

1. Course Title: Comparative Culture & Geography 7/8	6. Prerequisite(s): N/A
2. Action: ___ New Course __x_ Course Revision ___ Title Change Only	7. Grade Level: 7/8
3. Transcript Title/Abbreviation:  (For Educational Services)	8. Elective/Required: Elective: Part of a 7/8 humanities trimester wheel
4. Transcript Course Code/Course Number:  (For Educational Services)	9. Subject Area: Social Science
5. CBEDS Code: (For Educational Services)	10. Department: Social Science
11. Length /Credits: Trimester ___ 0.5 (half year or semester equivalent) ___ 1.0 (one year equivalent) ___ 2.0 (two year equivalent) __x_ Component of wheel	
12. Was this course previously approved by UC? ___ Yes __x_ No If so, year removed from list: _____	
13. Meets the "_____" requirements in the a-g university/college entrance requirement. Approval date: _____	
14. School Contact Information Name: ___Michael Hans___ Title/Position: ___Principal___ Phone: ___510-748-4018___ Fax: _____ E-Mail: ___mhans@alameda.k12.ca.us___	
16. Signatures: Department Chair: _____  Principal: <u>Michael Hans</u>  Acknowledged by Other Principals: <u>Cayman Hansen</u> <u>[Signature]</u>  Educational Services: <u>[Signature]</u>	
16. Superintendent Signature: _____ Date Approved by Board of Education: _____	

## SECTION B. COURSE CONTENT

17. **Course Description:** This trimester course will teach students how geography and culture have shaped and continue to shape our lives. Emphasis will be placed on the main themes of geography and on those factors that develop cultures: geography, art, religion, music, family patterns, ethnicity, race and technology. An emphasis will also be placed upon developing writing in the social science area.
18. **Course Goals and/or Major Student Outcomes:** The goal is to make a revision to the current high school course. Middle school students will be allowed explore a larger variety of world cultures and geography than they would if they only took the high school class. This class would serve as one of three classes on the humanities wheel.
19. **Course Objectives (standards):** This class provides a supplement to students interested in social studies. One objective of this course is to prepare students for future social science classes they will take in high school and beyond. Another important objective of this class is to teach student how to review and analyze geography and its impact on cultures and history, all of which are important social studies skills. Finally, this class will provide students with a deeper understanding of current events and modern issues that shape our world.
20. **Course Outline:** This is modified from the high school course. Since this is only 12 weeks long middle school students will study a variety of world cultures in two week long units. The skills that the students learn in the first unit will be applied to the remaining units that are focused around a certain region.  
  
Unit 1: Social Studies Skills: This unit will focus on the Five Themes of Geography: Location (Absolute & Relative), Place (Physical and Human Characteristics), Human-Environment Interaction, Movement and Regions. Students will also learn important vocabulary and the skill of map reading. Finally students will learn about culture and the elements of culture such as religion, language, arts, food/diet, clothing and values.  
  
Unit 2: Latin America, the past and the present  
Unit 3: North Africa and the Middle East, the past and the present  
Unit 4: Sub-Sahara Africa, the past and the present  
Unit 5: Asia, the past and the present  
Unit 6: Europe, the past and the present
21. **Instructional Materials:** Historical Atlas and World Atlas  
  
Board approved required text N/A  
  
Supplementary materials: N/A
22. **Instructional Methods and/or Strategies:** This course is grounded in the analysis of information obtained from various maps, as well as research and investigations of topics relevant to major regions of the world. Students learn critical thinking skills, cultural awareness, collaboration and in-depth map reading skills through a multimedia/multimodal approach.
23. **Assessment and Evaluation:** Student learning will be assessed through project based activities, individual and group work and research reports/presentations.

24. Grading Policy: Student grades will consist of the following three categories: in-class work, homework assignments, projects/presentations, and tests/quizzes.

93% or higher	A	90.0 % to 92.9%	A-	87.0 % to 89.9%	B+	83.0% to 86.9%	B	80.0% to 82.9%	B-
77.0 % to 79.9%	C+	73.0% to 76.9%	C	70.0% to 72.9%	C-	67.0% to 69.9%	D+	63.0% to 66.9%	D
60.0% to 62.9%	D-	59.9% or below	F						

In-class work	30%
Homework/projects/presentations	30%
Tests and quizzes	40%

### SECTION C. OPTIONAL INFORMATION

25. Context for offering the course: In looking to create a 7/8 Humanities wheel a course on Culture and Geography was needed. Middle Social Studies consist of Ancient and Medieval World History and Early U.S. History. There is a need for our students to develop a better understanding of World Cultures and how geography and cultural studies impact current events.

26. History of Course Description: This is the course syllabus for the high school class.

Unit 1: Social Studies Skills: This unit will review skills important for success in high school social science courses, including the role of bias and perspective, map reading, geographic terminology, persuasive writing, debate, and information analysis.

Unit 2: Global Perspectives: The unit begins with a study of the Developing, Developed, and Highly Developed World as a lens for understanding the global community. The unit then focuses upon specific global issues such as human rights, genocide, poverty, nuclear weapons, the global drug trade, sweatshops, HIV/AIDS, and child soldiers.

Unit 3: Origins of Man, Race, Culture, And Ethnicity: This unit is designed to allow students to develop their understanding of culture as both a unifying and divisive force among people. Emphasis will also be placed upon the human construct of "race," the role of ethnicity in culture, and the impact of racism its history, hate language and intolerance in American society.

Unit 4: South Africa: This unit presents a second historical case study focusing upon South Africa. Much as with Mexico, the focus of the unit will be on the impact of European colonization on native populations and their subsequent struggles for equality and freedom.