

**Randolph Township Schools
Randolph High School**

Advanced Placement Human Geography

“If you never open a map until you’re lost, you’re missing out on all the fun.”

-Ken Jennings

Humanities Department
Benjamin Horwitz, Supervisor

Curriculum Committee
Michael Lonie
Peter Quinn

Curriculum Developed:
Summer 2017

Date of Board Approval:
September 19, 2017

**Randolph Township Schools
Department of Social Studies
Advanced Placement Human Geography**

Table of Contents

<u>Section</u>	<u>Page(s)</u>
Mission Statement and Education Goals – District	3-4
Affirmative Action Compliance Statement	4
Educational Goals – District	5
Introduction	6
Curriculum Pacing Chart	7
APPENDIX A	48

Randolph Township Schools

Mission Statement

We commit to inspiring and empowering all students in Randolph schools to reach their full potential as unique, responsible and educated members of a global society.

Randolph Township Schools Affirmative Action Statement

Equality and Equity in Curriculum

The Randolph Township School district ensures that the district's curriculum and instruction are aligned to the state's standards. The curriculum provides equity in instruction, educational programs and provides all students the opportunity to interact positively with others regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status.

N.J.A.C. 6A:7-1.7(b): Section 504, Rehabilitation Act of 1973; N.J.S.A. 10:5; Title IX, Education Amendments of 1972

RANDOLPH TOWNSHIP BOARD OF EDUCATION

EDUCATIONAL GOALS

VALUES IN EDUCATION

The statements represent the beliefs and values regarding our educational system. Education is the key to self-actualization, which is realized through achievement and self-respect. We believe our entire system must not only represent these values, but also demonstrate them in all that we do as a school system.

We believe:

- The needs of the child come first
- Mutual respect and trust are the cornerstones of a learning community
- The learning community consists of students, educators, parents, administrators, educational support personnel, the community and Board of Education members
- A successful learning community communicates honestly and openly in a non-threatening environment
- Members of our learning community have different needs at different times. There is openness to the challenge of meeting those needs in professional and supportive ways
- Assessment of professionals (i.e., educators, administrators and educational support personnel) is a dynamic process that requires review and revision based on evolving research, practices and experiences
- Development of desired capabilities comes in stages and is achieved through hard work, reflection and ongoing growth

Randolph Township Schools
Department of Social Studies
Advanced Placement Human Geography

Introduction

Advanced Placement Human Geography explores places around the world with an emphasis on the people who live in different places. Students will be exposed to the study of geography as a discrete, professional discipline, including various relevant methodologies and tools; use geography as a medium to connect various other disciplines (anthropology, environmental science, sociology, etc.); analyze how human beings interact with each other and the environments they inhabit; observe how human beings organize space culturally, economically, and politically; and understand the processes and patterns that shape and connect all of the above.

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Curriculum Pacing Chart
Advanced Placement Human Geography

SUGGESTED TIME ALLOTMENT	UNIT NUMBER	CONTENT - UNIT OF STUDY
3 weeks	I	Geography: Its Nature and Perspectives
4 weeks	II	Population and Migration
5 weeks	III	Cultural Patterns and Processes
4 weeks	IV	Political Organization of Space
4 weeks	V	Agriculture, Food Production, and Rural Land Use
5 weeks	VI	Industrialization and Economic Development
6 weeks	VII	Cities and Urban Land Use
5 weeks	VIII	Post Exam

36 weeks

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Advanced Placement Human Geography
UNIT I: Geography: Its Nature and Perspectives

TRANSFER: Students will be able to interpret qualitative and quantitative sources to determine the relative strengths and weaknesses of evidence.

STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p>6.1.12.B.16.a Explain why natural resources (i.e., fossil fuels, food, and water) continue to be a source of conflict, and analyze how the United States and other nations have addressed issues concerning the distribution and sustainability of natural resources.</p> <p>6.1.12.C.16.a Evaluate the economic, political, and social impact of new and emerging technologies on individuals and nations.</p> <p>6.1.12.D.16.b Explain how and why technology is transforming access to education and educational practices worldwide.</p>	Geography, as a field of inquiry, looks at the world from a spatial perspective.	<ul style="list-style-type: none"> ● Why do people see the world differently?
	Geographical skills provide a foundation for analyzing world patterns and processes.	<ul style="list-style-type: none"> ● Why is it necessary to study the world?
	Field work and geospatial technology are the two major tools in the field of geography, and are equally important to gathering and analyzing geographic data.	<ul style="list-style-type: none"> ● How does process affect product?
	KNOWLEDGE	SKILLS
	<p>Students will know:</p> <p>Geographic information provides context for understanding spatial relationships and human-environment interaction.</p> <p>Geographical concepts include location, place, scale, space, pattern, nature and society, networks, flows, regionalization, and globalization.</p> <p>Landscape analysis provides a context for understanding the location of people, places, regions, and events; human-</p>	<p>Students will be able to:</p> <p>Explain the importance of geography as a field of study.</p> <p>Explain the major geographical concepts underlying the geographic perspective.</p> <p>Examine the human organization of spaces using landscape analyses.</p>

	<p>environment relationships; and interconnections between and among places and regions.</p> <p>People apply spatial concepts to interpret and understand population and migration; cultural patterns and processes; political organization of space; agriculture, food production, and rural land use; industrialization and economic development; and cities and urban land use.</p> <p>Maps are used to represent and identify spatial patterns and processes at different scales.</p> <p>Types of maps include reference maps and thematic maps, and all map projects inevitably distort spatial relationships.</p> <p>Mathematical formulas and graphs are used to analyze rates of natural increase in population, population doubling time, rank-size rule for cities, and distance-decay functions.</p> <p>Geographers use models as generalizations to think systematically about topics such as land use, industrial location, and the distribution of settlements.</p> <p>Geographical issues include problems related to human-environmental interactions, conflict and cooperation among countries, and planning and public-policy decision making.</p> <p>Patterns and processes at different scales reveal variations in and different interpretations of data.</p> <p>Types of regions include formal, functional, and perceptual, and are defined on the basis of one or more unifying characteristics or on patterns of activities.</p>	<p>Analyze the human organization of space over time.</p> <p>Interpret maps and their ability to identify spatial patterns and processes.</p> <p>Evaluate the specific purposes and limitations of various types of maps.</p> <p>Apply mathematical formulas and graphs to interpret geographic concepts.</p> <p>Interpret geographic models as tools to understand topics within geography.</p> <p>Apply concepts such as space, place and region to examine geographic issues.</p> <p>Interpret patterns and processes at different scales.</p> <p>Identify world regions and analyze the regionalization process.</p>
--	---	--

	<p>Regionalism refers to a group's perceived identification with a particular region at any scale, and regional thinking is applied at local, national, and global scales.</p> <p>Interconnections among places include exchanges of natural resources, agricultural commodities, finished products, services, people, information, money, and pollutants.</p> <p>Geospatial technologies include geographic information systems, satellite navigation systems, remote sensing, and online mapping and visualization; data from these technologies is used at all scales for personal and governmental purposes.</p> <p>Data may be gathered in the field by organizations or by individuals, and is used in economic, environmental, political, and social decision making.</p> <p>KEY TERMS: human geography, globalization, physical geography, spatial distribution, pandemic, epidemic, spatial perspective, location theory, region, place, sense of place, spatial interaction, accessibility, connectivity, cultural landscape, sequent occupance, cartography, absolute location, GPS, geocaching, relative location, mental map, terra incognita, GIS, rescale, formal/functional/perceptual region, culture trait, culture complex, cultural hearth, diffusion, time-distance decay, expansion diffusion, hierarchical diffusion, contagious diffusion, stimulus diffusion, relocation diffusion, environmental determinism, possibilism, cultural ecology, political ecology</p>	<p>Explain the regionalization process as it relates to the scale of various regions.</p> <p>Analyze changing interconnections among places.</p> <p>Apply and interpret geospatial data.</p> <p>Analyze quantitative and qualitative geographic data to draw political, economic, environmental, and social conclusions.</p>
--	---	--

ASSESSMENT EVIDENCE: Students will show their learning by:

- Presenting a visually-based snapshot of two assigned countries, categorized by the five themes of human geography.

