

Cultural Geography: Cultural Patterns and Practices

Stage 1 Desired Results		
ESTABLISHED GOALS: <u>Competencies:</u> - Students will demonstrate the ability to analyze the reciprocal relationships among human and physical systems by evaluating geospatial data, historical evidence, economic activity, and political decisions. - Students will demonstrate the ability to analyze reciprocal relationships among social institutions and culture in order to explain impact on the individual. - Students will demonstrate the ability to analyze and summarize text and integrate knowledge to make meaning of discipline-specific materials. - Students will demonstrate the ability to produce coherent and supported writing in order to communicate effectively for a range of discipline-specific tasks, purposes, and audiences. - Students will demonstrate the ability to speak purposefully and effectively by strategically making decisions about content, language use, and discourse style. <u>Content Standards:</u> - Geo.2.9-12. Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their political, cultural, and economic dynamics. - Geo.4.9-12. Analyze relationships and interactions within and between human and physical systems to explain reciprocal influences that occur among them. - Geo.5.9-12. Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions. - Geo.6.9-12. Evaluate the impact of human settlement activities on the environmental and cultural characteristics of specific places and regions. - Geo.7.9-12. Analyze the reciprocal nature of how historical events and the spatial diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population. - Geo.8.9-12. Evaluate the impact of economic activities and political decisions on spatial patterns within and among urban, suburban, and rural regions. - Geo.9.9-12. Evaluate the influence of long-term climate variability on human migration and settlement patterns, resource use, and land uses at local-to-global scales. - Geo.10.9-12. Evaluate how changes in the environmental and cultural characteristics of a place or region influence spatial patterns of trade	Transfer	
	<i>Students will be able to independently use their learning to act responsibly based on their understanding of diverse cultures and perspectives.</i>	
	Meaning	
	ENDURING UNDERSTANDINGS <i>Students will understand that...</i> - economic globalization occurs with cross-border movement of goods services, technology, information, and human, physical, and financial capital. - each place on Earth has a unique set of local conditions and connections to other places. - human-environment interactions are essential aspects of human life in all societies and they occur at local-to-global scales. - the Earth's human systems and physical systems are in constant interaction and have reciprocal influences flowing among them. - social structure and culture work in tandem to shape societies, but are not completely rigid.	ESSENTIAL QUESTIONS How does where you live impact how you live?
Acquisition		
	<i>Students will know...</i> - that Canada and the United States have a common set of political, economic, and social principles established in the British tradition (traditions, government, economy, rights). - that the religious background of the United States and Canada is primarily Judeo-Christian; however, many religions exist and some communities are heavily influenced by the religion of those that live there (i.e. Dearborn, Michigan's Muslim community) - that many of the principles, values and traditions of the region migrated to North America with the vast immigrant populations that have come here through the years	<i>Students will be skilled at...</i> - using geographic representations to explain relationships. - analyzing the relationships between human and physical systems. - evaluating the influences of decisions and decision making. - evaluating the impact of human settlement activities on regional characteristics - analyzing the impact of reciprocal relationships on population distribution. - evaluating the impact of economic and political decision making on spatial patterns. - evaluating the influence of climate variability.

