

AP Human Geography

Curriculum

**Francis Howell
School District**



LEARNING TOGETHER

Board Approved:

Francis Howell School District

Mission Statement

The mission of the Francis Howell School District is to prepare students today for success tomorrow.

Vision Statement

Every student will graduate with college and career readiness skills.

Values

Francis Howell School District is committed to:

- Providing a consistent and comprehensive education that fosters high levels of academic achievement
- Operating safe and well-maintained facilities
- Providing a safe learning environment for all students
- Promoting parent, community, student, and business involvement in support of the school district
- Ensuring fiscal responsibility
- Developing responsible citizens
- Operating as a professional learning community
- Making appropriate use of technology

Francis Howell School District Graduate Goals

Upon completion of their academic study in the Francis Howell School District, students will be able to:

1. Gather, analyze and apply information and ideas.
2. Communicate effectively within and beyond the classroom.
3. Recognize and solve problems.
4. Make decisions and act as responsible members of society.

Social Studies Graduate Goals

Upon completion of their Social Studies study in the Francis Howell School District, students will be able to:

1. Speak and write standard English with fluency and facility using proper grammar usage, punctuation, spelling and capitalization.
2. Read a variety of genre with facility, fluency and comprehension and be able to analyze and evaluate what they read.
3. Develop a comprehensive research plan while evaluating resources for their reliability and validity.
4. Compose well-developed pieces of writing, both formally and informally, with clarity and awareness of audience and form.
5. Orally make presentations on issues and ideas.
6. Identify and evaluate relationships between language and cultures.

Course Rationale

AP Human Geography is a true 21st century course that requires students to study and analyze the contemporary world. The course necessitates and facilitates a deeper understanding of where and why various events are happening in the world today. The essential question of the course is "why there?" Because the course studies the contemporary world, students are engaged and interested in the topics of the course. AP Human Geography is currently the fastest or at least top two fastest growing AP exams in the country.

Course Description

The AP Human Geography course is equivalent to an introductory college-level course in human geography. The course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications.

AP Geography Curriculum Team

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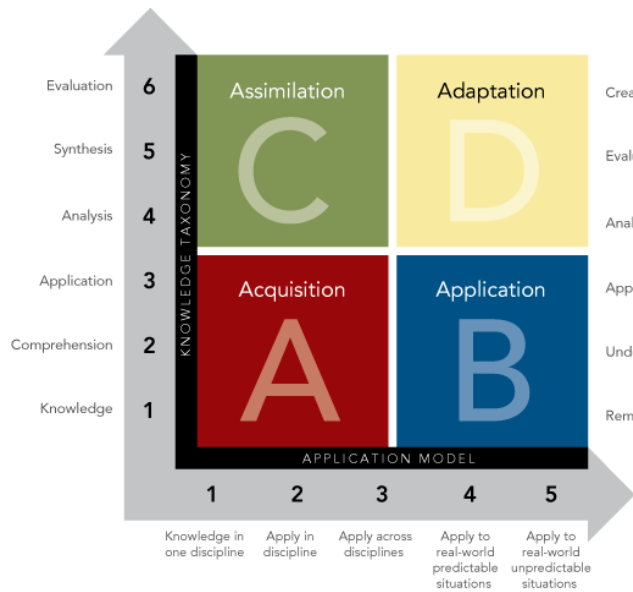
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Curriculum Notes

All FHSD performance tasks and sample learning activities are aligned not only to understandings and standards, but also the [Rigor and Relevance Framework](#) and [21st Century Skills](#). Information on these two things is provided below or by clicking on the hyperlinks.

Rigor and Relevance Framework

The Rigor/Relevance Framework is a tool developed by the International Center to examine curriculum, instruction, and assessment along the two dimensions of higher standards and student achievement.



The Rigor/Relevance Framework has four quadrants.

Quadrant A represents simple recall and basic understanding of knowledge for its own sake. Examples of Quadrant A knowledge are knowing that the world is round and that Shakespeare wrote Hamlet.