KEY LEARNING EVENTS AND INSTRUCTION:

- Students will apply understanding of unit concepts by completing a GIS lab on the topic of map interpretation and/or distance and scale.
- Students will create a set of flash cards to practice and apply the use of geographic terminology.
- Students will practice using the five themes of geography by applying the themes to selected communities.

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Advanced Placement Human Geography
Unit I: Geography: Its Nature and Perspectives

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
3 Weeks	Unit I: Geography: Its Nature and Perspectives <ul style="list-style-type: none"> ● Introduction to Human Geography 	<p>Fouberg, Erin H., et. al, <i>Human Geography: People, Places, and Culture</i></p> <p>Palmer, David, et. al, <i>Human Geography: Preparing for the Advanced Placement Examination</i></p> <p>Esri GeoInquiries: http://education.maps.arcgis.com</p> <p>Kuby, Michael, et. al, <i>Human Geography in Action</i></p> <p>AP Human Geography iScore 5: http://www.iscore5.com/</p> <p>CIA World Factbook https://www.cia.gov/library/publications/the-world-factbook/ Reference resource for a wide variety of country-specific information</p> <p>GeoGuessr https://geoguessr.com/ Orienteering/geographic and spatial awareness activity</p>

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Advanced Placement Human Geography
UNIT II: Population and Migration

TRANSFER: Students will be able to choose a contemporary issue related to population growth or migration and recommend a potential solution specific to the chosen context.

STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
6.1.12.B.14.a Determine the impact of recent immigration and migration patterns in New Jersey and the United States on demographic, social, economic, and political issues.	Knowledge of the geographic patterns and characteristics of human populations facilitates understanding of cultural, political, economic, and urban systems.	<ul style="list-style-type: none"> ● Why do people live where they live? ● In what ways are people linked to their places?
6.2.12.B.5.c Determine the impact of migration on the way of life (e.g., social, economic, and political structures) in countries of origin and in adopted countries.	Populations grow and decline over time and space, depending on rates of birth and death, policies, social attitudes, and other factors.	<ul style="list-style-type: none"> ● Why do populations rise or fall in particular places?
6.2.12.C.5.c Determine the challenges faced by developing nations in their efforts to compete in a global economy.	Causes and consequences of migration are influenced by cultural, demographic, economic, environmental, and political factors.	<ul style="list-style-type: none"> ● Why do people migrate?
6.2.12.D.5.a Relate the lingering effects of colonialism to the efforts of Latin American, African, and Asian nations to build stable economies and national identities.	KNOWLEDGE	SKILLS
6.2.12.A.6.a Evaluate the role of international cooperation and multinational organizations in attempting to solve global issues.	Students will know:	Students will be able to:
6.2.12.A.6.b Analyze the relationships and tensions between national sovereignty and global interest in matters such as territory, economic development, use of natural resources, and human rights.	Factors that explain and influence patterns of population distribution vary according to the scale of analysis (i.e., local to global), and include both physical and human components.	Analyze the distribution of human populations at different scales.
6.2.12.B.6.a Determine the global impact of increased population growth, migration, and changes in urban-rural populations on natural resources and land use.	The three methods for calculating population density are	Use population density to examine the
6.2.12.C.6.a Evaluate efforts of governmental,		

<p>nongovernmental, and international organizations to address economic imbalances and social inequalities.</p> <p>6.2.12.C.6.b Compare and contrast demographic trends in industrialized and developing nations, and evaluate the potential impact of these trends on the economy, political stability, and use of resources.</p> <p>6.2.12.C.6.d Determine how the availability of scientific, technological, and medical advances impacts the quality of life in different countries.</p> <p>6.3.12.A.2 Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations, and evaluate the extent to which such problems are universal.</p>	<p>arithmetic, physiological, and agricultural.</p> <p>Population density and distribution affect many areas, including politics, the economy, society, the environment, and infrastructure.</p> <p>Age, sex, and ethnicity are elements of population composition that may be mapped and graphed at various scales, most notably using population pyramids, used for projecting growth and decline.</p> <p>A variety of social, cultural, political, and economic factors influence fertility, mortality, and migration, which, taken together, influence rates of natural increase.</p> <p>The demographic transition model, Malthusian theory, and epidemiologic transition model explain population change over time and space.</p> <p>Types of population policies, such as pronatalism or antinatalism, include promotion or restriction of population growth.</p> <p>Changing social values regarding the role of women, access to education, employment, healthcare, and contraception have influenced fertility, mortality, and migration patterns.</p> <p>An aging population has social, economic, and political implications.</p> <p>KEY TERMS: population density, arithmetic population density, physiological population density, population distribution, dot map, megalopolis, census, total fertility</p>	<p>relationship between people and the environment.</p> <p>Explain the implications of population distributions and densities.</p> <p>Analyze population composition using a variety of graphics, methodologies, and lenses.</p> <p>Explain contemporary and historical trends in population growth and decline.</p> <p>Interpret and apply theories of population growth and decline.</p> <p>Evaluate various national and international population policies.</p> <p>Analyze reasons for changes in fertility rates in different parts of the world.</p> <p>Explain the causes and implications of an aging population.</p>
---	--	--

<p>rate, old-age dependency ratio, child dependency ratio, doubling time, population explosion, zero population growth, crude birth rate, crude death rate, natural increase, demographic transition, population pyramids, infant mortality rate, child mortality rate, life expectancy, endemic, epidemic, pandemic, malaria, AIDS, expansive population policies, eugenic population policies, restrictive population policies, one-child policy, refugees, refugee camps, remittances, reverse remittances, cyclic movement, periodic movement, migration, nomadism, transhumance, emigration, immigration, internal migration, forced migration, human trafficking, gravity model, push factors, pull factors, step migration, deportation, kinship links, chain migration, colonization, guest workers, islands of development, internally displaced persons, asylum, repatriation, genocide, selective immigration</p>	
--	--

ASSESSMENT EVIDENCE: Students will show their learning by:

- Analyzing changes over time in assigned countries' populations and recommending strategies for future sustainable development.

KEY LEARNING EVENTS AND INSTRUCTION:

- Students will apply understanding of unit concepts by completing a GIS lab on the topic of place names and migration and/or world population.
- Students will create a "living graph" explaining each stage of the Demographic Transition Model.
- Students will analyze anonymous population pyramids for trends and approximate what population it describes.

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Advanced Placement Human Geography
Unit II: Population and Migration

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
4 Weeks	<p>Unit II: Population and Migration</p> <ul style="list-style-type: none"> ● Population and Health ● Migration 	<p>Fouberg, Erin H., et. al, <i>Human Geography: People, Places, and Culture</i></p> <p>Palmer, David, et. al, <i>Human Geography: Preparing for the Advanced Placement Examination</i></p> <p>Esri GeoInquiries: http://education.maps.arcgis.com</p> <p>Kuby, Michael, et. al, <i>Human Geography in Action</i></p> <p>AP Human Geography iScore 5: http://www.iscore5.com/</p> <p>CIA World Factbook https://www.cia.gov/library/publications/the-world-factbook/ Reference resource for a wide variety of country-specific information.</p> <p>Gapminder https://www.gapminder.org/ Statistics and graphics on global population and development.</p> <p>Population Reference Bureau http://www.prb.org/ Statistics for population and demographic research.</p>

		United States Census Bureau https://www.census.gov/ Demographic information and graphics for the United States and the world.
--	--	---

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Advanced Placement Human Geography
UNIT III: Cultural Patterns and Processes

TRANSFER: Students will be able to differentiate between specific instances of local and global culture and will weigh the effects of both on a society.

STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
6.1.12.D.14.e Evaluate the role of religion on cultural and social mores, public opinion, and political decisions.	Concepts of culture frame the shared behaviors of a society.	<ul style="list-style-type: none"> ● How can cultures be sustained and diffused?
6.1.12.D.15.a Compare United Nations policies and goals (i.e., the International Declaration of Human Rights and the United Nations Millennium Development Goals) intended to promote human rights and prevent the violation of human rights with actions taken by the United States.	Culture varies by place and region according to linguistic, religious, ethnic, and gender traditions.	<ul style="list-style-type: none"> ● How does place affect identity? ● What role does religion play in culture? ● What role does language play in making places?
6.1.12.A.16.a Examine the impact of media and technology on political and social issues in a global society.	KNOWLEDGE	SKILLS
6.1.12.D.16.a Analyze the impact of American culture on other world cultures from multiple perspectives.	Students will know:	Students will be able to:
6.2.12.D.5.a Relate the lingering effects of colonialism to the efforts of Latin American, African, and Asian nations to build stable economies and national identities.	Culture is comprised of the shared practices, technologies, attitudes, traits, and behaviors transmitted by a society.	Explain the concept of culture and identify cultural traits.
6.2.12.D.5.c Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information, worldwide.	Geographers use maps and the spatial perspective to analyze and assess language, religion, ethnicity, and gender.	Debate how geographers assess the spatial and place dimensions of cultural groups in the past and present.
6.2.12.D.5.d Analyze how feminist movements and social conditions have affected the lives of women in different parts of the world, and evaluate women's progress toward social equality, economic equality, and political equality in various countries.	Communication technologies are reshaping and accelerating interactions among people and places and changing cultural practices.	Analyze how globalization is influencing cultural interactions and change.
6.2.12.A.6.d Assess the effectiveness of responses by governments and international organizations to		

tensions resulting from ethnic, territorial, religious, and/or nationalist differences.

6.2.12.D.6.a Assess the role of increased personal and business electronic communications in creating a “global” culture, and evaluate the impact on traditional cultures and values.

Language, religion, ethnicity, and gender are essential to understanding landscapes of cultural identity, and can be represented on maps, charts, and trees.

Regional patterns of language, religion, and ethnicity contribute to a sense of place, enhance place making, and shape the global cultural landscape.

Cultural traits and practices diffuse from their hearths and relocate globally via many methods and processes, including colonialism, imperialism, trade, acculturation, assimilation, and multiculturalism.

Ethnic religions are generally found near their hearth or spread through relocation diffusion, and universalizing religions are additionally spread through expansion diffusion.

Cultural landscapes are amalgamations of physical features, agricultural and industrial practices, religious and linguistic characteristics, and other expressions of culture.

Folk culture origins are usually anonymous, rooted in tradition, and found in rural or isolated communities; popular culture origins are usually urban, changeable, and influenced by media.

KEY TERMS: folk culture, popular culture, local culture, hearth, assimilation, custom, cultural appropriation, neo-localism, ethnic neighborhood, commodification, authenticity, time-space compression, opinion leaders, reterritorialization, cultural landscape, placelessness, global-local continuum, glocalization, gender, identity, race, racism, residential segregation, succession, ethnicity, space, gendered, queer theory, dowry deaths, barrioization,

Explain cultural patterns and landscapes as they vary by place and region.

Interpret how cultural patterns help shape the spaces they occupy and travel to.

Present on the diffusion of culture and cultural traits through time and space.

Compare and contrast ethnic and universalizing religions and their geographic patterns.

Write about how culture is expressed in landscapes and how land and resource use represent cultural identity.

Compare and contrast popular and folk culture and the geographic patterns associated with each.

<p>language, mutual intelligibility, standard language, dialects, dialect chains, isogloss, language families, subfamilies, cognate, Proto-Indo-European, Proto-Eurasianic, language divergence, language conversion, extinct language, conquest theory, Romance languages, Germanic languages, Slavic languages, lingua franca, pidgin, Creole, mono/multilingual states, official language, global language, toponym, interface areas, religion, secularism, monotheistic, polytheistic, animistic, universalizing religion, ethnic religion, Hinduism, caste system, syncretic, Buddhism, Shintoism, Taoism, Feng Shui, Confucianism, Judaism, diaspora, Zionism, interfaith, intrafaith, extremism, Christianity, Eastern Orthodox Church, Roman Catholic Church, Protestant, Islam, Sunni, Shi'ite, indigenous religions, Shamanism, pilgrimage, sacred sites, hajj, fundamentalism, jihad</p>	
---	--

ASSESSMENT EVIDENCE: Students will show their learning by:

- Creating a cultural profile on two assigned countries, with an informative and analytic focus intended for a lay audience.

KEY LEARNING EVENTS AND INSTRUCTION:

- Students will apply understanding of unit concepts by completing a GIS lab on the topic of culture regions and/or language and religion.
- Students will estimate current or recent Google cultural search trends for the United States and other relevant countries, and interpret actual data to confirm or contradict estimations.
- Students will analyze ethnicity in America via census data and predict trends based on spatial distribution.

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Advanced Placement Human Geography
Unit III: Cultural Patterns and Processes

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
5 Weeks	<p>Unit III: Cultural Patterns and Processes</p> <ul style="list-style-type: none"> ● Local Culture, Popular Culture, and Cultural Landscapes ● Identity: Race, Ethnicity, Gender, and Sexuality ● Language ● Religion 	<p>Fouberg, Erin H., et. al, <i>Human Geography: People, Places, and Culture</i></p> <p>Palmer, David, et. al, <i>Human Geography: Preparing for the Advanced Placement Examination</i></p> <p>Esri GeoInquiries: http://education.maps.arcgis.com</p> <p>Kuby, Michael, et. al, <i>Human Geography in Action</i></p> <p>AP Human Geography iScore 5: http://www.iscore5.com/</p> <p>CIA World Factbook https://www.cia.gov/library/publications/the-world-factbook/ Reference resource for a wide variety of country-specific information.</p> <p>Google Trends https://trends.google.com/trends/ Search engine analytics providing global and historical data.</p> <p>New York Times Dialect Quiz http://www.nytimes.com/interactive/2013/12/20/sunday-review/dialect-quiz-map.html Interactive dialect quiz with geography-based results and data.</p>

		<p>Girl Rising http://girlrising.com/ Multimedia and text resources for gender equality in the developing world.</p> <p>United States Census Bureau https://www.census.gov/ Demographic information and graphics for the United States and the world.</p> <p>National Geographic: The Changing Face of America http://ngm.nationalgeographic.com/2013/10/changing-faces/funderburg-text Text and gallery based on ethnic and demographic shifts in the United States.</p> <p>ESPN: 30 for 30 Index http://www.espn.com/30for30/ Index of ESPN documentary films using sport as a basis for stories and explorations on culture.</p> <p>Mapping America: Every City, Every Block http://www.nytimes.com/projects/census/2010/explorer.html 2010 Census maps, graphics, and information for every census tract in the United States.</p>
--	--	---

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Advanced Placement Human Geography
UNIT IV: Political Organization of Space

TRANSFER: Students will be able to predict the next most likely areas or regions in the world to successfully declare independence, judged by major devolutionary factors and current fragmentation, in order to assess the future of the global political climate.

STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
6.1.12.A.14.e Evaluate the effectiveness and fairness of the process by which national, state, and local officials are elected and vote on issues of public concern.	The contemporary political map has been shaped by events of the past, both peaceful and violent.	<ul style="list-style-type: none"> ● How and why are boundaries established? ● Why do boundary disputes occur?
6.1.12.B.16.a Explain why natural resources (i.e., fossil fuels, food, and water) continue to be a source of conflict, and analyze how the United States and other nations have addressed issues concerning the distribution and sustainability of natural resources.	Spatial political patterns reflect ideas of territoriality and power at a variety of scales.	<ul style="list-style-type: none"> ● How and why is space organized into states and nations?
6.1.12.C.16.a Evaluate the economic, political, and social impact of new and emerging technologies on individuals and nations.	The forces of globalization challenge contemporary political-territorial arrangements based in state-level sovereignty.	<ul style="list-style-type: none"> ● What is the future of the state?
6.2.12.A.5.b Analyze the structure and goals of the United Nations and evaluate the organization's ability to solve or mediate international conflicts.	KNOWLEDGE	SKILLS
<p>6.2.12.B.5.e Assess the role of boundary disputes and limited natural resources as sources of conflict.</p> <p>6.2.12.D.5.a Relate the lingering effects of colonialism to the efforts of Latin American, African, and Asian nations to build stable economies and national identities.</p> <p>6.2.12.A.6.a Evaluate the role of international cooperation and multinational organizations in attempting to solve global issues.</p> <p>6.2.12.A.6.b Analyze the relationships and tensions between national sovereignty and global interest in matters such as territory, economic development, use of natural resources, and human rights.</p>	<p>Students will know:</p> <p>While independent states are the primary building blocks of the world political map, there are many types of political entities, including nations, nation-states, multinational states, and multistate nations.</p> <p>The concepts of the modern nation-state and nationalism began in Europe, and spread via European colonialism and imperialism.</p>	<p>Students will be able to:</p> <p>Detail the structure of the contemporary political map.</p> <p>Explain the evolution of the contemporary political map.</p>

6.2.12.A.6.d Assess the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences.

Independence movements, the fall of communism, and democratization have shaped the political map and changed the world balance of power in the recent past.

Political power is expressed geographically as control over people, land, and resources; territoriality is the connection of people, their culture, and the economic systems to the land.

Boundaries establish the limits of sovereignty, influence identity, impact interaction and exchange, affect elections, and can be the source of disputes and conflicts.

Political boundaries do not always coincide with patterns of language, religion, ethnicity, nationality, and economy.

Forms of governance (unitary vs. federal), devolved power, and state morphology have various economic, political, and social implications.

Local and metropolitan forms of governance are subnational political units that have varying degrees of local control.

Forces that may lead to supranationalism (the creation of multinational organizations) include economies of scale, trade agreements, military alliances, environmental challenges, and advances in communication technology.

Factors that can cause devolution include physical geography, ethnic separatism, terrorism, domestic problems, and advances in communication technology; it is typically expressed in the fragmentation of states into autonomous regions, subnational units, or Balkanization.

Evaluate the geopolitical forces that influence the contemporary political map.

Explain the concepts of political power and territoriality.

Write about the nature and function of international and internal boundaries.

Analyze the spatial relationships between political systems and patterns of culture and economy.

Compare and contrast major current forms of governance.

Map patterns of local and metropolitan governance.

Debate how the political, economic, cultural, and technological elements of globalization challenge state sovereignty.

Identify the major sources for devolution of states, and illustrate major contemporary examples or potential examples.

Centrifugal forces (promoting solidarity) and centripetal forces (impeding solidarity) can originate in political, economic, or cultural dimensions.

KEY TERMS: political geography, state, territory, territoriality, sovereignty, territorial integrity, mercantilism, Peace of Westphalia, nation, nation-state, democracy, multinational state, multistate nation, stateless nation, colonialism, scale, world-systems theory, capitalism, commodification, core, periphery, semiperiphery, centripetal, centrifugal, unitary, federal, devolution, territorial representation, reapportionment, splitting, majority-minority districts, gerrymandering, boundary, geometric boundary, physical-political boundary, heartland theory, critical geopolitics, unilateralism, supranational organization, deterritorialization, reterritorialization, Balkanization

Apply the concepts of centrifugal and centripetal forces at the national scale.

ASSESSMENT EVIDENCE: Students will show their learning by:

- Creating a risk assessment document that evaluates the greatest risks to two assigned countries' territorial integrity and evaluating potential solutions to mitigate these risks.

KEY LEARNING EVENTS AND INSTRUCTION:

- Students will apply understanding of unit concepts by completing a GIS lab on the topic of nations and states and/or boundaries and borders.
- Students will compare and contrast the political organization of the world in 1914 and the current year, and estimate how they believe the world will be politically organized in 2050.
- Students will apply knowledge of political/territorial morphology terms to categorize randomized examples of political entities.

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Advanced Placement Human Geography
Unit IV: Political Organization of Space

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
4 Weeks	Unit IV Political Organization of Space: <ul style="list-style-type: none"> ● Political Geography 	<p>Fouberg, Erin H., et. al, <i>Human Geography: People, Places, and Culture</i></p> <p>Palmer, David, et. al, <i>Human Geography: Preparing for the Advanced Placement Examination</i></p> <p>Esri GeoInquiries: http://education.maps.arcgis.com</p> <p>Kuby, Michael, et. al, <i>Human Geography in Action</i></p> <p>AP Human Geography iScore 5: http://www.iscore5.com/</p> <p>CIA World Factbook https://www.cia.gov/library/publications/the-world-factbook/ Reference resource for a wide variety of country-specific information.</p> <p>How the States Got Their Shapes http://www.history.com/shows/how-the-states-got-their-shapes Multimedia and text resources on political/territorial morphology.</p> <p>The Redistricting Game http://www.redistrictinggame.org/</p>

		Web-based activity on gerrymandering, redistricting, and reapportionment for American congressional districts.
--	--	--

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Advanced Placement Human Geography
UNIT V: Agriculture, Food Production, and Rural Land Use

TRANSFER: Students will be able to evaluate the economic, political, cultural, and environmental impact of agricultural developments in the modern world.

STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p>6.1.12.B.14.a Determine the impact of recent immigration and migration patterns in New Jersey and the United States on demographic, social, economic, and political issues.</p> <p>6.1.12.C.14.c Analyze economic trends, income distribution, labor participation (i.e., employment, the composition of the work force), and government and consumer debt and their impact on society.</p> <p>6.1.12.C.14.d Relate the changing manufacturing, service, science, and technology industries and educational opportunities to the economy and social dynamics in New Jersey.</p> <p>6.1.12.D.14.c Determine the impact of the changing role of labor unions on the economy, politics, and employer-employee relationships.</p> <p>6.1.12.D.14.e Evaluate the role of religion on cultural and social mores, public opinion, and political decisions.</p> <p>6.1.12.A.15.f Evaluate the effectiveness of United States policies and actions in supporting the economic and democratic growth of developing nations.</p> <p>6.1.12.B.16.a Explain why natural resources (i.e., fossil fuels, food, and water) continue to be a source of conflict, and analyze how the United States and other nations have addressed issues concerning the distribution and sustainability of natural resources.</p> <p>6.1.12.C.16.a Evaluate the economic, political, and</p>	<p>The development of agriculture led to widespread alteration of the natural environment.</p>	<ul style="list-style-type: none"> ● How does the growth of civilization change the environment?
	<p>Major agricultural regions reflect physical geography and economic forces.</p>	<ul style="list-style-type: none"> ● What is the interaction between environment and agriculture?
	<p>Settlement patterns and rural land use are reflected in the cultural landscape.</p>	<ul style="list-style-type: none"> ● What imprint does agriculture make on culture?
	<p>Changes in food production and consumption present challenges and opportunities.</p>	<ul style="list-style-type: none"> ● How does food reflect human interaction?
	KNOWLEDGE	SKILLS
<p>Students will know:</p> <p>Early hearths of domestication plants and animals include Southwest Asia (e.g. the Fertile Crescent), Southeast Asia, and the Americas.</p> <p>Patterns of diffusion (e.g. Columbian Exchange) resulted in the globalization of various plants and animals and the first agricultural revolution.</p>	<p>Students will be able to:</p> <p>Identify major centers of domestication of plants and animals.</p> <p>Analyze the significance of major patterns of diffusion in the first agricultural revolution.</p>	