and land use. • Geo.11.9-12. Evaluate how economic globalization and the expanding use of scarce resources contribute to conflict and cooperation within and among countries. • Geo.12.9-12. Evaluate the consequences of human-made and natural catastrophes on global trade, politics, and human migration. • Soc.7.9-12. Cite examples of how culture influences the individuals in it. • Soc.10.9-12. Analyze how social structures and cultures change • Soc.13.9-12. Identify characteristics of groups, as well as the effects groups have on individuals and society, and the effects of individuals and societies on groups. • Civ.1.9-12. Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions. • Civ.8.9-12. Evaluate social and political systems in different contexts, times, and places, that promote civic virtues and enact democratic principles. • Civ.14.9-12. Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights. • Eco.1.9-12. Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups. • Eco.15.9-12. Explain how current globalization trends and policies affect economic growth, labor markets, rights of citizens, the environment, and resource and income distribution in different nations. • His.5.9-12. Analyze how historical contexts shaped and continue to shape people's perspectives. • His.7.9-12. Explain how the perspectives of people in the present shape interpretations of the past.	• that nations have lost their individual identities due to the centralization of the European Union • that geography has played a role in the dispersion of the various religions of Europe. • that trade and economics forced Europe to look outward. • that Asia has a variety of forms of government. They had a history of empires and dynasties as well as periods of foreign rule. Today, they include rule by communist parties in China and North Korea, constitutional monarchies in Japan and Jordan, republics in Pakistan, India, and Israel, monarchies in Saudi Arabia and Bhutan, and theocratic republics in Iran and Tibet. • that Europe colonized large areas of Asia. This colonial period introduced the English language, Christianity and democratic influences into the region. • that the cultures of Asia are greatly influenced by the many religions practiced in this region. Today the religious beliefs and practices help to define the many cultures of this vast region. The five major religions of the world all began in Asia. The geography of Asia affects where each of these religions spread. • that religion, natural resources, climate and human factors all impact ways how people live their lives. • that the study of artifacts and traditions can teach us what various societies value(ed). • that the culture of Latin America is strongly influenced by their period of Spanish rule. • that the Latin American nations have developed a unique blend of cultures mixing European, native Indian, African, and Mestizo traditions and customs. • that most Latin American and Caribbean countries were born from Imperialism and do not tend to be imperialistic. • that African cultures have been shaped by the need to survive in nearly every type of land on earth. • that north African culture is greatly influenced by Islam and the nomadic lifestyle found in desert regions. • that west African culture is rich in history and	• analyzing the influence of incentives on choices and policy making. • analyzing and evaluating cause and effect relationships • evaluating the impact of economic globalization. • evaluating the consequences of human or natural catastrophes. • citing examples of the influences of culture on individuals. • analyzing change over time. • identifying characteristics of groups and their reciprocal relationships. • comparing and contrasting powers and responsibilities. • evaluating social and political systems in different contexts, times, and places. • analyzing the influences on historical perspectives and explaining how present perspectives influence interpretations of history.
--	---	---

	cultural diversity. The West African civilizations of Ghana, Mali, and Songhai prove the ability of Africa to achieve civilization without the help of outside influences. • that east Africa developed the Swahili culture, which is a mix of Bantu and Arab traditions. The Bantu people migrated from West Africa across the continent. The Arab peoples used the monsoons to trade with East Africa. Africans developed city-states along the coast. • that the physical geography of Australia, Antarctica and Oceania have helped to shape their cultural and economic geography. • the characteristics of people and their environment in Australia, Antarctica and Oceania today. • <u>of</u> the following key players, places, events, and/or ideas: - o Hierarchical Diffusion, Judeo-Christian, Roman Catholic, Protestant, Judaism, Islam, Muslim, Shiite, Sunni, Buddhism, Hinduism, Marxism, Eurpoean Union, Democracy, Parliament, Balkanization <u>vocabulary</u> (will vary according to the cultures studied and may include, but is not limited to): folk culture, popular culture, local culture, material culture, non-material culture, , custom, cultural appropriation, culture, neolocalism, ethnic neighborhoods, authenticity, cultural landscape, globalization, assimmilalation, artifacts, behavior, religion, region, culture trait, dialect, ethnocentricism, norms, demographic, mortality rate, population, migration, utility, cultural identity, expansion, hierarchy, fundamentalism, pilgrimage, colonialism, geopolitics, immigrant state, Sharia law, annexation, , border dispute, refugee, ghetto	
Content Area Literacy Standards	21st Century Skills	
• RST.11-12.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. • RST.11-12.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. • RST.11-12.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 11-12 texts and topics</i>.	• <i>use systems thinking</i> • <i>make judgments and decisions</i> • <i>use and manage information</i> • <i>access and evaluate information</i>	

- RST.11-12.5 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.
- RST.11-12.6 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.
- RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
- RST.11-12.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.
- RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
- WHST.11-12.1 Write arguments focused on *discipline-specific content*.
- WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- WHST.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
- WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.

Stage 2 - Evidence

<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

<i>Language Arts Integration</i>	<i>Mathematics Integration</i>
1.OA.1 Use	1.OA.1 Use
<i>Technology Integration</i>	<i>District Materials</i>
1.OA.1 Use	