

World Geography Studies

Patterns of Study :: The student is expected to...

- Patterns of Study

Maps :: The student is expected to...

- Map lesson

Resources :: The student is expected to...

- Resources
- CBA Reviews 1st-6th Six Weeks

1st six weeks (1) Basics of Geography: Five Themes :: The student is expected to...

- 5 themes poster
- Physical Geography
- Chapter 1 Word Find
- Getting to Know Your Textbook
- Getting to Know Your Textbook Answer Key
- Endangered Species Project
- Population Geography
- Pop Culture
- Poverty Around the World
- World Geography Chapter 1 PPT
- Scope and Sequence: Looking at the Earth's 5 Themes

1st six weeks (2) Basics of Geography: Geographical Tools :: The student is expected to...

- Quiz L and L
- Treasure Island
- Scope and Sequence Geographical Tools

1st six weeks (3) The Living Planet: Atmosphere Inside and Out :: The student is expected to...

- Scope and Sequence Physical Geography Atmosphere
- Chapter 2 Review Activities
- Landforms Poster
- World Geography Chapter 2

1st six weeks (4) Climate and Geography: Seasons and Weather :: The student is expected to...

- Scope and Sequence Physical Geography Climate and Vegetation
- Chapter 3 Power Point
- Chapter 3 Terms
- Chapter 3 Terms Day 2
- Climate Regions Poster
- North Atlantic Drift
- Tsunami 2004 The Deadliest in History

1st six weeks Resources :: The student is expected to...

- Word Wall
- August and September Calendar
- World Geography Throw

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- Six Weeks Scope and Sequence
- Glossary
- Throw Down Lessons
- The 7 Continents
- Latitude and Longitude
- The World Landforms
- Types of Maps
- Map Projections

1st six weeks Constitution Day :: The student is expected to...

- Constitution Day Lesson (PDF)

2nd six weeks scope and sequence :: The student is expected to...

- Scope and Sequence
- TAKS Objectives for 8th grade TEKS and Common Correlates for 9th and 10th grade

2nd six weeks resources :: The student is expected to...

- 2nd 6-wks word wall
- 2nd SW PowerPoint Review
- Worlds Major Religions
- Glossary
- Make up project for first six weeks

2nd six weeks (1) US and Canada-Human Geography :: The student is expected to...

- Canada Flag
- Whitmire's Project
- Chapter 4 terms (enlarged)
- Chapter 4 Crossword Puzzle
- Chapter 4
- Capitals Quiz
- Colonial Road to Representative Government
- Key to Declaration of Independence Drawing Seating Chart
- Washington Crossing the Delaware painting
- Crossing the Delaware Map
- \$2 bill
- Declaration of Independence painting
- Focus: Jefferson and Washington
- Significance of Historical Dates
- Colonial Road to Representative Government

2nd six weeks (2) US and Canada-Physical Geography :: The student is expected to...

- 50 State Blank Map
- USA state quiz
- state poster
- chp. 5 dbl. puzzle
- Chapter 5 crossword puzzle
- Canada map word bank
- Canada map

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2nd six weeks (3) US and Canada-Todays Issues :: The student is expected to...

- Article of Confederation
- World Geopgraphy US Constitution 1st six weeks
- USA government
- Mock Election Lesson Plans and Activities
- Hand Signs and Song Amendments
- US History Review
- Women's History
- African American Trivia

2nd six weeks Culture :: The student is expected to...

- Cinderella from around the World hot links
- Cinderellas of the World Information Sheet
- Directions for finding the different versions of Cinderella
- Lost Boys of the Sudan
- Rubric
- This is where you will find out
- Venn Diagram

2nd six weeks Focus Activites :: The student is expected to...

- Focus Activity 1 Bodies of Water
- Focus Activity USA Lat long
- Focus Activity Name the States
- Focus Activity Manifest Destiny
- Focus Activity constitution applications
- Focus Activity 2 where would you live
- Jefferson and Washington
- USA Latitude and Longitude
- Colonial Movement to Representative Government
- Significance of Historical Dates

2nd six weeks Pearland History :: The student is expected to...

- pear history
- Role cards
- Pearland Past
- Pearland history week study guide

3rd 6-wks: Canada and Latin America-Human Geography :: The student is expected to...

- 3rd SW Resources
- ABC L. America
- Latin America
- Mexico Flag
- TJ and GW
- Capitals and States Promethian Activity
- Scope and Sequence

3rd 6-wks: Canada and Latin America Physical Geography :: The student is expected to...

