

Anoka-Hennepin Secondary Curriculum Unit Plan

Department:	Social Studies	Course:	AP Geography	Unit 6 Title:	Culture	Date Created:	June 2013
Assessed Trimester:	2	Pacing:	3-4 weeks	Grade Level(s):	9	Last Revision Date:	

Course Understandings: <i>Student will understand that:</i> <ul style="list-style-type: none">Interpret maps and analyze geospatial data.Understand and explain the implications of associations and networks among phenomena in places.Recognize and interpret the relationships among patterns and processes at different scales of analysis.Define regions and evaluate the regionalization process.Characterize and analyze changing interconnections among places.
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DESIRED RESULTS (Stage 1) - WHAT WE WANT STUDENT TO KNOW AND BE ABLE TO DO?

<div>Established Goals</div> <div>Geographic Inquiry is a process in which people ask geographic questions and gather, organize and analyze information to solve problems and plan for the future.</div> <div><ul style="list-style-type: none">9.3.1.2.1 Use geospatial technologies to make and justify decisions about the best location for facilities.9.3.1.2.2 Use geospatial technologies to develop plans for analyzing and solving local and regional problems that have spatial dimensions.</div> <div>People construct regions to identify, organize and interpret areas of the earth’s surface, which simplifies the earth’s complexity.</div> <div><ul style="list-style-type: none">9.3.2.4.1 Apply geographic models to explain the location of economic activities and land use patterns in the United States and the world.9.3.2.4.2 Identify the primary factors influencing the regional pattern of economic activities in the United States and the world.9.3.2.4.3 Explain how technological and managerial changes associated with the third agricultural revolution, pioneered by Norman Bourlaug, have impacted regional patterns of crop and livestock production.9.3.2.4.4 Describe patterns of production and consumption of agricultural commodities that are traded among nations.</div> <div>The meaning, use, distribution and importance of resources changes over time.</div> <div><ul style="list-style-type: none">9.3.4.10.1 Describe patterns of production and consumption of fossil fuels that are traded among nations.</div>		
Transfer		
<div>Students will be able to independently use their learning to: (product, high order reasoning)</div> <div><ul style="list-style-type: none">Plot and plan where resources and facilities would best be used in a geographic location.</div>		
Meaning		
<div>Unit Understanding(s):</div> <div>Students will understand that:</div> <div><ul style="list-style-type: none"></div>	<div>Essential Question(s):</div> <div>Students will keep considering:</div> <div><ul style="list-style-type: none">Where do folk and popular cultures originate and diffuse?Why is English related to other languages?Where are religions distributed?Where are ethnicities distributed?</div>	
Acquisition		
<div>Knowledge - Students will:</div> <div><ul style="list-style-type: none">Understand culture and it’s different facets.Be able to explain where culture and originates and how it movesBe able to plot where languages are distributed on a map.</div>	<div>Reasoning - Students will:</div> <div><ul style="list-style-type: none">Compare/contrast cultures from across the globe.Describe the diffusion of cultureCompare/contrast religions</div>	<div>Skills - Students will:</div> <div><ul style="list-style-type: none">Explain the differences and similarities of universal religions of the world.</div>
<div>Common Misunderstandings</div> <div><ul style="list-style-type: none">There are many different types of culture and the diffusion of culture depends on the type.Culture doesn’t always “spread”Not all countries speak English.English is a language that developed and evolved from many different language branches.</div>	<div>Essential new vocabulary</div> <div><ul style="list-style-type: none">TabooBalkanized</div> <div><ul style="list-style-type: none">DialectFundamentalism</div>	