

Global Cultures

Theme	<p><i>This course is a discussion-based, hands-on, cultural geography course that qualifies as a geography credit if required as a college entrance requirement. The main focus is on contemporary cultures considered non-Western, such as those found in Africa, Asia, and Latin America. Emphasis is placed on geography, literature, religion, education, and family organization found within various cultures that have developed in these regions. Attention will also be paid to past and present historical roles of the cultures studied.</i></p>	
Strand	<p>Geography and History</p>	
Topic	<p>Spatial Thinking and Skills</p>	<p>Pacing</p> <p>Two Weeks</p>
Content Statement		Content Elaborations
<p>1. Introduction to cultures as they affect how worldviews are created across the eastern hemisphere. Differences and similarities are investigated as well as the vocabulary words necessary to further investigate and understand this topic.</p> <p>Learning Targets:</p> <ol style="list-style-type: none"> I can describe and provide examples to demonstrate comprehension of the following concepts: culture, customs, subculture, ethnic group, ethnocentricity, prejudice, discrimination, taboo, culture shock, assimilation, cultural diffusion, matriarchal, patriarchal, urbanization, interdependence, and worldview. I can recognize and provide examples of how cultures and subcultures develop their own worldview. I can recognize and provide examples of how cultures and subcultures adapt to and/or change their environment. I can identify the major political divisions of the world. I can describe and recognize five primary human lifestyles. I can recognize and describe factors which lead to cultural differences and culture change. I can relate that a common cause of misunderstandings between various cultures occur because they do not know enough about each other. 		<p>In order to study and appreciate the various aspects of many diverse cultures, a common vocabulary must be established which will work across multiple regions. Both definitions and examples of the terminology expressed in the Learning Targets must be discovered and/or presented for discussion and understanding.</p> <p>In order to better appreciate the relationships between different nations, political/cultural regions, climate, and geography, students must acquire a sense of where the world's countries are located.</p> <p>Anthropologists have divided human lifestyles into several major categories. The primary categories include hunter-gatherers, nomadic pastoralists, horticulturalists, agriculturalists, and urbanites.</p> <p>Cultures are not static but change as the conditions in and around them change. The most common change agents are new technology, a changing environment, and new ideas.</p>
Content Vocabulary		Academic Vocabulary
<ul style="list-style-type: none"> • culture • customs • subculture • ethnic group • ethnocentricity 		<ul style="list-style-type: none"> • matriarchal • patriarchal • urbanization • nuclear family • extended family • synthesize • analyze • evaluate • compare • contrast

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<ul style="list-style-type: none"> • prejudice • discrimination • taboo • culture shock • assimilation • cultural diffusion 	<ul style="list-style-type: none"> • interdependence • worldview • monochronic • polychronic • urban • rural 	<ul style="list-style-type: none"> • describe • explain • summarize • hypothesize
Formative Assessments <ul style="list-style-type: none"> • Response Boards • Choral Response • Pre-tests 	Summative Assessments May include some or all of the following: <ul style="list-style-type: none"> • Geography Tests • Individual Unit Tests/Quizzes • Presentations • Projects 	
Resources <ul style="list-style-type: none"> • District-provided curriculum materials • Teacher-created instructional materials • Online resources 	Enrichment Strategies <ul style="list-style-type: none"> • Potential guest speaker series • Online resources 	
Integrations Opportunities exist to integrate topics such as etymology, map-reading, and foreign language.	Intervention Strategies One-on-one instruction during common prep time and/or with academic assistant, modified assignments and tests, extended deadlines, preferential seating, IAT referral	

