

Milford Public Schools Curriculum



Department: Social Studies

Course Name: Global Human Geography and Cultures

GLOBAL HUMAN GEOGRAPHY AND CULTURES

Grade 11,12

(0.5 Credits)

Levels: 2-602300, 3-603300

The Global Human Geography and Cultures course will explore major interrelated themes that drive various foreign nations as they position themselves globally. An understanding of world religion, world geography, differing forms of governments, civil rights issues and individual aspects of culture will help students gain a richer understanding of the world climate. Students will be able to understand the changing world from various perspectives, analyze current world situations, and compare and contrast nations around the world. The Global Human Geography and Cultures will expose students to major themes throughout the world, helping them formulate a comparative understanding amongst various cultures and nations. This course will meet the global requirement.

UNIT 1

Unit Title: Understanding Geography: The Human and Physical World

Unit Description

Students will understand how geographic concepts, such as the 5 Themes of Geography, affect nations by surveying cultural, political, economic and physical geography.

LEARNING GOALS

Enduring Understanding(s):

Political geography deals with the ways in which political processes and spatial environments interact and affect one another. Political boundaries such as the borders of countries, states, cities and electoral districts are part of political geography. The relative social and economic status of countries is often described as less developed, newly industrialized or more developed. What is meant by the term development and how it is measured will be covered.

Essential Question(s):

How does geography help us interpret the past, understand the present and plan for the future?
How do the characteristics and distribution of human populations affect human and physical systems?
What are the elements of culture?
What influences the level and type of a country's government?

Content and Skills:

Elements of geography will be used to study the peoples, places and environments, histories and cultures of the world's regions. Human geography analyzes human activities and their relationship to the cultural and physical environments.

Standards Addressed:

NCSS 1. Culture: Compare and analyze societal patterns for preserving and transmitting culture while adapting to environmental and social change.

NCSS 3E. People, Places and Environments: Describe, differentiate and explain the relationships among various regional and global patterns of geographic phenomena such as natural resources and population.

NCSS 5F. Individuals, Groups and Institutions: Evaluate the role of institutions in furthering both continuity and change.
NCSS 9C. Global Connections: Analyze and evaluate the effects of changing technologies on the global community.

UNIT 2

Unit Title: Comparative World Religions

Unit Description:

This will be a study of the 5 major world religions through the scope of a student-centered learning project in which students will research and present a religion to their peers.

LEARNING GOALS

Enduring Understanding(s):

Religion both unifies and divides the global communities.

The study of religion helps us compare and contrast the relationships among and between the religions.
Many of the world's religion have commonality amongst them in their basic tenets and core values.

Essential Question(s):

How do religions shape landscapes?

Where are there territorial conflicts in regards to religion?

How do religions shape the values and beliefs of a culture?

Content and Skills:

Research skills

Basic tenets and beliefs of the 5 major world religions: Hinduism, Buddhism, Judaism, Christianity and Islam

Geographic location of the 5 major world religions

Influence and impact of religion on culture and conflicts

Standards Addressed:

NCSS 1F. Culture: Interpret patterns of behavior reflecting values and attitudes that contribute or pose obstacles to cross-cultural understandings

NCSS 3H. People, Places and Environments: Examine, interpret and analyze physical and cultural patterns and their interactions such as transmission of customs and ideas

NCSS 5B. Individuals, Groups and Institutions: Analyze group and institutional influences on people, events, and elements of culture in both historical and contemporary settings.

NCSS 9B. Global Connections: Explain conditions and motivations that contribute to conflict, cooperation and interdependence among groups

CCSS.ELA-LITERACY.RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

UNIT 3

Unit Title: Africa

Unit Description:

Students will demonstrate an understanding of the geographic, historical, economic, political and social characteristics of the African region through the study of culture, conflict and change in the region.

LEARNING GOALS

Enduring Understanding(s):

Geographic and political (colonization) factors have both contributed to the cultural diversity of the African continent while causing numerous, long-term problems for the modern nations of Africa.