<p>social impact of new and emerging technologies on individuals and nations.</p> <p>6.1.12.D.16.c Determine past and present factors that led to the widening of the gap between the rich and poor, and evaluate how this has affected individuals and society.</p> <p>6.2.12.B.5.c Determine the impact of migration on the way of life (e.g., social, economic, and political structures) in countries of origin and in adopted countries.</p> <p>6.2.12.C.5.c Determine the challenges faced by developing nations in their efforts to compete in a global economy.</p> <p>6.2.12.D.5.a Relate the lingering effects of colonialism to the efforts of Latin American, African, and Asian nations to build stable economies and national identities.</p> <p>6.2.12.D.5.d Analyze how feminist movements and social conditions have affected the lives of women in different parts of the world, and evaluate women’s progress toward social equality, economic equality, and political equality in various countries.</p> <p>6.2.12.A.6.b Analyze the relationships and tensions between national sovereignty and global interest in matters such as territory, economic development, use of natural resources, and human rights.</p> <p>6.2.12.A.6.d Assess the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences.</p> <p>6.2.12.B.6.a Determine the global impact of increased population growth, migration, and changes in urban-rural populations on natural resources and land use.</p> <p>6.2.12.C.6.a Evaluate efforts of governmental, nongovernmental, and international organizations to address economic imbalances and social inequalities.</p> <p>6.2.12.C.6.b Compare and contrast demographic trends in industrialized and developing nations, and evaluate the potential impact of these trends on the economy, political stability, and use of resources.</p> <p>6.3.12.A.2 Compare current case studies involving</p>	<p>Agricultural regions are influenced by the natural environment and populations alter this landscape in order to increase food production.</p> <p>New technology and increased food production during the second agricultural revolution led to better diet, longer life, and more people available for work in factories.</p> <p>The Green Revolution began with the development of high-yield seeds (e.g. rice, wheat, maize), resulting in the increased use of chemical and mechanized farming.</p> <p>Positive consequences of the Green Revolution include increased food production and a relative reduction in hunger at the global scale; negative consequences include environmental damage resulting from irrigation and chemical use and the cost of technology and seeds.</p> <p>Plant and animal production is dependent on climatic conditions, including spatial variations in temperature and rainfall, and many agricultural regions are associate with particular bioclimatic zones.</p> <p>Agricultural production regions are defined by the extent to which they reflect subsistence or commercial practices, or intensive or extensive use of land.</p> <p>Intensive farming practices include market gardening, plantation agriculture, and mixed crop/livestock systems, while extensive farming practices include shifting cultivation, nomadic herding, and ranching.</p> <p>The transformation of agriculture into large-scale agribusiness has resulted in complex commodity chains</p>	<p>Explain the connection between physical geography and agricultural practices.</p> <p>Evaluate the advances and impacts of the second agricultural revolution.</p> <p>Identify the causes of the Green Revolution.</p> <p>Analyze the consequences of the Green Revolution on food supply and the environment.</p> <p>Explain the relationship between agricultural production regions and specific bioclimatic zones.</p> <p>Analyze the economic forces that influence agricultural practices.</p> <p>Compare and contrast intensive and extensive agricultural practices.</p> <p>Evaluate the spatial organization of large-scale commercial agriculture and agribusiness.</p>
--	--	---

slavery, child labor, or other unfair labor practices in the United States with those of other nations, and evaluate the extent to which such problems are universal.

linking production and consumption of agricultural products.

Food is part of a global supply chain in which products from less developed low-latitude regions are often consumed globally.

Patterns of global food distribution are affected by political systems, infrastructure, and patterns of world trade.

Johann von Thunen's model helps to explain rural land use by emphasizing the importance of transportation costs associated with distance from the market.

Environmental systems are affected by land use and land cover change.

Agricultural innovations (e.g. biotechnology, genetically modified organisms, organic farming, aquaculture) have resulted in ongoing debates over environmental, cultural, and health impacts.

Environmental issues related to agriculture include sustainability, soil degradation, reduction in biodiversity, overgrazing, river and aquifer depletion, animal wastes, and extensive fertilizer and pesticide use.

Factors affecting the location of food-processing facilities include markets, economies of scale, transportation, and government policies.

The role of women in food production has evolved over time, and has changed the types of food a family consumes, as well as the way food is prepared.

Explain the relationship between economic development and the global consumption of food products.

Analyze the interdependence among regions of food production and consumption.

Compare and contrast the land use zones of Johann von Thunen's model.

Debate the environmental consequences of land use patterns.

Evaluate the impact of various recent agricultural innovations.

Explain the issues related to the changing nature of contemporary agriculture.

Identify issues related to the location of food-production facilities.

Analyze the changing role of women in food production and consumption.

KEY TERMS:

Organic agriculture, agriculture, primary economic activity, secondary economic activity, tertiary economic activity, quaternary economic activity, quinary economic activity, plant domestication, root crops, seed crops, First Agricultural Revolution, animal domestication, subsistence agriculture, shifting cultivation, slash-and-burn agriculture, Second Agricultural Revolution, von Thunen Model, Third Agricultural Revolution, biotechnology, Green Revolution, genetically modified organisms (GMOs), rectangular survey system, township- and range-system, metes-and-bounds system, long-lot survey system, primogeniture, commercial agriculture, monoculture, Koppen climatic classification system, climatic regions, plantation agriculture, livestock ranching, Mediterranean agriculture, cash crops, luxury crops, agribusiness, food desert

ASSESSMENT EVIDENCE: Students will show their learning by:

- Debating the advantages and disadvantages of modern agricultural developments (e.g. Green Revolution, GMOs, aquaculture, organic farming, biodiversity) from the perspectives of their assigned countries.

KEY LEARNING EVENTS AND INSTRUCTION:

- Students will apply understanding of unit concepts by completing a GIS lab on the topic of globalization of agriculture and/or farming and the rural landscape.
- Students will compare the social, political, cultural, and environmental impacts of developments from first and second agriculture revolutions to modern agricultural developments.
- Students will research the advantages and disadvantages of modern agricultural developments through the lens of selected countries.