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Strand	<p>Geography and History</p>	
Topic	<p>Spatial Thinking and Skills</p>	<p>Pacing</p> <p>Three Weeks</p>
Content Statement	<p>2. Introduction to cultural aspects that have developed among peoples of North Africa and the Middle East. Differences and similarities among specific culture groups of this region are investigated as well as comparing and contrasting those aspects with western cultural values and practices.</p> <p>Learning Targets:</p> <ul style="list-style-type: none"> a. I can identify nations, major cities, physical features, and bodies of water of this region. b. I can recognize and dispel cultural and geographical stereotypes of this region. c. I can provide examples of ways in which people of this region have adapted to and modified their physical environment. d. I can describe the influence of geography on cultural development of this region. e. I can provide examples of the cultural similarities and diversity within this region. f. I can differentiate between cuisine common to this region and that of other regions. g. I can describe how and why cultures of this region are changing. h. I can describe how individual belief systems and cultural development interact in this region. i. I can describe some worldviews found in this region. j. I can provide examples of the major tenets of Islam and Judaism. k. I can recognize features of art, music, literature, and political and economic systems found in this region. l. I can differentiate between the roles of men and women and provide examples of family structures found in this region. 	
		<p>Content Elaborations</p> <p>In order to better appreciate the relationships between the effect of climate and geography on cultural development, students must acquire a sense of where the world's countries are located and what type of terrain and climate exist within those countries that affect the lives of the people.</p> <p>Stereotypes exist among all cultures about all other cultures. Students must come to recognize that most stereotypes are not based in fact.</p> <p>Cultures located within the same geographical region often share some cultural aspects while also developing some customs and beliefs that are very different from each other. The similarities often lead to cooperation while the differences often lead to conflict.</p> <p>Cultures are not static but change as the conditions in and around them change. The most common change agents are new technology, a changing environment, and new ideas.</p> <p>The worldview of a culture group is based on its perception of reality, not what is actually true. Understanding this fact can sometimes help us to understand why some groups choose the actions and behavior that they do.</p> <p>The major tenets of a religious tradition or faith are often important factors in the cultural development of most human groups. Examination of these tenets can provide insight into why certain groups choose to eat, dress, and behave as they do.</p> <p>Based on facts gathered about past and present political, environmental, economic, and/or religious issues in this region, students can make predictions</p>

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<p>m. I can hypothesize possible futures of this region.</p> <p>n. I can demonstrate map reading and map interpretation skills.</p> <p>o. I can demonstrate knowledge of the history and current events surrounding the Palestinian situation.</p>	<p>about what development might occur within the region in the near future.</p> <p>An awareness and understanding of major social, economic, and environmental issues faced by various peoples of the world and how those issues could affect their own lives is necessary in today's globalized society. Students should therefore be aware of the history and potential consequences of the options available to the world's leading politicians and citizens of North Africa and the Middle East for dealing with such issues. Examples of issues to explore are the Palestinian Question, the Arab Spring, the creation of the State of Israel, and oil production and consumption.</p>
<p>Content Vocabulary</p> <ul style="list-style-type: none"> • culture • customs • subculture • ethnic group • taboo • cultural diffusion • matriarchal • patriarchal • urbanization • nuclear family • extended family • worldview • urban • rural • folktale • fable • polygamy • Qur'an • Torah • Ka'aba • kosher • halal • jihad • shariah • sunni • shi'ia • absolute monarchy • multi-party democracy • constitutional monarchy • strongman dictatorship • O.P.E.C. • calligraphy • Five Pillars • Islam • Judaism • imam • rabbi • migration • intifada • West Bank • Gaza Strip • Golan Heights • Sephardim • Ashkenazim • hajj • diaspora • desalinization • refugee 	<p>Academic Vocabulary</p> <ul style="list-style-type: none"> • synthesize • analyze • evaluate • compare • contrast • describe • explain • summarize • hypothesize

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Formative Assessments <ul style="list-style-type: none"> • Response Boards • Choral Response • Pre-tests 	Summative Assessments <p>May include some or all of the following:</p> <ul style="list-style-type: none"> • Geography Tests • Individual Unit Tests/Quizzes • Presentations • Projects
Resources <ul style="list-style-type: none"> • District-provided curriculum materials • Teacher-created instructional materials • Online resources • Current events publications 	Enrichment Strategies <ul style="list-style-type: none"> • Potential guest speaker series • Online resources • Field trip
Integrations <p>Opportunities exist to integrate topics such as literature; music, fashion, and cuisine appreciation; map-reading; and foreign language.</p>	Intervention Strategies <p>One-on-one instruction during common prep time and/or with academic assistant, modified assignments and tests, extended deadlines, preferential seating, IAT referral</p>