The standard of living in Africa is shaped by diverse cultural and physical characteristics including religion, economics, geography (terrain, climate, wealth/poverty in land or resources), traditions, political systems and history.

Globalization, urbanization and modern technology are changing African societies. Areas of global concern that challenge Africa and the world today include issues such as effect of apartheid, genocide, health care, conflict and world hunger.

Essential Question(s):

How do physical systems and human systems shape a place?

Content and Skills:

Explain how the characteristics of a region influence how people live and analyze how a region's characteristics impact its relations with the rest of the world.

Compare similarities and differences in the ways groups, societies and cultures meet human needs and concerns.

Use and analyze maps, diagrams and charts to interpret physical and human characteristics, such as: Population, Language, Education, Economy, Ethnic Groups, Religion, Government, Life expectancy

Describe and analyze current issues in the region, such as (choose those that best apply):

Effect of Apartheid- South Africa, HIV/AIDS – Uganda, Hunger- Ethiopia, Education- Somalia, Genocide – Sudan, Child Soldiers – Sierra Leone, Genocide – Darfur, Use of Natural Resources – Nigeria, Women's Rights – South Africa, Darfur, Scarcity of Water/Contamination

Standards Addressed:

NCSS 1. Culture: Compare and analyze societal patterns for preserving and transmitting culture while adapting to environmental and social change.

NCSS 3E. People, Places and Environments: Describe, differentiate and explain the relationships among various regional and global patterns of geographic phenomena such as natural resources and population.

NCSS 5F. Individuals, Groups and Institutions: Evaluate the role of institutions in furthering both continuity and change.

NCSS 9C. Global Connections: Analyze and evaluate the effects of changing technologies on the global community.

UNIT 4

Unit Title: The Middle East

Unit Description:

Students will study the countries of Middle East from the perspective of a geographer. They will study the history and government, population patterns, society and culture today, as well as economic activities.

LEARNING GOALS

Enduring Understanding(s):

Students will understand the impact of religion and government on the people of a religion.
Students will comprehend the economic functions of a government on the people of a religion.

Essential Question(s):

How do physical systems and human systems shape a place?

Content and Skills:

history and government - sheikdoms and monarchies
population patterns - climate and cities
society and culture today - Islamic law and the progress of women
economic activities - oil

Standards Addressed:

NCSS 1. Culture: Compare and analyze societal patterns for preserving and transmitting culture while adapting to environmental and social change.
NCSS 3E. People, Places and Environments: Describe, differentiate and explain the relationships among various regional and global patterns of geographic phenomena such as natural resources and population.
NCSS 5F. Individuals, Groups and Institutions: Evaluate the role of institutions in furthering both continuity and change.
NCSS 9C. Global Connections: Analyze and evaluate the effects of changing technologies on the global community.

UNIT 5

Unit Title: Asia - India and China

Unit Description:

Students will study the countries of India and China from the perspective of a geographer. They will study the history and government, population patterns, society and culture today, as well as economic activities.

LEARNING GOALS

Enduring Understanding(s):

Students will understand the impact of colonialism on a region.
Students will understand the problems associated with the overpopulation in China and India.

Essential Question(s):

How do physical systems and human systems shape a place?

Content and Skills:

India

history and government - imperialism to independence
population patterns - rural and urban differences
society and culture today - religion and daily life
economic activities - agriculture, technology and globalization

China

history and government - dynasties to communism

population patterns - rural and urban differences

society and culture today - religion and daily life

economic activities - agriculture, trade relations and restrictions

Standards Addressed:

NCSS 1. Culture: Compare and analyze societal patterns for preserving and transmitting culture while adapting to environmental and social change.

NCSS 3E. People, Places and Environments: Describe, differentiate and explain the relationships among various regional and global patterns of geographic phenomena such as natural resources and population.

NCSS 5F. Individuals, Groups and Institutions: Evaluate the role of institutions in furthering both continuity and change.

NCSS 9C. Global Connections: Analyze and evaluate the effects of changing technologies on the global community.