- Cash crops in California

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- Latin America
- South America map quiz
- Terrace Farming
- Terrace Farming and Slash and Burn of Latin America
- Vocabulary-Physical and Canada
- Scope and Sequence

3rd 6-wks: Canada and Latin America Today's Issues :: The student is expected to...

- Blaine-Rainforests Depletion
- Easter Island
- Scope and Sequence

3rd 6-wks Resources :: The student is expected to...

- 3rd 6-wks word wall
- Glossary
- Veteran's Day
- Throw Down Activity
- Environments of the World
- Land Use and Economies Around the World
- Peoples and Cultures Around the World
- World Economies
- Eras and Regions Trunk
- Population Density Around the World
- Communities Around the World 2
- Geography Terms
- Making a Map of Your Neighborhood
- Resources
- Different Kinds of Neighborhoods
- Kinds of Places in a Neighborhood
- What is a Neighborhood?
- Texas Q and A
- Trunk

Latin American Resources :: The student is expected to...

- Table of Contents
- Latin America Resources TAMU
- Agriculture Development and Biofuels
- Ecotourism
- El Salvador
- General Information about Latin America
- Latin American Maps
- Media Literacy
- Resources
- Politics
- Seeing Culture
- TAMU

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4th Six Weeks Word Wall :: The student is expected to...

- Word Wall

4th 6-wks: Europe-Todays Issues :: The student is expected to...

- Billy Joel We Didn't Start the Fire
- Anastasia Power Points

4th Six Weeks Resources :: The student is expected to...

- 4th SW Review Resources
- European Passport Lesson and Resources
- Black History Month Resources
- 4th SW Extra Credit Project

4th 6-wks: Europe-Human Geography :: The student is expected to...

- The Berlin Wall[WG.1.A]
- Berlin Wall Power Point
- Eastern Europe Power Point
- Eastern Europe Political Power Point
- European Restaurant
- How Do You Win A War
- Potato Famine 1 PP
- The Black Death
- The Great Plague PP
- The Industrial Revolution
- Holocaust Photo Story
- Scope and Sequence

4th 6-wks: Europe-Physical Geography :: The student is expected to...

- European Rivers and Peninsulas
- Europe Poster
- Irish
- Irish Peat
- The Danube River
- Europe Tic Tac Toe
- North Atlantic Drift
- The Rhine River
- European Rivers and Peninsula Promethean Lesson
- Polders
- Scope and Sequence

4th 6 -wks: Russia and the Republics-Human Geography :: The student is expected to...

- Anastasia[WG.14.B]
- Russia Lessons and Resources
- Chernobyl Power Point
- Trans Siberian Railroad Power Point

4th 6-wks: Russia and the Republics-Physical Geography :: The student is expected to...

- Aral Sea Power

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- Aral Sea Power Point

5th Six Weeks Scope and Sequence :: The student is expected to...

- 5th Six Weeks Scope and Sequence
- 5th SW Resources

5th Six Weeks Africa Human Geography :: The student is expected to...

- Aids in Africa
- Eastern Mediterranean Chapter 22 Section 2
- Famine
- Colonialism Africa
- North Africa 11
- Africa political geography
- DBQ

5th Six Weeks Africa Physical Geography :: The student is expected to...

- Africa Power Point
- Desertification of the Sahel
- Aswan High Dam
- Africa Physical Geography DBQ Leveled
- Africa Notes
- Africa Physical
- Today's Issues

5th Six Weeks Africa Today's Issues :: The student is expected to...

- Today's Issues
- Living Things of Africa-Photo Story

5th Six Weeks SW Asia (Middle East) Human Geography :: The student is expected to...

- Human Geography General
- Photographs
- Middle East Religion
- Middle East Section 1 Arabian Peninsula
- Middle East Section 2
- Middle East Northeast Section 3

5th Six Weeks SW Asia (Middle East) Today's Issues :: The student is expected to...

- Today's Issues

6th Six Weeks Asia Human Geography :: The student is expected to...

- 6th Six Weeks Asia Human Geography
- Vocabulary Chart South Asia Geography
- Chapter 26 South Asia Population Explosion
- China Overview
- India Overview
- Japanese capsule hotels
- Korean War questions
- South Asia India Pakistan Bangladesh Power Point
- Vietnam

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6th Six Weeks Asia Physical Geography :: The student is expected to...