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Theme	<i>This course is a discussion-based, hands-on, cultural geography course that qualifies as a geography credit if required as a college entrance requirement. The main focus is on contemporary cultures considered non-Western, such as those found in Africa, Asia, and Latin America. Emphasis is placed on geography, literature, religion, education, and family organization found within various cultures that have developed in these regions. Attention will also be paid to past and present historical roles of the cultures studied.</i>		
Strand	Geography and History		
Topic	Spatial Thinking and Skills	Pacing	Three Weeks
Content Statement		Content Elaborations	
<p>3. Introduction to cultural aspects that have developed among peoples of Sub-Saharan Africa. Differences and similarities among specific culture groups of this region are investigated as well as comparing and contrasting those aspects with western cultural values and practices.</p> <p>Learning Targets:</p> <ul style="list-style-type: none">a. I can identify nations, major cities, physical features, and bodies of water of this region.b. I can recognize and dispel cultural and geographical stereotypes of this region.c. I can provide examples of ways in which people of this region have adapted to and modified their physical environment.d. I can describe the influence of geography on cultural development of this region.e. I can provide examples of the cultural similarities and diversity within this region.f. I can differentiate between cuisine common to this region and that of other regions.g. I can describe how and why cultures of this region are changing.h. I can describe how individual belief systems and cultural development interact in this region.i. I can describe some worldviews found in this region.j. I can provide examples of some of the diverse religious beliefs found within this region.k. I can recognize features of art, music, literature, and political and economic systems found in this region.l. I can differentiate between the roles of men and women and provide examples of family structures found in this region.		<p>In order to better appreciate the relationships between the effect of climate and geography on cultural development, students must acquire a sense of where the world’s countries are located and what type of terrain and climate exist within those countries that affect the lives of the people.</p> <p>Stereotypes exist among all cultures about all other cultures. Students must come to recognize that most stereotypes are not based in fact.</p> <p>Cultures located within the same geographical region often share some cultural aspects while also developing some customs and beliefs that are very different from each other. The similarities often lead to cooperation while the differences often lead to conflict.</p> <p>Cultures are not static but change as the conditions in and around them change. The most common change agents are new technology, a changing environment, and new ideas.</p> <p>The worldview of a culture group is based on its perception of reality, not what is actually true. Understanding this fact can sometimes help us to understand why some groups choose the actions and behavior that they do.</p> <p>The major tenets of a religious tradition or faith are often important factors in the cultural development of most human groups. Examination of these tenets can provide insight into why certain groups choose to eat, dress, and behave as they do.</p> <p>Based on facts gathered about past and present political, environmental, economic, and/or religious issues in this region, students can make predictions</p>	

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<ul style="list-style-type: none"> m. I can provide examples of the major needs and problems caused by the expanding population of this region. n. I can describe the effects of European imperialism on Sub-Saharan Africa. o. I can hypothesize possible futures of this region. p. I can demonstrate map reading and map interpretation skills. q. I can demonstrate knowledge of the history, culture, and current events of Nigeria. r. I can demonstrate knowledge of the history, culture, and current events of the Union of South Africa. 	<p>about what development might occur within the region in the near future.</p> <p>An awareness and understanding of major social, economic, and environmental issues faced by various peoples of the world and how those issues could affect their own lives is necessary in today's globalized society. Students should therefore be aware of the history and potential consequences of the options available to the world's leading politicians and citizens of Sub-Saharan Africa for dealing with such issues. Examples of issues to explore are civil unrest in Nigeria, the lingering after-effects of apartheid in South Africa, and the AIDS epidemic.</p>
<p>Content Vocabulary</p> <ul style="list-style-type: none"> • culture • customs • subculture • ethnic group • taboo • cultural diffusion • matriarchal • patriarchal • urbanization • nuclear family • extended family • worldview • urban • rural • colonialism • imperialism • Great Rift • Tropics • consensus • matrilineal • patrilineal • animism • industrialized • griot • talking drums • urbanization • desertification • bride wealth • dowry • apartheid • sanctions • Afrikaners • Afrikaans 	<p>Academic Vocabulary</p> <ul style="list-style-type: none"> • synthesize • analyze • evaluate • compare • contrast • describe • explain • summarize • hypothesize
<p>Formative Assessments</p> <ul style="list-style-type: none"> • Response Boards • Choral Response • Pre-tests 	<p>Summative Assessments</p> <p>May include some or all of the following:</p> <ul style="list-style-type: none"> • Geography Tests • Individual Unit Tests/Quizzes • Presentations • Projects

