



# Hamburg Area School District

## Course Guide

Name:	World Cultural Geography
Grade(s):	9-10
Length:	<i>Place an X next to the correct option</i>
	Full-Year (180 Sessions)
X	Semester (90 Sessions)
	Quarter (45 Sessions)
	Other (Specify):
Text:	N/A
Approved on:	5/24/2021

### Description:

World Cultural Geography will encompass a variety of topics in close relation to Human Geography. Students will explore major topics that are influential to international affairs. These topics include but are not limited to world religions, population, migration, conflict and culture.

## World Cultural Geography

**Unit: Religion**

**Time Length: 5-6 cycles**

<b>Essential Content / Essential Questions</b>	<b>Performance Objectives</b>	<b>Vocabulary</b>	<b>Standards/Anchors</b>	<b>Assessment/Activity</b>
Where are religions distributed?	Students will be able to identify where major world religions are predominantly located in the world.	Denomination, Sect, Branch	<b>7.1.9.B.</b> Explain and locate regions and their shared connections as defined by physical and human features	Lead a discussion on major religions in the world and add them to a map.
How are religions categorized?	Students will be able to identify characteristics of universalizing and ethnic religions. Students will be able to compare and contrast universalizing religions and ethnic religions.	Ethnic religion, Universalizing religion Monotheism, Polytheism, Non-theistic Religion		Create a venn-diagram to categorize religions that are universalizing or ethnic.
Why do religions have different distributions?	Students will be able to explain the origins and diffusion of religions.	Fundamentalism, Ghetto, Missionary, Pilgrimage	<b>7.3.9.A.</b> Explain the human characteristics of places and regions using the following criteria: • Population • Culture • Settlement • Economic activities • Political activities.  <b>7.1.9.B.</b> Explain and locate regions and their shared connections as defined by physical and human features.	Students will design an infographic to display how major religions spread.
Where are the major religious sites in the world?	Students will be able to identify and explain the significance of holy places for the major world religions.	Church, Mosque, Temple, Bahai House of Worship, Hierarchical religion		Research the most important holy places for each religion and explain the importance of the historical site.
What are the major components and beliefs of the major religions in the world?	Students will be able to compare and contrast major religions of the world.	Islam, Hinduism, Buddhism, Sikhism, Christianity, Shintoism, Confucianism, Daoism, Paganism, Bahai		Create a chart of their own organization to compare and contrast various religions.

## World Cultural Geography

### Unit: Population

Time Length: 5-6 cycles

Essential Content / Essential Questions	Performance Objectives	Vocabulary	Standards/Anchors	Assessment/Activity
Where is the world's population distributed and how does population density affect humans?	Students will be able to describe population concentrations.  Students will be able to explain how population density can affect the human population.	Census, Pollution, Demography, Population Control	<b>7.3.9.A.</b> Explain the human characteristics of places and regions using the following criteria: • Population • Culture • Settlement • Economic activities • Political activities	Lead a discussion on how humans must adapt to highly populated concentrations.
Where has the world's population increased?	Students will be able to explain natural increase.  Students will be able to analyze fertility rates.  Students will be able to analyze mortality rates.	Life Expectancy, Infant Mortality Rate, Total Fertility Rate, Natural Increase Rate, Crude Birth Rate, Crude Death Rate	<b>7.1.9.A.</b> Explain and illustrate how geographic tools are used to organize and interpret information about people, places, and environments.  <b>7.3.9.A.</b> Explain the human characteristics of places and regions using the following criteria: • Population • Culture • Settlement • Economic activities • Political activities	Research and calculate population rates to analyze changes in population.
Why is population increasing at different rates?	Students will be able to analyze population pyramids of various countries.	Overpopulation, Population Pyramid, Medical Revolution		Formulate a solution to slow population growth through research and demographic calculations.
How has demographic transition affected the population?	Students will be able to contrast countries in different stages of population growth.  Students will be able to explain the development of countries.	Zero Population Growth, Demographic Transition		Research a country's population to determine their stage in demographic transition