- Scope and Sequence
- India Physical Geography
- Asia Political Map
- East Asia Political Map

6th six weeks Asia Today's Issues :: The student is expected to...

- Today's Issues

6th Six Weeks Oceania Human Geography :: The student is expected to...

- Oceania Human Geography

6th Six Weeks Oceania Today's Issues :: The student is expected to...

- Today's Issues

6th Six Weeks Oceania Physical Geography :: The student is expected to...

- Today's Issues
- Physical Geography
- Australian Politics
- Oceania Politics

6th Six Weeks Word Wall :: The student is expected to...

- 6th Six Weeks Word Wall

Resources :: The student is expected to...

- Vocabulary
- World Geography Resources
- Skills Activities

ALL TEKS :: The student is expected to...

- analyze the effects of physical and human geographic patterns and processes on events in the past and describe their effects on present conditions, including significant physical features and environmental conditions that influenced migration patterns in the past and shaped the distribution of culture groups today.[WG.1.A]
- trace the spatial diffusion of a phenomenon and describe its effects on regions of contact such as the spread of bubonic plague, the diffusion and exchange of foods between the New and Old Worlds, or the diffusion of American slang.[WG.1.B]
- describe the human and physical characteristics of the same place at different periods of history.[WG.2.A]
- assess how people's changing perceptions of geographic features have led to changes in human societies. [WG.2.B]
- attribute occurrences of weather phenomena and climate to annual changes in Earth-Sun relationships. [WG.3.A]
- describe physical environment of regions and the physical processes that affect these regions such as weather, tectonic forces, wave action, freezing and thawing, gravity, and soil-building processes.[WG.3.B]
- explain the distribution of different types of climate in terms of patterns of temperature, wind, and precipitation and the factors that influence climate regions such as elevation, latitude, location near warm and cold ocean currents, position on a continent, and mountain barriers.[WG.4.A]
- relate the physical processes to the development of distinctive land forms.[WG.4.B]
- explain the distribution of plants and animals in different regions of the world using the relationships among climate, vegetation, soil, and geology.[WG.4.C]
- analyze how the character of a place is related to its political, economic, social, and cultural characteristics. [WG.5.A]
- analyze political, economic, social, and demographic data to determine the level of development and standard of living in nations.[WG.5.B]

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- locate settlements and observe patterns in the size and distribution of cities using maps, graphics, and other information.[WG.6.A]
- explain the processes that have caused cities to grow such as location along transportation routes, availability of resources that have attracted settlers and economic activities, and continued access to other cities and resources.[WG.6.B]
- construct and analyze population pyramids and use other data, graphics, and maps to describe the population characteristics of different societies and to predict future growth trends.[WG.7.A]
- explain the political, economic, social, and environmental factors that contribute to human migration such as how national and international migrations are shaped by push-and-pull factors and how physical geography affects the routes, flows, and destinations of migration.[WG.7.B]
- describe trends in past world population growth and distribution.[WG.7.C]
- develop and defend hypotheses on likely population patterns for the future.[WG.7.D]
- explain the interrelationships among physical and human processes that shape the geographic characteristics of places such as connections among economic development, urbanization, population growth, and environmental change.[WG.8.A]
- compare ways that humans depend on, adapt to, and modify the physical environment using local, state, national, and international human activities in a variety of cultural and technological contexts.[WG.8.B]
- describe the impact of and analyze the reaction of the environment to abnormal and/or hazardous environmental conditions at different scales such as El Nio, floods, droughts, and hurricanes.[WG.8.C]
- analyze statistical and other data to infer the effects of physical and human processes on patterns of settlement, population distribution, economic and political conditions, and resource distribution.[WG.8.D]
- identify physical or human factors that constitute a region such as soils, climate, vegetation, language, trade network, river systems, and religion.[WG.9.A]
- identify the differences among formal, functional, and perceptual regions.[WG.9.B]
- describe the characteristics of traditional, command, and market economies.[WG.10.A]
- explain how traditional, command, and market economies operate in specific countries.[WG.10.B]
- compare the ways people satisfy their basic needs through the production of goods and services such as subsistence agriculture versus market-oriented agriculture or cottage industries versus commercial industries. [WG.10.C]
- map the locations of different types of economic activities.[WG.11.A]
- identify factors affecting the location of different types of economic activities.[WG.11.B]
- describe how changes in technology, transportation, and communication affect the location and patterns of economic activities.[WG.11.C]
- compare global trade patterns at different periods of time and develop hypotheses to explain changes that have occurred in world trade and the implications of these changes.[WG.12.A]
- analyze how the creation and distribution of resources affect the location and patterns of movement of products, capital, and people.[WG.12.B]
- evaluate the geographic and economic impact of policies related to the use of resources such as regulations for water use or policies related to the development of scarce natural resources.[WG.12.C]
- prepare maps that illustrate a variety of political entities such as city maps showing precincts, country maps showing states, or continental maps showing countries.[WG.13.A]
- compare maps of voting patterns or political boundaries to make inferences about the distribution of political power.[WG.13.B]
- analyze current events to infer the physical and human processes that lead to the formation of boundaries and other political divisions.[WG.14.A]
- explain how forces of conflict and cooperation influence the allocation of control of Earth's surface such as the formation of congressional voting districts or free trade zones.[WG.14.B]
- explain the geographic factors that influence a nation's power to control territory and that shape the foreign policies and international political relations of selected nations such as Iraq, Israel, Japan, and the United Kingdom.[WG.14.C]
- 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.[WG.15.A]
- explain how citizenship practices, public policies, and decision making may be influenced by cultural beliefs. [WG.15.B]
- compare different points of view on geographic issues.[WG.15.C]