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Resources <ul style="list-style-type: none">• District-provided curriculum materials• Teacher-created instructional materials• Online resources• Current events publications	Enrichment Strategies <ul style="list-style-type: none">• Potential guest speaker series• Online resources• Field trip
Integrations <p>Opportunities exist to integrate topics such as literature; music, fashion, and cuisine appreciation; map-reading; and foreign language.</p>	Intervention Strategies <p>One-on-one instruction during common prep time and/or with academic assistant, modified assignments and tests, extended deadlines, preferential seating, IAT referral</p>

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Theme	<p><i>This course is a discussion-based, hands-on, cultural geography course that qualifies as a geography credit if required as a college entrance requirement. The main focus is on contemporary cultures considered non-Western, such as those found in Africa, Asia, and Latin America. Emphasis is placed on geography, literature, religion, education, and family organization found within various cultures that have developed in these regions. Attention will also be paid to past and present historical roles of the cultures studied.</i></p>	
Strand	<p>Geography and History</p>	
Topic	<p>Spatial Thinking and Skills</p>	<p>Pacing</p> <p>Three Weeks</p>
Content Statement	<p>4. Introduction to cultural aspects that have developed among peoples of East Asia. Differences and similarities among specific culture groups of this region are investigated as well as comparing and contrasting those aspects with western cultural values and practices.</p> <p>Learning Targets:</p> <ul style="list-style-type: none"> a. I can identify nations, major cities, physical features, and bodies of water of this region. b. I can recognize and dispel cultural and geographical stereotypes of this region. c. I can provide examples of ways in which people of this region have adapted to and modified their physical environment. d. I can describe the influence of geography on cultural development of this region. e. I can provide examples of the cultural similarities and diversity within this region. f. I can differentiate between cuisine common to this region and that of other regions. g. I can describe how and why cultures of this region are changing. h. I can describe how individual belief systems and cultural development interact in this region. i. I can describe some worldviews found in this region. j. I can provide examples of the major tenets of Buddhism and Shinto. k. I can recognize features of art, music, literature, and political and economic systems found in this region. l. I can differentiate between the roles of men and women and provide examples of family structures found in this region. m. I can provide examples of the major needs and problems caused by the 	
		<p>Content Elaborations</p> <p>In order to better appreciate the relationships between the effect of climate and geography on cultural development, students must acquire a sense of where the world's countries are located and what type of terrain and climate exist within those countries that affect the lives of the people.</p> <p>Stereotypes exist among all cultures about all other cultures. Students must come to recognize that most stereotypes are not based in fact.</p> <p>Cultures located within the same geographical region often share some cultural aspects while also developing some customs and beliefs that are very different from each other. The similarities often lead to cooperation while the differences often lead to conflict.</p> <p>Cultures are not static but change as the conditions in and around them change. The most common change agents are new technology, a changing environment, and new ideas.</p> <p>The worldview of a culture group is based on its perception of reality, not what is actually true. Understanding this fact can sometimes help us to understand why some groups choose the actions and behavior that they do.</p> <p>The major tenets of a religious tradition or faith are often important factors in the cultural development of most human groups. Examination of these tenets can provide insight into why certain groups choose to eat, dress, and behave as they do.</p> <p>Based on facts gathered about past and present political, environmental, economic, and/or religious issues in this region, students can make predictions</p>

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<p>expanding population of this region.</p> <p>n. I can hypothesize possible futures of this region.</p> <p>o. I can demonstrate map reading and map interpretation skills.</p> <p>p. I can demonstrate knowledge of the history, culture, and current events of the People's Republic of China.</p> <p>q. I can demonstrate knowledge of the history, culture, and current events of Japan.</p>	<p>about what development might occur within the region in the near future.</p> <p>An awareness and understanding of major social, economic, and environmental issues faced by various peoples of the world and how those issues could affect their own lives is necessary in today's globalized society. Students should therefore be aware of the history and potential consequences of the options available to the world's leading politicians and citizens of East Asia for dealing with such issues. Examples of issues to explore are effects of population control and the adoption of market socialism in the People's Republic of China and technological advances made by architects, engineers, and scientists of Japan.</p>
<p>Content Vocabulary</p> <ul style="list-style-type: none"> • culture • customs • subculture • ethnic group • taboo • cultural diffusion • matriarchal • patriarchal • urbanization • nuclear family • extended family • worldview • urban • rural • folktale • fable • dialects • Han • Confucian • yang and yin • acupuncture • tai chi • kung fu • zen • Communist • Nationalist • Tiananmen Square • totalitarian • Four Noble Truths • homogeneous • isolation • typhoon • Bullet Train • Ring of Fire • juku • kami • Buddhism 	<p>Academic Vocabulary</p> <ul style="list-style-type: none"> • synthesize • analyze • evaluate • compare • contrast • describe • explain • summarize • hypothesize
<p>Formative Assessments</p> <ul style="list-style-type: none"> • Response Boards • Choral Response • Pre-tests 	<p>Summative Assessments</p> <p>May include some or all of the following:</p> <ul style="list-style-type: none"> • Geography Tests • Individual Unit Tests/Quizzes

