

**URBANDALE COMMUNITY SCHOOL DISTRICT
CURRICULUM FRAMEWORK OUTLINE**

SUBJECT: Social Studies
COURSE TITLE: Cultural Geography
PREREQUISITES: None

COURSE DESCRIPTION: This course introduces students to the connection between the physical geography of a place and the how it influences the culture of the people that live there. The curriculum covers the major methods and theories that are used in attempting to explain the world that human beings have created.

UCSD CONTENT STANDARDS:

In order that students achieve the maximum benefit from their talents and abilities, the students of Urbandale Community School District's Cultural Geography program should be able to...

Content Standard I. Make connections among personal behaviors, group behaviors, and social issues to inform opinions and decisions.

- Benchmarks:
- Describe the process of how humans develop, learn, adapt to their environment, and internalize their culture.
 - Understand the influences on individual and group behavior and group decision making.
 - Understand the appropriate research procedures and skills of the behavioral scientist.
 - Understand current social issues to determine how the individual is able to formulate opinions and responds to those issues.
 - Understand how social status, social groups, social change, and social institutions influence individual and group behaviors.
 - Understand the process of how humans develop, learn, adapt to their environment, and internalize their culture.
 - Explain how social status, social groups, social change, and social institutions influence individual and group behaviors.

Content Standard II. Analyze relationships between economic systems and their interdependence in the modern world.

- Benchmarks:
- Identify how universal economic concepts present themselves in various types of economies throughout the world.
 - Understand how governments throughout the world influence economic behavior.
 - Understand the local, state, regional, national, and international factors that create patterns of interdependence in the global economy.



Content Standard III. Analyze the interrelationship of people, places and environments to understand societies.

- Benchmarks:
- Describe the use of geographic tools to locate and analyze information about people, places, and environments.
 - Identify how physical and human characteristics create and define regions.
 - Indicate how human factors and the distribution of resources affect the development of society and the movement of populations.
 - Explain how physical and human processes shape the Earth's surface and major ecosystems.
 - Illustrate how human actions modify the environment and how the environment affects humans.
 - Relate how culture affects the interaction of human populations through time and space.
 - Analyze how cultural factors influence the design of human communities.

Content Standard IV. Investigate historical interactions to determine the development and evolution of societies.

- Benchmarks:
- Describe historical patterns, periods of time, and the relationships among these elements.
 - Examine the role of culture and cultural diffusion on the development and maintenance of societies.
 - Identify the effects of geographic factors on historical events.
 - Analyze the role of innovation on the development and interaction of societies.
 - Understand how and why people create, maintain, or change systems of power, authority, and governance.
 - Understand the role of individuals and groups within a society as promoters of change or the status quo.
 - Understand cause and effect relationships and other historical thinking skills in order to interpret events and issues.

Content Standard V. Apply knowledge of democratic principles and various political systems through life long civic action.

- Benchmark:
- Relate how various political systems throughout the world define the rights and responsibilities of the individual.

Content Standard VI. Evaluate and synthesize information to communicate an understanding of knowledge relative to social science content.

- Benchmarks:
- Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
 - Analyze and evaluate explanations for actions or events described in a text,



determining whether earlier events caused later ones or simply preceded them.

Integrate and evaluate multiple sources of information presented in diverse formats and media in order to address questions or solve a problem.

Conduct research projects and gather relevant information from multiple sources.

Prepare long- and short-term writing assignments that focus on reflection, revision and audience-specific topics.



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**CONTENT STANDARDS AND COURSE BENCHMARKS WITH INDICATORS FOR
CULTURAL GEOGRAPHY:**

Standard I: Make connections among personal behaviors, group behaviors, and social issues to inform opinions and decisions.

Benchmark: Describe the process of how humans develop, learn, adapt to their environment, and internalize their culture.

Indicators: Define the concept of culture.
Recognize the impact of culture on peoples' values.
Differentiate between the processes of culture transmission and cultural change.

Benchmark: Understand the influences on individual and group behavior and group decision making.

Indicators: Explain that mass media, migrations, and conquest have affected social change by exposing one culture to another

Benchmark: Understand the appropriate research procedures and skills of the behavioral scientist.

Indicators: Describe the types of research methods used by behavioral scientists to study human behavior, social groups, social issues and problems.

Benchmark: Understand current social issues to determine how the individual is able to formulate opinions and responds to those issues.

Indicators: Illustrate that conflict between people or groups may arise from competition over ideas, resources, power, and/or status.

Benchmark: Understand how social status, social groups, social change, and social institutions influence individual and group behaviors.

Indicators: Examine gender, age, health, and socioeconomic status affect social inequality.

Benchmark: Understand the process of how humans develop, learn, adapt to their



environment, and internalize their culture.

Indicators: Identify the concept of culture.

Benchmark: Explain how social status, social groups, social change, and social institutions influence individual and group behaviors.

Indicators: Discuss the effect of gender, age, health, and socioeconomic status on social inequality.

Standard II. Analyze relationships between economic systems and their interdependence in the modern world.

Benchmark: Identify how universal economic concepts present themselves in various types of economies throughout the world.

Indicators: Compare major world economic systems.
Generalize factors such as Gross Domestic Product to explain economic circumstance.

Benchmark: Understand how governments throughout the world influence economic behavior.