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- 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.[WG.16.A]
- give examples of ways various groups of people view cultures, places, and regions differently.[WG.16.B]
- compare life in a variety of cities and nations in the world to evaluate the relationships involved in political, economic, social, and environmental changes.[WG.16.C]
- describe and compare patterns of culture such as language, religion, land use, systems of education, and customs that make specific regions of the world distinctive.[WG.17.A]
- compare economic opportunities in different cultures for women and religious minorities in selected regions of the world.[WG.17.B]
- describe the impact of general processes such as migration, war, trade, independent inventions, and diffusion of ideas and motivations on cultural change.[WG.18.A]
- analyze cultural changes in specific regions.[WG.18.B]
- analyze examples of cultures that maintain traditional ways.[WG.18.C]
- evaluate case studies of 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 in Russia and Eastern Europe, or the English language as a major medium of international communication for scientists and business people. [WG.18.D]
- evaluate the significance of major technological innovations, including fire, steam power, diesel machinery, and electricity that have been used to modify the physical environment.[WG.19.A]
- analyze ways technological innovations have allowed humans to adapt to places shaped by physical processes such as floods, earthquakes, and hurricanes.[WG.19.B]
- describe the impact of new technologies, new markets, and revised perceptions of resources.[WG.20.A]
- analyze the role of technology in agriculture and other primary economic activities and identify the environmental consequences of the changes that have taken place.[WG.20.B]
- use historical, geographic, and statistical information from a variety of sources such as databases, field interviews, media services, and questionnaires to answer geographic questions and infer geographic relationships.[WG.21.A]
- analyze and evaluate the validity and utility of multiple sources of geographic information such as primary and secondary sources, aerial photographs, and maps.[WG.21.B]
- construct and interpret maps to answer geographic questions, infer geographic relationships, and analyze geographic change.[WG.21.C]
- apply basic statistical concepts and analytical methods such as computer-based spreadsheets and statistical software to analyze geographic data.[WG.21.D]
- use a series of maps, including a computer-based geographic information system, to obtain and analyze data needed to solve geographic and locational problems.[WG.21.E]
- design and draw appropriate maps and other graphics such as sketch maps, diagrams, tables, and graphs to present geographic information including geographic features, geographic distributions, and geographic relationships.[WG.22.A]
- apply appropriate vocabulary, geographic models, generalizations, theories, and skills to present geographic information.[WG.22.B]
- use geographic terminology correctly.[WG.22.C]
- use standard grammar, spelling, sentence structure, and punctuation.[WG.22.D]
- plan, organize, and complete a group research project that involves asking geographic questions; acquiring, organizing, and analyzing geographic information; answering geographic questions; and communicating results. [WG.23.A]
- use case studies and geographic information systems to identify contemporary geographic problems and issues and to apply geographic knowledge and skills to answer real-world questions.[WG.23.B]
- use a problem-solving process 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. [WG.23.C]
- use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.[WG.23.D]

Sixth Six Weeks Word Wall :: The student is expected to...