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	<ul style="list-style-type: none"> • Presentations • Projects
Resources <ul style="list-style-type: none"> • District-provided curriculum materials • Teacher-created instructional materials • Online resources • Current events publications 	Enrichment Strategies <ul style="list-style-type: none"> • Potential guest speaker series • Online resources • Field trip
Integrations <p>Opportunities exist to integrate topics such as literature; music, fashion, and cuisine appreciation; map-reading; and foreign language.</p>	Intervention Strategies <p>One-on-one instruction during common prep time and/or with academic assistant, modified assignments and tests, extended deadlines, preferential seating, IAT referral</p>

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Strand	Geography and History	
Topic	Spatial Thinking and Skills	Pacing Three Weeks
Content Statement	<p>5. Introduction to cultural aspects that have developed among peoples of South Asia. Differences and similarities among specific culture groups of this region are investigated as well as comparing and contrasting those aspects with western cultural values and practices.</p> <p>Learning Targets:</p> <ul style="list-style-type: none"> a. I can identify nations, major cities, physical features, and bodies of water of this region. b. I can recognize and dispel cultural and geographical stereotypes of this region. c. I can provide examples of ways in which people of this region have adapted to and modified their physical environment. d. I can describe the influence of geography on cultural development of this region. e. I can provide examples of the cultural similarities and diversity within this region. f. I can differentiate between cuisine common to this region and that of other regions. g. I can describe how and why cultures of this region are changing. h. I can describe how individual belief systems and cultural development interact in this region. i. I can describe some worldviews found in this region. j. I can provide examples of the major tenets of Hinduism. k. I can recognize features of art, music, literature, and political and economic systems found in this region. l. I can differentiate between the roles of men and women and provide examples of family structures found in this region. m. I can provide examples of the major needs and problems caused by the 	
		<p>Content Elaborations</p> <p>In order to better appreciate the relationships between the effect of climate and geography on cultural development, students must acquire a sense of where the world's countries are located and what type of terrain and climate exist within those countries that affect the lives of the people.</p> <p>Stereotypes exist among all cultures about all other cultures. Students must come to recognize that most stereotypes are not based in fact.</p> <p>Cultures located within the same geographical region often share some cultural aspects while also developing some customs and beliefs that are very different from each other. The similarities often lead to cooperation while the differences often lead to conflict.</p> <p>Cultures are not static but change as the conditions in and around them change. The most common change agents are new technology, a changing environment, and new ideas.</p> <p>The worldview of a culture group is based on its perception of reality, not what is actually true. Understanding this fact can sometimes help us to understand why some groups choose the actions and behavior that they do.</p> <p>The major tenets of a religious tradition or faith are often important factors in the cultural development of most human groups. Examination of these tenets can provide insight into why certain groups choose to eat, dress, and behave as they do.</p> <p>Based on facts gathered about past and present political, environmental, economic, and/or religious issues in this region, students can make predictions</p>