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Advanced Placement Human Geography
Unit V: Agriculture, Food Production, and Rural Land Use

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
4 Weeks	Unit V: Agriculture, Food Production, and Rural Land Use <ul style="list-style-type: none"> ● Agriculture and the Rural Landscape ● The Humanized Environment 	<p>Fouberg, Erin H., et. al, <i>Human Geography: People, Places, and Culture</i></p> <p>Palmer, David, et. al, <i>Human Geography: Preparing for the Advanced Placement Examination</i></p> <p>Esri Geoinquiries: http://education.maps.arcgis.com</p> <p>Kuby, Michael, et. al, <i>Human Geography in Action</i></p> <p>AP Human Geography iScore 5: http://www.iscore5.com/</p> <p>CIA World Factbook https://www.cia.gov/library/publications/the-world-factbook/ Reference resource for a wide variety of country information.</p> <p>United States Department of Agriculture, Crop Maps from the United States and World: http://www.nass.usda.gov</p> <p>Menzel, Peter and D’Alusio, Faith, “Hungry Planet/What the world eats”, TedMed 2017, Palm Springs, CA.</p> <p>United States Framework Convention on Climate Change: http://unfccc.int/2860.php</p>

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Advanced Placement Human Geography
UNIT VI: Industrialization and Economic Development

TRANSFER: Students will be able to assess varying degrees of global development and connect these trends to both past and future economic developments within specific countries.

STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p>6.1.12.B.14.a Determine the impact of recent immigration and migration patterns in New Jersey and the United States on demographic, social, economic, and political issues.</p> <p>6.1.12.B.14.b Analyze how regionalization, urbanization, and suburbanization have led to social and economic reform movements in New Jersey and the United States.</p> <p>6.1.12.C.14.c Analyze economic trends, income distribution, labor participation (i.e., employment, the composition of the work force), and government and consumer debt and their impact on society.</p> <p>6.1.12.C.14.d Relate the changing manufacturing, service, science, and technology industries and educational opportunities to the economy and social dynamics in New Jersey.</p> <p>6.1.12.A.15.f Evaluate the effectiveness of United States policies and actions in supporting the economic and democratic growth of developing nations.</p> <p>6.1.12.D.15.a Compare United Nations policies and goals (i.e., the International Declaration of Human Rights and the United Nations Millennium Development Goals) intended to promote human rights and prevent the violation of human rights with actions taken by the United States.</p> <p>6.1.12.A.16.a Examine the impact of media and technology on political and social issues in a global</p>	The Industrial Revolution facilitated improvements in standards of living.	<ul style="list-style-type: none"> ● How has the nature of industrialization evolved over time?
	Measures of development are used to understand patterns of social and economic differences at a variety of scales.	<ul style="list-style-type: none"> ● What are the barriers to and costs of development?
	Development is a process that varies across space and time.	<ul style="list-style-type: none"> ● How does geographical context affect development?
	Sustainable development is a strategy to address resource depletion and environmental degradation.	<ul style="list-style-type: none"> ● How do institutions influence uneven development globally?
		KNOWLEDGE
	<p>Students will know:</p> <p>Industrialization began in response to new technologies and was facilitated by the availability of natural resources such as water power, coal, and iron ore.</p> <p>The diffusion of industrialization led to growing</p>	<p>Students will be able to:</p> <p>Analyze the factors that contributed to the start of the Industrial Revolution.</p> <p>Explain the role of the Industrial Revolution in</p>

<p>society.</p> <p>6.1.12.B.16.a Explain why natural resources (i.e., fossil fuels, food, and water) continue to be a source of conflict, and analyze how the United States and other nations have addressed issues concerning the distribution and sustainability of natural resources.</p> <p>6.1.12.C.16.a Evaluate the economic, political, and social impact of new and emerging technologies on individuals and nations.</p> <p>6.1.12.D.16.c Determine past and present factors that led to the widening of the gap between the rich and poor, and evaluate how this has affected individuals and society.</p> <p>6.2.12.A.5.b Analyze the structure and goals of the United Nations and evaluate the organization's ability to solve or mediate international conflicts.</p> <p>6.2.12.B.5.c Determine the impact of migration on the way of life (e.g., social, economic, and political structures) in countries of origin and in adopted countries.</p> <p>6.2.12.C.5.c Determine the challenges faced by developing nations in their efforts to compete in a global economy.</p> <p>6.2.12.D.5.a Relate the lingering effects of colonialism to the efforts of Latin American, African, and Asian nations to build stable economies and national identities.</p> <p>6.2.12.D.5.d Analyze how feminist movements and social conditions have affected the lives of women in different parts of the world, and evaluate women's progress toward social equality, economic equality, and political equality in various countries.</p> <p>6.2.12.A.6.a Evaluate the role of international cooperation and multinational organizations in attempting to solve global issues.</p> <p>6.2.12.A.6.b – Analyze the relationships and tensions between national sovereignty and global interest in matters such as territory, economic development, use of natural resources, and human rights.</p> <p>6.2.12.B.6.a Determine the global impact of increased population growth, migration, and changes in urban-rural populations on natural resources and land</p>	<p>populations and increased food supplies, which freed workers to seek industrial jobs in cities.</p> <p>Increased industrialization led to demands for raw materials and the search for new markets and was a factor in the rise of colonialism and imperialism.</p> <p>The economy consists of primary, secondary, tertiary, quaternary, and quinary sectors.</p> <p>Alfred Weber's model of industrial location emphasized the owner's desire to minimize transportation and labor costs and maximize agglomeration economies.</p> <p>Measures of social and economic development include Gross National Income (GNI) per capita, sectoral structure of an economy, income distribution, fertility rates, infant mortality rates, access to health care, and literacy rates.</p> <p>Measures of gender inequality include reproductive health, indices of empowerment, and labor-market participation.</p> <p>The Human Development Index (HDI) is a composite measure used to show spatial variation in levels of development.</p> <p>Models like Rostow's Stages of Economic Growth and Wallerstein's World System Theory help explain spatial variations in development.</p> <p>In Wallerstein's three-tier structure, core countries achieved dominance through industrial production of goods, in contrast to periphery and semiperiphery countries.</p>	<p>the growth and diffusion of industrialization.</p> <p>Debate the relationship between growing levels of industrialization and the rise of colonialism and imperialism.</p> <p>Identify the different economic sectors.</p> <p>Evaluate Weber's model as an explanation of industrial location.</p> <p>Analyze social and economic measures of development.</p> <p>Examine the relationship between rising levels of industrialization and increasing gender inequality.</p> <p>Connect spatial patterns of economic and social development.</p> <p>Compare and contrast the roles played by periphery, semiperiphery, and core countries.</p>
---	---	--

<p>use.</p> <p>6.2.12.C.6.a Evaluate efforts of governmental, nongovernmental, and international organizations to address economic imbalances and social inequalities.</p> <p>6.2.12.C.6.b Compare and contrast demographic trends in industrialized and developing nations, and evaluate the potential impact of these trends on the economy, political stability, and use of resources.</p> <p>6.2.12.C.6.c Assess the role government monetary policies, central banks, international investment, and exchange rates play in maintaining stable regional and global economies.</p> <p>6.2.12.C.6.d Determine how the availability of scientific, technological, and medical advances impacts the quality of life in different countries.</p> <p>6.2.12.D.6.a Assess the role of increased personal and business electronic communications in creating a “global” culture, and evaluate the impact on traditional cultures and values.</p> <p>6.3.12.A.2 Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations, and evaluate the extent to which such problems are universal.</p>	<p>Although there are more women in the workforce, they do not have equity in wages or employment opportunities.</p> <p>International trade and trading blocs (e.g. EU and NAFTA) have become more important as a result of globalization.</p> <p>Geographies of interdependence in the world economy include global financial crises, the shift in manufacturing to newly industrialized countries, imbalances in consumption patterns, and the roles of women in the labor force.</p> <p>Outsourcing and economic restructuring have led to a decline in jobs in manufacturing regions and to the relocation of a significant segment of the workforce to other areas.</p> <p>In countries outside the core, the diffusion of industry has resulted in the emergence of the international division of labor and manufacturing zones, and the contemporary economic landscape has been transformed by the emergence of service sectors, high technology industries, and growth poles (e.g. Silicon Valley and the Research Triangle in the United States).</p> <p>Sustainable development addresses issues of natural resource depletion, mass consumption, the costs and effects of pollution, and the impact of climate change, as well as issues of human health, well-being, and social and economic equity.</p> <p>Ecotourism is a strategy used by some countries to help protect the environment and generate jobs.</p>	<p>Evaluate the role of women in economic development and gender equity in the workforce.</p> <p>Assess the role of international trade blocs and organizations in growing levels of globalization.</p> <p>Discuss the causes and consequences of international trade and growing interdependence in the world economy.</p> <p>Explain how economic restructuring is transforming contemporary economic landscapes.</p> <p>Evaluate the role of diffusion and deindustrialization on the contemporary economic landscape.</p> <p>Analyze sustainability issues related to industrialization and development.</p> <p>Explain the role of ecotourism in the modern global economy.</p>
---	---	--

