopolitical significance on a map.</p> <p>ⓈWGS.21D analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, drawing inferences and conclusions, and developing connections over time.</p> <p>ⓈWGS.22A Design/draw and interpret appropriate graphics such as maps, diagrams, tables, and graphs to communicate geographic features, distributions, and relationships.</p> <p>ⓈWGS.22C Use social studies terminology correctly.</p> <hr/> <p>Part 2: Economic Geography: Examining Economic Disparity</p> <p>ⓈWGS.11A Understand the connections between levels of development and economic activities (primary, secondary, tertiary, and quaternary).</p> <p>ⓈWGS.17C Compare economic, political, or social opportunities in different cultures for underrepresented populations such as women and ethnic and religious minorities.</p> <p>ⓈWGS.21A Analyze and evaluate the validity and utility of multiple sources of geographic information such as primary and secondary sources, aerial photographs, and maps.</p> <p>WGS.22A Create appropriate graphics such as maps, diagrams, tables, and graphs to communicate geographic features, distributions, and relationships.</p> <p>ⓈWGS.22C Use social studies terminology correctly.</p>

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	Apr. 25 - June 7, 2022	
Unit	# Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p>Unit 11: Regionalization and Globalization This two-part unit allows students to summarize the course by revisiting the concept of region and summarizing characteristics and current issues in 21st century world regions, including [in part 2] the impact of globalization on interdependence among those regions.</p>	<p>7 class periods (90-min. each) or 14 class periods (45-min. each)</p> <p><i>Memorial Day May 30</i></p> <p><i>Teacher Prep Day (no students) June 8</i></p>	<p>Part 1: World Regions Revisited</p> <p>Ⓜ WGS.2A Describe the human and physical characteristics of the same regions at different periods of time to analyze relationships between past events and current conditions.</p> <p>Ⓜ WGS.5A Analyze how the character of a place is related to its political, economic, social, and cultural elements.</p> <p>Ⓜ WGS.9A Identify physical and/or human factors such as climate, vegetation, language, trade networks, political units, river systems and religion that constitute a region</p> <p>Ⓜ WGS.13A Interpret maps to explain the division of land, including man-made and natural borders, into separate political units such as cities, states, or countries.</p> <p>WGS.14A Analyze current events to infer the physical and human processes that lead to the formation of boundaries and other political divisions.</p> <p>Ⓜ WGS.15A Identify and give examples of different points of view that influence the development of public policies and decision-making processes at national and international levels.</p> <p>Ⓜ WGS.16C Describe life in a variety of urban and rural areas in the world to compare political, economic, social, and environmental changes</p> <p>Ⓜ WGS.17A Describe and compare patterns of culture such as language, religion, land use, education, and customs that make specific regions of the world distinctive.</p> <p>Ⓜ WGS.17C Compare economic, political, or social opportunities in different cultures for underrepresented populations such as women and ethnic and religious minorities.</p> <p>Ⓜ WGS.21A Analyze and evaluate the validity and utility of multiple sources of geographic information such as primary and secondary sources, aerial photographs, and maps.</p> <p>Ⓜ WGS.21B Identify places of contemporary geopolitical significance on a map.</p> <p>Ⓜ WGS.21C Create and interpret different types of maps to answer geographic questions, infer relationships, and analyze change.</p> <p>Ⓜ WGS.21D analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, drawing inferences and conclusions, and developing connections over time.</p> <p>Ⓜ WGS.22C Use social studies terminology correctly.</p> <p>Ⓜ WGS.23B Use case studies and GIS to identify contemporary challenges and to answer real-world questions.</p>

Cycle 6	31 Days Apr. 25 - June 7, 2022	<i>The recommended number of class periods is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.</i>
Unit	# Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
		<p>Part 2: Globalization</p> <p>Ⓜ WGS.7C Describe trends in world population growth and distribution.</p> <p>Ⓜ WGS.7D Analyze how globalization affects connectivity, standard of living, pandemics, and loss of local culture.</p> <p>Ⓜ WGS.10D Compare global trade patterns over time and analyze the implications of globalization, including outsourcing and free trade zones.</p> <p>Ⓜ WGS.20B 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>Ⓜ WGS.21C Create and interpret different types of maps to answer geographic questions, infer relationships, and analyze change.</p> <p>Ⓜ WGS.21D analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, drawing inferences and conclusions, and developing connections over time.</p> <p>Ⓜ WGS.23B Use case studies and GIS to identify contemporary challenges and to answer real-world questions.</p> <p>Ⓜ WGS.22C Use social studies terminology correctly.</p>
<p>Unit 12: Researching Geographically This two-part unit allows students to explore a topic of interest using a research process and to present results of their findings to the class.</p>	<p>5 class periods (90-min. each) or 10 class periods (45-min. each)</p>	<p>Part 1: Conducting Research Research Project related to Social/Cultural or Political topic</p> <p>Ⓜ WGS.21A Analyze and evaluate the validity and utility of multiple sources of geographic information such as primary and secondary sources, aerial photographs, and maps.</p> <p>Ⓜ WGS.21D analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, drawing inferences and conclusions, and developing connections over time.</p> <p>Ⓜ WGS.21E identify different points of view about an issue or current topic.</p> <p>Ⓜ WGS.22A Create appropriate graphics such as maps, diagrams, tables, and graphs to communicate geographic features, distributions, and relationships.</p> <p>Ⓜ WGS.22B Generate summaries, generalizations, and thesis statements supported by evidence.</p> <p>Ⓜ WGS.22C Use social studies terminology correctly.</p> <p>Ⓜ WGS.22D Create original work using effective written communication skills, including proper citations and understanding and avoiding plagiarism.</p> <p>Ⓜ WGS.23A Plan, organize, and complete a research project that involves asking geographic questions, acquiring, organizing, and analyzing information, answering questions, and communicating results.</p>

Cycle 6	31 Days	The recommended number of class periods is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
Unit	Apr. 25 - June 7, 2022	
	# Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
		<p>Part 2: Research Presentations: Social/Cultural or Political Aspects of Human Geography</p> <p>ⓈWGS.21D analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, drawing inferences and conclusions, and developing connections over time.</p> <p>ⓈWGS.22D Create original work using effective written communication skills, including proper citations and understanding and avoiding plagiarism.</p> <p>WGS.23A Plan, organize, and complete a research project that involves asking geographic questions, acquiring, organizing, and analyzing information, answering questions, and communicating results.</p>