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<p>expanding population of this region.</p> <p>n. I can hypothesize possible futures of this region.</p> <p>o. I can demonstrate map reading and map interpretation skills.</p> <p>p. I can demonstrate knowledge of the history, culture, and current events of India.</p>	<p>about what development might occur within the region in the near future.</p> <p>An awareness and understanding of major social, economic, and environmental issues faced by various peoples of the world and how those issues could affect their own lives is necessary in today's globalized society. Students should therefore be aware of the history and potential consequences of the options available to the world's leading politicians and citizens of East Asia for dealing with such issues. Examples of issues to explore are the uneasy relationship between nuclear-armed India and Pakistan, unrest caused by groups such as the Taliban, and rapid population growth in India.</p>
<p>Content Vocabulary</p> <ul style="list-style-type: none"> • culture • customs • subculture • ethnic group • taboo • cultural diffusion • matriarchal • patriarchal • urbanization • nuclear family • extended family • worldview • urban • rural • folktale • fable • monsoon • Vedas • Mahabharata • Upanishads • Ramayana • reincarnation • parliamentary democracy • caste/family system • brahman • atman • dharma • karma • archipelago • nirvana • Hinduism • refugee 	<p>Academic Vocabulary</p> <ul style="list-style-type: none"> • synthesize • analyze • evaluate • compare • contrast • describe • explain • summarize • hypothesize
<p>Formative Assessments</p> <ul style="list-style-type: none"> • Response Boards • Choral Response • Pre-tests 	<p>Summative Assessments</p> <p>May include some or all of the following:</p> <ul style="list-style-type: none"> • Geography Tests • Individual Unit Tests/Quizzes • Presentations • Projects

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Resources <ul style="list-style-type: none">• District-provided curriculum materials• Teacher-created instructional materials• Online resources• Current events publications	Enrichment Strategies <ul style="list-style-type: none">• Potential guest speaker series• Online resources• Field trip
Integrations <p>Opportunities exist to integrate topics such as literature; music, fashion, and cuisine appreciation; map-reading; and foreign language.</p>	Intervention Strategies <p>One-on-one instruction during common prep time and/or with academic assistant, modified assignments and tests, extended deadlines, preferential seating, IAT referral</p>

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Theme	<p><i>This course is a discussion-based, hands-on, cultural geography course that qualifies as a geography credit if required as a college entrance requirement. The main focus is on contemporary cultures considered non-Western, such as those found in Africa, Asia, and Latin America. Emphasis is placed on geography, literature, religion, education, and family organization found within various cultures that have developed in these regions. Attention will also be paid to past and present historical roles of the cultures studied.</i></p>	
Strand	<p>Geography and History</p>	
Topic	<p>Spatial Thinking and Skills</p>	<p>Pacing</p> <p>Three Weeks</p>
Content Statement	<p>6. Introduction to cultural aspects that have developed among peoples of Latin America. Differences and similarities among specific culture groups of this region are investigated as well as comparing and contrasting those aspects with western cultural values and practices.</p> <p>Learning Targets:</p> <ul style="list-style-type: none"> a. I can identify the three main sub-regions, nations, major cities, physical features, and bodies of water of this region. b. I can recognize and dispel cultural and geographical stereotypes of this region. c. I can provide examples of ways in which people of this region have adapted to and modified their physical environment. d. I can describe the influence of geography on cultural development of this region. e. I can provide examples of the cultural similarities and diversity within this region. f. I can differentiate between cuisine common to this region and that of other regions. g. I can describe how and why cultures of this region are changing. h. I can describe how individual belief systems and cultural development interact in this region. i. I can describe some worldviews found in this region. j. I can provide examples of the major tenets of Christianity. k. I can recognize features of art, music, literature, and political and economic systems found in this region. l. I can differentiate between the roles of men and women and provide examples of family structures found in this region. m. I can provide examples of the major needs and problems caused by the 	
	<p>Content Elaborations</p> <p>In order to better appreciate the relationships between the effect of climate and geography on cultural development, students must acquire a sense of where the world's countries are located and what type of terrain and climate exist within those countries that affect the lives of the people.</p> <p>Stereotypes exist among all cultures about all other cultures. Students must come to recognize that most stereotypes are not based in fact.</p> <p>Cultures located within the same geographical region often share some cultural aspects while also developing some customs and beliefs that are very different from each other. The similarities often lead to cooperation while the differences often lead to conflict.</p> <p>Cultures are not static but change as the conditions in and around them change. The most common change agents are new technology, a changing environment, and new ideas.</p> <p>The worldview of a culture group is based on its perception of reality, not what is actually true. Understanding this fact can sometimes help us to understand why some groups choose the actions and behavior that they do.</p> <p>The major tenets of a religious tradition or faith are often important factors in the cultural development of most human groups. Examination of these tenets can provide insight into why certain groups choose to eat, dress, and behave as they do.</p> <p>Based on facts gathered about past and present political, environmental, economic, and/or religious issues in this region, students can make predictions</p>	