Indicators: Recognize changes in spending and taxation affect national deficits, surpluses, and debt.

Benchmark: Understand the local, state, regional, national, and international factors that create patterns of interdependence in the global economy.

Indicators: Demonstrate the role of exchange rates between countries and their effect on purchasing power.

Standard III. Analyze the interrelationship of people, places and environments to understand societies.

Benchmark: Describe the use of geographic tools to locate and analyze information about people, places, and environments.

Indicators: Apply the use of mental maps of physical and human features of the world to answer complex geographic questions.
Practice perspective and point of view in interpreting data on maps.

Benchmark: Identify how physical and human characteristics create and define regions.



Indicators: Define culture as an integrated whole that explains the function and interactions of language, literature, the arts, traditions, beliefs and values and behavior patterns.

Interpret places and regions are important to individual human identity and as symbols for unifying or fragmenting society.

Benchmark: Indicate how human factors and the distribution of resources affect the development of society and the movement of populations.

Indicators: Analyze population issues.

Identify how international migrations are shaped by push pull factors
Show the impact of human migration on physical and human systems.
Illustrate competition for and conflict over natural resources.

Benchmark: Explain how physical and human processes shape the Earth's surface and major ecosystems.

Indicators: Discover the effects physical processes have on different regions of the United States and the world.

Describe the effects of human and physical changes in ecosystems both locally and globally.

Benchmark: Illustrate how human actions modify the environment and how the environment affects humans.

Indicators: Analyze the global impact of human changes in the physical environment.

Benchmark: Relate how culture affects the interaction of human populations through time and space.

Indicators: Contrast the role culture plays in incidences of cooperation and conflict in the present day world.

Identify the causes of boundary conflict and internal disputes between culture groups.

Outline diverse cultural responses to persistent human issues.

Benchmark: Analyze how cultural factors influence the design of human communities.

Indicators: Recognize the influence of cultures on the characteristics of regions.

Conclude people create places that reflect culture, human needs, government policy and current values and ideals.

Standard IV. Investigate historical interactions to determine the development and evolution of societies.



Benchmark: Describe historical patterns, periods of time, and the relationships among these elements.

Indicators: Justify significant historical periods and patterns of change within and across cultures.
Identify patterns of social and cultural continuity in various societies.

Benchmark: Examine the role of culture and cultural diffusion on the development and maintenance of societies.

Indicators: Breakdown the ways groups, societies, and cultures have addressed human needs and concerns in the past.
Distinguish the value of cultural diversity, as well as cohesion, within and across groups.
Discover the origins, central ideas, and global influence of world religions

Benchmark: Identify the effects of geographic factors on historical events.

Indicators: Breakdown ways that historical events have been influenced by, and have influenced, physical and human geographic factors in local, regional, national, and global settings.
Interpret the historic reasons for conflicts within specific world regions.
Indicate past government policies designed to change a country's population characteristics.

Benchmark: Analyze the role of innovation on the development and interaction of societies.

Indicators: Compare significant changes caused by technology, industrialization, urbanization, and population growth and the effects of these changes.

Benchmark: Understand how and why people create, maintain, or change systems of power, authority, and governance.

Indicators: Recognize from a historical perspective the purpose and effects of treaties, alliances, and international organizations that characterize today's interconnected world.

Benchmark: Understand the role of individuals and groups within a society as promoters of change or the status quo.

Indicators: Assess the role the values of specific people in history played in influencing history.



Benchmark: Understand cause and effect relationships and other historical thinking skills in order to interpret events and issues.

Indicators: Attach relationships between and among significant events.

Standard V. Apply knowledge of democratic principles and various political systems through life long civic action.

Benchmark: Relate how various political systems throughout the world define the rights and responsibilities of the individual.

Indicators: Compare and contrast ideologies, structures, institutions, processes and political cultures of different systems in the world.

Standard VI. Evaluate and synthesize information to communicate an understanding of knowledge relative to social science content.

Benchmark: Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

Indicators: Compare the point of view of two or more authors.
Compare and contrast treatments of the same topic in several primary sources.

Benchmark: Analyze and evaluate explanations for actions or events described in a text, determining whether earlier events caused later ones or simply preceded them.

Indicators: Compare the point of view of two or more authors.
Compare and contrast treatments of the same topic in several primary sources.

Benchmark: Integrate and evaluate multiple sources of information presented in diverse formats and media in order to address questions or solve a problem.

Indicators: Compare the point of view of two or more authors.
Compare and contrast treatments of the same topic in several primary sources.

Benchmark: Conduct research projects and gather relevant information from multiple sources.

Indicators: Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
Write routinely over time for a range of discipline specific tasks, purposes and audiences.



Benchmark: Prepare long- and short-term writing assignments that focus on reflection, revision and audience-specific topics.

Indicators: Demonstrate relevant information from multiple sources and medias. Assess the usefulness of sources to answer research questions and maintain the flow of ideas, avoiding plagiarism.
Use technology to produce individual or shared writing products.

No student enrolled in the Urbandale Community School District shall be excluded from participation in, be denied the benefits of, or be subjected to discrimination in the District's programs on the basis of race, color, creed, sex, religion, marital status, ethnic background, national origin, disability, sexual orientation, gender identity, or socio-economic background. The policy of the District shall be to provide educational programs and opportunities for students as needed on the basis of individual interests, values, abilities and potential.