KEY TERMS:

Commodity chain, break-of-bulk location, gross national product, gross domestic product, gross national income, per capita GNI, formal economy, informal economy, digital divide, Millennium Development Goals, modernization model, context, neo-colonialism, structuralist theory, dependency theory, dollarization, world-systems theory, three-tier structure, trafficking, structural adjustment loans, Washington Consensus, neoliberalism, export processing zones, maquiladoras, special economic zones, North American Free Trade Agreement, desertification, island of development, nongovernmental organizations, microcredit program, containerization, cottage industries, economies of scale, locational criteria, spillover effect, hinterland, connectivity, first mover advantage, secondary hearths, globalization, Fordist, vertical integration, friction of distance, distance decay, location theory, least cost theory, agglomeration, flexible production, commodification, product life cycle, global division of labor, time-space compression, just-in-time delivery, spatial fix, node, commodity chain, outsourcing, intermodal connections, deindustrialization, newly industrializing countries, break-of-bulk point, Rust Belt, Sun Belt, high-technology corridor, growth pole, technopole

ASSESSMENT EVIDENCE: Students will show their learning by:

- Creating a profile for both of their assigned countries that evaluates the levels of development in each country, and compares this development to other countries globally.

KEY LEARNING EVENTS AND INSTRUCTION:

- Students will apply understanding of unit concepts by completing a GIS lab on the topic of Human Development Index and/or comparative country development.
- Students will research the Human Development Index and the Gender-Related Development Index for selected countries and will compare and contrast figures.

- Students will research the Human Poverty Index 1 (HPI-1) for a developing country and the Human Poverty Index 2 (HPI-2) for a developed country and will compare figures.
- Students will compare overall development in a developing country with that in a developed country.

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Advanced Placement Human Geography
Unit VI: Industrialization and Economic Development

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
4 Weeks	Unit VI: Industrialization and Economic Development <ul style="list-style-type: none"> ● Development ● Industry and Services 	<p>Fouberg, Erin H., et. al, <i>Human Geography: People, Places, and Culture</i></p> <p>Palmer, David, et. al, <i>Human Geography: Preparing for the Advanced Placement Examination</i></p> <p>Esri GeoInquiries: http://education.maps.arcgis.com</p> <p>Kuby, Michael, et. al, <i>Human Geography in Action</i></p> <p>AP Human Geography iScore 5: http://www.iscore5.com/</p> <p>CIA World Factbook https://www.cia.gov/library/publications/the-world-factbook/ Reference resource for a wide variety of country-specific information.</p> <p>United Nations Development Program, International Human Development Indicators: hdr.undp.org/en/countries/alphabetical2008/</p> <p>World Bank, “About Global Poverty”: http://www.worldbank.org/poverty</p>

		<p>World Bank, "About Brazil's Bolsa Family": http://www.workbank.org/en/news/opinion/2013/11/04/bolsa-familia-Brazil-quiet-revolution</p> <p>The United Nations Millennium Goals: www.un.org/millenniumgoals/</p>
--	--	--

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Advanced Placement Human Geography
UNIT VII: Cities and Urban Land Use

TRANSFER: Students will be able to discriminate between various patterns and models of urban land settlement and will be able to analyze the advantages and disadvantages of each model on urban populations in order to make recommendations for appropriate land use.

STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
6.1.12.B.14.b Analyze how regionalization, urbanization, and suburbanization have led to social and economic reform movements in New Jersey and the United States.	The form, function, and size of urban settlements are constantly changing.	<ul style="list-style-type: none"> Why do communities evolve over time?
6.1.12.C.14.c Analyze economic trends, income distribution, labor participation (i.e., employment, the composition of the work force), and government and consumer debt and their impact on society.	Models help to understand the distribution and size of cities, and provide a framework for urban analysis.	<ul style="list-style-type: none"> Why are cities established in a particular manner?
6.1.12.C.14.d Relate the changing manufacturing, service, science, and technology industries and educational opportunities to the economy and social dynamics in New Jersey.	Built landscapes and social space reflect the attitudes and values of a population.	<ul style="list-style-type: none"> How do people shape cities?
6.1.12.A.15.f Evaluate the effectiveness of United States policies and actions in supporting the economic and democratic growth of developing nations.	Urban areas face economic, social, political, cultural, and environmental challenges.	<ul style="list-style-type: none"> Why do people live in cities? Why does urbanization pose problems for humanity?
6.1.12.D.16.c Determine past and present factors that led to the widening of the gap between the rich and poor, and evaluate how this has affected individuals and society.	KNOWLEDGE	SKILLS
6.2.12.B.5.c Determine the impact of migration on the way of life (e.g., social, economic, and political structures) in countries of origin and in adopted countries.	Students will know:	Students will be able to:
6.2.12.C.5.c Determine the challenges faced by developing nations in their efforts to compete in a global economy.	Site and situation influence the origin, function, and growth of cities; transportation, communication, and improvements in agriculture have facilitated the rise of urbanization and suburbanization.	Explain the factors that initiate and drive the process of urbanization and suburbanization.
6.2.12.B.6.a Determine the global impact of increased population growth, migration, and changes	World cities function at the top of the world's urban	Analyze the role played by cities in the rise of

<p>in urban-rural populations on natural resources and land use.</p> <p>6.2.12.C.6.a Evaluate efforts of governmental, nongovernmental, and international organizations to address economic imbalances and social inequalities.</p> <p>6.2.12.C.6.b Compare and contrast demographic trends in industrialized and developing nations, and evaluate the potential impact of these trends on the economy, political stability, and use of resources.</p> <p>6.3.12.A.2 Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations, and evaluate the extent to which such problems are universal.</p>	<p>hierarchy and drive globalization.</p> <p>Megacities are rapidly increasing in countries of the periphery and semiperiphery, and experience economic, political, and environmental challenges.</p> <p>Models that are useful for explaining the distribution and size of cities include the rank-size rule, the law of the primate city, and Christaller’s central place theory.</p> <p>Classic models that are useful for explaining the internal structures of cities and urban development are the Burgess concentric-zone model, the Hoyt sector model, and the Harris-Ullman multiple-nuclei model.</p> <p>The galactic city model is useful for explaining internal structures and urban development within metropolitan areas, while world-regional models (e.g. Latin America, Africa) are useful (with limitations) for explaining land use and urban development.</p> <p>Residential buildings and patterns of land use reflect a city’s culture, technological capabilities, and cycles of development.</p> <p>Economic development and interconnection within a metropolitan area are dependent upon the location and quality of infrastructure (e.g., public transportation, airports, roads, communication systems, water and sewer systems).</p> <p>Sustainable design initiatives include walkable mixed-use commercial and residential areas and smart-growth policies (e.g., new urbanism, greenbelts, slow-growth cities).</p> <p>Functional and geographic fragmentation of governments</p>	<p>globalization.</p> <p>Evaluate the challenges raised by the rise of megacities.</p> <p>Apply models to explain the hierarchy and interaction patterns of urban settlements.</p> <p>Explain the models of internal city structure and urban development.</p> <p>Analyze the role of the galactic city and world-regional models as explanations for continued urban development.</p> <p>Analyze residential land use in terms of low-, medium-, and high-density housing.</p> <p>Evaluate the infrastructure of cities.</p> <p>Explain the planning and design issues of urban areas.</p> <p>Evaluate the challenges raised by the function of</p>
---	--	--