## World Cultural Geography

### Unit: Human Movement and Conflict

Time Length: 4-5 cycles

Essential Content / Essential Questions	Performance Objectives	Vocabulary	Standards/Anchors	Assessment/Activity
<p>Why do people migrate?</p> <p>Where are migrants distributed?</p>	<p>Students will be able to explain reasons why people migrate.</p> <p>Students will be able to identify characteristics of migrants.</p> <p>Students will be able to identify migrations patterns in the world.</p>	<p>Migration, Emigration, Immigration, Pull factor, Push factor, Migrant Forced Migration, Voluntary Migration, Counter-urbanization</p>	<p><b>7.3.9.A.</b> Explain the human characteristics of places and regions using the following criteria: • Population • Culture • Settlement • Economic activities • Political activities</p> <p><b>7.1.9.B.</b> Explain and locate regions and their shared connections as defined by physical and human features.</p>	<p>Create a flow chart with different examples of push and pull factors for migration.</p> <p>Research global migration patterns and write a creative narrative impersonating a migrant.</p>
<p>Why do migrants face obstacles?</p>	<p>Students will be able to identify and explain immigration policies.</p> <p>Students will be able to explain cultural problems for migrants.</p> <p>Students will be able to evaluate the impact of immigration on the United States.</p>	<p>Brain Drain, Quota Laws, Guest workers, Refugees,</p>	<p><b>7.3.9.A.</b> Explain the human characteristics of places and regions using the following criteria: • Population • Culture • Settlement • Economic activities • Political activities</p>	<p>Formulate a possible United Nations resolution to help migrants through obstacles.</p>
<p>What conflicts arise due to the movement of people?</p>	<p>Students will be able to explain conflicts that arise when migration occurs.</p>	<p>Racism, Ethnicity, Ethnic Cleansing, Genocide, Colonization, Imperialism, Slave Trade, Nationalism</p>		<p>Investigate and research global conflicts that developed due to movement of people.</p>
<p>What is a refugee?</p> <p>How are refugees different from migrants?</p>	<p>Students will be able to define refugees and differentiate them from migrants.</p>	<p>International Refugees, Intranational Refugees, UNHCR, International Displaced Persons, Asylum Seeker</p>		<p>Investigate regions with refugee issues and the conflicts that arose surrounding them.</p>

## World Cultural Geography

**Unit: Culture**

**Time Length: 4-5 cycles**

Essential Content / Essential Questions	Performance Objectives	Vocabulary	Standards/Anchors	Assessment/Activity
Where do folk and popular cultures originate and diffuse?	Students will be able to define the origin of folk and pop culture.  Students will be able to explain the diffusion of folk and pop culture.	Folk Culture, Popular Culture	<b>7.3.9.A.</b> Explain the human characteristics of places and regions using the following criteria: • Population • Culture • Settlement • Economic activities • Political activities	Research examples of folk and pop culture throughout the world and investigate how the culture spread.
How is pop culture widely distributed?	Students will be able to explain the diffusion of pop culture items like housing and clothing.  Students will be able to identify the role of television in diffusing pop culture.  Students will be able to explain why popular culture presents a threat to folk culture.	Habit, Custom, Taboo, Transportation, Cultural Diffusion, Urbanization		Choose an example or artifact of modern pop culture and demonstrate how it can diffuse to other parts of the US or world. Include the benefits and drawbacks of this diffusion of culture.
How has pop culture affected the world?	Students will be able to identify and explain an aspect of popular culture.	Globalization, Assimilation, Acculturalization		Research and present how a piece of culture changed over time (clothing, housing, music).
What parts of culture are easy to see?  What parts of culture are difficult to see?	Students will be able to locate and describe cultural elements of another country.	Cultural Elements, Morals, Values, Norms, Social Institutions	<b>7.1.9.B.</b> Explain and locate regions and their shared connections as defined by physical and human features.	Research a country and explain pieces of culture that are both easy and difficult to see.
How can culture define a person?	Students will be able to analyze their own personal culture and background and its relation to one's life.	Heritage, Ancestry, Cultural Artifact, Tradition,	<b>7.3.9.A.</b> Explain the human characteristics of places and regions using the following criteria: • Population • Culture • Settlement • Economic activities • Political activities	Research and investigate your own family culture and how it has affected your life.