

## WORLD CULTURES-SEMESTER-9<sup>TH</sup> GRADE

### Course Description

This course will explore a variety of themes including the human use of the habitat and its resources, the human impact on the ecology of the earth, the origin and spread of cultures, environmental perception, the geography of settlement forms, and the study of non-material culture. The class will include exploring local and regional cultural geography. It will build on world physical geography of the earlier grades. It will deal with the study of various ways people have coped with the limitations and opportunities of their physical surroundings.

### Course Goals

To build on prior geographic education.

To learn basic location specifics, the earth's major continental regions and bodies of water, the parts of the world that share certain cultural and economic characteristics and the exact locations of political units.

To understand that position on the earth's surface influences the type and nature of physical processes occurring there.

To know that places with similar physical characteristics may have different human or cultural characteristics.

To understand that relationships within places change and that people modify and adapt to nature in ways that reveal their cultural values, economic and political circumstances.

To divide the world into regions with distinctive physical and human characteristics and to understand how the function internally and how they are linked together.

To read and interpret tables, graphs and maps presenting geographic information.

Course: WORLD CULTURES

Grade Level: 9

Topic:

Essential Learning	#	Components	Suggested	
			Activities	Assessments
Define culture and be able to give examples. <b>Alaska Standards:</b> <u>History:</u> A4,A5,A6	9.1.1	The set of learned values, behaviors and beliefs that are characteristic of a particular society or population.  All the things and ideas that a people create in order to deal with their environment and make their interactions with each other predictable. Culture includes both material and observable phenomena that people create (artifacts) and the equally more mental phenomena we cannot see (mentifacts). Elements of culture include such things as the organization of a society (social, economic, and political institutions and principles) language, religious beliefs and tools.	-Use as a final exam question.  -Compare and contrast home culture with another by: Discussion Chart Poster illustration during Red Ribbon Week Legal Social Health	-Chapter Test and quizzes  -
Realize that each culture studied has ways of transmitting their history to their young. <b>Alaska Standards:</b> <u>History:</u> A2,A4,A6,A8	9.2.1	Formal learning Schools Training programs Informal training. Age of Instruction. Formal entrance into society.	Compare and contrast ways in which each culture trains its young (ie. age, type of education, learning format/informal setting)	-Chapter Test and quizzes  -

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Identify common problems, needs, behaviors of all people (ie. response to environments, traditions). <b>Alaska Standards:</b> <u>History:</u> A6 B2	9.3.1	Food, Clothing, Education, Housing, Society, Religion, Response to environment, Ceremonies unique to group, etc...	-Use production maps. -Compare and contrast education levels throughout the world. -Make maps showing extent of world religions.	-Chapter Test and quizzes -
Identify the characteristics that make people unique. <b>Alaska Standards:</b> <u>History:</u> A5,A6,A7,A8 B1a,B1b,B1c,B1d,B1e B2,B4 C4	9.4.1	Language, Physical characteristics, Artistic expression; Literature, Art, Legends/stories History/heritage Response to the physical surroundings	Use language maps Examine/compare and contrast artistic expressions of various groups. Compare and contrast U.S. use of resources vs. other cultures.	-Chapter Test and quizzes -
Identify ways cultural regions have changed and are changing even today. <b>Alaska Standards:</b> <u>History:</u> A6 B1a,B1b,B1c,B1d,B1e	9.5.1	Ecological concerns Rain forests Deserts Population centers Air Water Social changes Political organization	Examine brief history of each group studied. Look specifically for drug/alcohol changes in the students' current culture.	-Chapter Test and quizzes -
Identify the economic structure and systems of	9.6.1	Subsistence Agriculture	Compare and contrast the various economic systems of	-Chapter Test and quizzes

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the culture studied as well as other basic economic concepts where applicable. <b>Alaska Standards:</b> <u>History:</u> A6		Industrial Capitalistic Socialistic	the areas studied. Research the development of the current economic system in each area studied.	-
Study at least one culture group from each major geographic region. Groups will include a balance from developed and developing countries and regions. <b>Alaska Standards:</b> <u>History:</u> A6 B1a,B1b,B1c,B1d,B1e B2,B3,B4 C1,C2,C3,C4 <u>Government:</u> G1,G2,G3,G4,G5,G6, G7	9.7.1	North America South America Europe Africa Middle East Jewish Arabic Asia Pacific Rim	-Compare/contrast Alaska/U.S. with developing nations- draw conclusions. -Chart/trace major trading routes and trading partners and draw conclusions. -Chart drug routes into the U.S.	-Chapter Test and quizzes -
Keep abreast of major world events and be able to locate them on various world maps. <b>Alaska Standards:</b> <u>History:</u> C1,C2,C3,C4  <u>Geography:</u>	9.8.1	Environment World tension points Civil Rights Human achievements Land Space Ocean Creation of new countries Worldwide Health Disease Patterns	Make reports on a regular basis Do a weekly map of major places/hotspots of the world. Correlate with three sentence summary of event. Keep abreast of current drug/alcohol issues throughout year.	-Chapter Test and quizzes -

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A1,A2,A3,A4,A5,A6 D1,D2,D3,D4,D5 E1,E2,E3,E4,E5,E6		Africa China Japan India Middle East Graphs and Tables Drugs and alcohol		