	<p>present challenges in addressing urban issues.</p> <p>Quantitative information about a city's population is provided by census and survey data, while qualitative data from field studies and narratives provide information about individual attitudes toward urban change.</p> <p>Economic and social problems associated with the growth and decline of urban communities include housing and insurance discrimination, housing affordability, access to food stores and public services, disamenity zones, zones of abandonment, and gentrification.</p> <p>Land use and environmental problems associated with the growth and decline of urban communities include suburban sprawl, sanitation, air and water quality, remediation and redevelopment of brown fields, farmland protection, and energy use.</p> <p>KEY TERMS: Central business district (CBD), synekism, urban, city, agricultural village, agricultural surplus, social stratification, leadership class, first urban revolution, Mesopotamia, Nile River Valley, Indus River Valley, Huang He and Wei River Valleys, Mesoamerica, Peru, secondary hearth, acropolis, agora, site, situation, urban morphology, Forum, trade area, rank-size rule, primate city, central place theory, functional zonation, zone, central city, suburb, suburbanization, edge cities, galactic city, megacities, Griffin-Ford model, shantytowns, disamenity sector, McGee model, zoning laws, redlining, blockbusting, commercialization, gentrification, teardowns, McMansions, urban sprawl, new urbanism, gated communities, urbicide, informal economy, world city, spaces of consumption, concentric zone model, sector model, multiple nuclei model</p>	<p>political organizations in urban issues.</p> <p>Analyze the demographic composition and population characteristics of cities using quantitative and qualitative data.</p> <p>Evaluate problems and solutions associated with growth and decline within urban areas.</p> <p>Evaluate problems associated with urban sustainability.</p>
--	--	---

ASSESSMENT EVIDENCE: Students will show their learning by:

- Creating an infographic/visual material in which students compare and contrast the models and rates of urbanization within a city from their assigned developing county to those of a city from their assigned developed country.

KEY LEARNING EVENTS AND INSTRUCTION:

- Students will apply understanding of unit concepts by completing a GIS lab on the topic of market area geography and/or urban areas and edge cities.
- Students will practice the application of urban development models to various examples of cities viewed in class.
- Students will research the urbanization within a chosen city in developed and developing countries, and evaluate the urban model most properly applied to each city.
- Students will compare the rates and levels of urbanization in each city, paying careful attention to significant differences between urbanization patterns and level of development within a country.

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Advanced Placement Human Geography
Unit VII: Cities and Urban Land Use

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
6 Weeks	Unit VII: Cities and Urban Land Use <ul style="list-style-type: none"> ● Urban Geography 	<p>Fouberg, Erin H., et. al, <i>Human Geography: People, Places, and Culture</i></p> <p>Palmer, David, et. al, <i>Human Geography: Preparing for the Advanced Placement Examination</i></p> <p>Esri GeoInquiries: http://education.maps.arcgis.com</p> <p>Kuby, Michael, et. al, <i>Human Geography in Action</i></p> <p>AP Human Geography iScore 5: http://www.iscore5.com/</p> <p>CIA World Factbook https://www.cia.gov/library/publications/the-world-factbook/ Reference resource for a wide variety of country-specific information.</p> <p>National Geographic, “About Urban Sprawl”: https://www.environmental.nationalgeographic.com/environment/habitats/urban-sprawl/</p> <p>New York Times, “About the Decline of Detroit”: https://www.nytimes.com/interactive/2014/05/27/us.Defining-Blight-in-Detroit.html?_r=0</p>

		<p>“About Globalization and World Cities”: https://lboro.com/gawc</p> <p>Congress for the New Urbanism: http://www.cnu.org</p>
--	--	--

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Advanced Placement Human Geography
UNIT VIII: Post Exam

TRANSFER: Students will be able to analyze intra- and inter-state relationships to understand the complexity of modern global geopolitics.

<p>STANDARDS / GOALS:</p> <p>6.2.12.B.5.e Assess the role of boundary disputes and limited natural resources as sources of conflict.</p> <p>6.2.12.A.6.a Evaluate the role of international cooperation and multinational organizations in attempting to solve global issues.</p> <p>6.2.12.A.6.b Analyze the relationships and tensions between national sovereignty and global interest in matters such as territory, economic development, use of natural resources, and human rights.</p> <p>6.2.12.C.6.c Assess the role government monetary policies, central banks, international investment, and exchange rates play in maintaining stable regional and global economies.</p>	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
	Statecraft is a complicated and exhausting process, and includes creating a government, fostering culture, prioritizing goals, and dealing with crises and diplomatic issues.	<ul style="list-style-type: none"> Are the challenges of statecraft universal?
	Nations often have difficulty finding mutually beneficial relationships with other nations, given that their priorities and goals do not always align.	<ul style="list-style-type: none"> What does diplomacy require?
	KNOWLEDGE	SKILLS
	<p>Students will know:</p> <p>Creating a new state from scratch is an incredibly difficult process, even given a complete and well-rounded understanding of the people, place, culture, and geopolitical situation involved.</p> <p>Countries change, their fortunes wax and wane, but principles of geography can be applied to their study throughout time and space.</p> <p>VOCABULARY & KEY TERMS: statecraft, centralization, decentralization, democracy, aristocracy, freedom, efficiency, innovation, tradition, activism,</p>	<p>Students will be able to:</p> <p>Create a new nation in groups, exploring and dealing with a wide variety of choices, priorities, and problems, both domestic and international.</p> <p>Assess their assigned countries for growth and change across the various fields of human geography over the period of the course.</p>

	passivism, instrument of government, policy-makers	
--	--	--

ASSESSMENT EVIDENCE: Students will show their learning by:

- Creating their own nations from the larger United States and engaging in a variety of statecraft simulation activities (economic, political, etc.).

KEY LEARNING EVENTS AND INSTRUCTION:

- Students will use and refine strategies to take multiple choice and free-response AP practice questions in exam conditions and format, and assess based on peer grading, skill and content diagnostics, and student-chosen review topics and practices.
- Students will engage in review competitions and games in a variety of formats, learning styles, and recall methods.

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Advanced Placement Human Geography
Unit VIII: Post Exam

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
6 Weeks	Unit VIII: Post Exam <ul style="list-style-type: none"> ● Exam Review ● Statecraft 	Fouberg, Erin H., et. al, <i>Human Geography: People, Places, and Culture</i> Palmer, David, et. al, <i>Human Geography: Preparing for the Advanced Placement Examination</i> <i>Esri GeoInquiries:</i> http://education.maps.arcgis.com Kuby, Michael, et. al, <i>Human Geography in Action</i> <i>AP Human Geography iScore 5:</i> http://www.iscore5.com/

Appendix A

Fouberg, Erin H., et. al, *Human Geography: People, Places, and Culture*

Palmer, David, et. al, *Human Geography: Preparing for the Advanced Placement Examination*

Esri GeoInquiries: <http://education.maps.arcgis.com>

Kuby, Michael, et. al, *Human Geography in Action*

AP Human Geography iScore 5: <http://www.iscore5.com/>

CIA World Factbook

<https://www.cia.gov/library/publications/the-world-factbook/>

Reference resource for a wide variety of country-specific information.