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<p>expanding population of this region.</p> <p>n. I can describe issues surrounding Amazon deforestation as a major problem of this region.</p> <p>o. I can hypothesize possible futures of this region.</p> <p>p. I can demonstrate map reading and map interpretation skills.</p> <p>q. I can demonstrate knowledge of the history, culture, and current events of Mexico.</p> <p>r. I can demonstrate knowledge of the history, culture, and current events of Brazil.</p>	<p>about what development might occur within the region in the near future.</p> <p>An awareness and understanding of major social, economic, and environmental issues faced by various peoples of the world and how those issues could affect their own lives is necessary in today's globalized society. Students should therefore be aware of the history and potential consequences of the options available to the world's leading politicians and citizens of Latin America for dealing with such issues. Examples of issues to explore are the influence of drug cartels in Latin American society, illegal immigration to the United States, and unequal distribution of wealth.</p>
<p>Content Vocabulary</p> <ul style="list-style-type: none"> • culture • customs • subculture • ethnic group • taboo • cultural diffusion • matriarchal • patriarchal • urbanization • nuclear family • extended family • worldview • urban • rural • folktale • fable • Mulatto • Mestizo • favela • barrio • pueblos jovenes • shantytown • uncontacted • illegal immigrant • NAFTA 	<p>Academic Vocabulary</p> <ul style="list-style-type: none"> • synthesize • analyze • evaluate • compare • contrast • describe • explain • summarize • hypothesize
<p>Formative Assessments</p> <ul style="list-style-type: none"> • Response Boards • Choral Response • Pre-tests 	<p>Summative Assessments</p> <p>May include some or all of the following:</p> <ul style="list-style-type: none"> • Geography Tests • Individual Unit Tests/Quizzes • Presentations • Projects
<p>Resources</p> <ul style="list-style-type: none"> • District-provided curriculum materials • Teacher-created instructional materials 	<p>Enrichment Strategies</p> <ul style="list-style-type: none"> • Potential guest speaker series • Online resources

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<ul style="list-style-type: none">• Online resources• Current events publications	<ul style="list-style-type: none">• Field trip
Integrations Opportunities exist to integrate topics such as literature; music, fashion, and cuisine appreciation; map-reading; and foreign language.	Intervention Strategies One-on-one instruction during common prep time and/or with academic assistant, modified assignments and tests, extended deadlines, preferential seating, IAT referral

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Theme <i>This course is a discussion-based, hands-on, cultural geography course that qualifies as a geography credit if required as a college entrance requirement. The main focus is on contemporary cultures considered non-Western, such as those found in Africa, Asia, and Latin America. Emphasis is placed on geography, literature, religion, education, and family organization found within various cultures that have developed in these regions. Attention will also be paid to past and present historical roles of the cultures studied.</i>	
Strand <i>Geography and History</i>	
Topic <i>Spatial Thinking and Skills</i>	Pacing Ongoing
Content Statement 7. Introduction to and practice in the use of current technology to locate, prepare, plan, and present information. Learning Targets: <ul style="list-style-type: none"> a. I can select appropriate websites to conduct research and discover information. b. I can select and effectively utilize appropriate software to organize information. c. I can select and effectively utilize appropriate software to plan the presentation of a topic to my instructor or to my classmates. d. I can utilize multiple resources to plan a trip to another nation and/or make a visual presentation about another nation to my classmates. 	Content Elaborations Skills in the use of current technology in locating, preparing, planning, and presenting information being vital for today's citizenry, students must have opportunities to learn and practice such skills.
Content Vocabulary <ul style="list-style-type: none"> • search engine • bias • credible • copy • paste • timetable • budget 	Academic Vocabulary <ul style="list-style-type: none"> • analyze • evaluate • compare • contrast • describe • present
Formative Assessments <ul style="list-style-type: none"> • Progress Checks 	Summative Assessments <ul style="list-style-type: none"> • Presentations • Projects
Resources <ul style="list-style-type: none"> • Teacher-created instructional materials 	Enrichment Strategies <ul style="list-style-type: none"> • Potential guest speaker series

Global Cultures

<ul style="list-style-type: none">• Online resources• District-provided software	<ul style="list-style-type: none">• Online resources
Integrations Opportunities exist to integrate topics such as mathematics, economics, creative writing, and computer graphics.	Intervention Strategies One-on-one instruction during common prep time and/or with academic assistant, modified assignments and tests, extended deadlines, preferential seating, IAT referral