Quadrant C represents more complex thinking but still knowledge for its own sake. Quadrant C embraces higher levels of knowledge, such as knowing how the U.S. political system works and analyzing the benefits and challenges of the cultural diversity of this nation versus other nations.

Quadrants B and D represent action or high degrees of application. Quadrant B would include knowing how to use math skills to make purchases and count change. The ability to access information in wide-area network systems and the ability to gather knowledge from a variety of sources to solve a complex problem in the workplace are types of Quadrant D knowledge.

A	B	C	D
Students gather and store bits of knowledge and information. Students are primarily expected to remember or understand this knowledge.	Students use acquired knowledge to solve problems, design solutions, and complete work. The highest level of application is to apply knowledge to new and unpredictable situations.	Students extend and refine their acquired knowledge to be able to use that knowledge automatically and routinely to analyze and solve problems and create solutions.	Students have the competence to think in complex ways.

21st Century Skills

These skills have been pared down from 18 skills to what are now called the 4Cs. The components include critical thinking, communication, collaboration, and creativity. Critical thinking is focused, careful analysis of something to better understand and includes skills such as arguing, classifying, comparing, and problem solving. Communication is the process of transferring a thought from one mind to others and receiving thoughts back and includes skills such as choosing a medium (and/or technology tool), speaking, listening, reading, writing, evaluating messages. Collaboration is working together with others to achieve a common goal and includes skills such as delegating, goal setting, resolving conflicts, team building, decision-making, and managing time. Creativity is expansive, open-ended invention and discovery of possibilities and includes skills such as brainstorming, creating, designing, imagining, improvising, and problem-solving.

Standards

Standards aligned to this course can be found:

Advanced Placement College Board Geography Standards

<https://secure-media.collegeboard.org/digitalServices/pdf/ap/ap-human-geography-course-description.pdf>

National Educational Technology Standards

<http://www.iste.org/STANDARDS>

Literacy Standards for History

<http://www.corestandards.org/ELA-Literacy/RH/11-12/>

Units & Standards Overview

Semester 1 **Semester 2**

Unit 1: Geography: Its Nature Perspective	Unit 2: Population and Migration	Unit 3: Cultural Patterns and Processes	Unit 4: Political Organization of Space	Unit 5: Agriculture, Food Production, & Rural Land Use	Unit 6: Industrialization & Economic Development	Unit 7: Cities and Urban Land Use
PE Assessment: 1B1	PE Assessment: 2A4	PE Assessment: 3B1, 3B2	PE Assessment: 4C2	PE Assessment: 5A4	PE Assessment: 6A3, 6B2	PE Assessment: 7B1
1A1, 1B1 , 1B2, 1C1, 1C2, 1C3, 1C4, 1C5, 1C6, 1C7, 1C8, 1C9, 1C10, 1C11 ISTE 3d, ISTE 5b, ISTE 7b WHST.2, RH.5	2A1, 2A2, 2A3, 2A4 , 2B1, 2B2 , 2B3, 2B4, 2B5, 2C1 , 2C2, 2C3, 2C4 ISTE 3d, ISTE 5b WHST.2	3A1, 3A2, 3A3, 3B1, 3B2, 3B3 , 3B4, 3B5 ISTE 3d, ISTE 5b WHST.2, RH.2	4A1, 4A2, 4A3, 4B1, 4B2 , 4B3, 4B4, 4B5, 4C1, 4C2 ISTE 3d, ISTE 5b WHST.2	5A1, 5A2, 5A3, 5A4 , 5B1, 5B2, 5B3, 5B4, 5C1, 5C2, 5C3 , 5C4, 5D1, 5D2, 5D3 ISTE 3d, ISTE 5b WHST.2	6A1, 6A2, 6A3 , 6B1, 6B2 , 6B3, 6C1, 6C2 , 6D1 ISTE 3d, ISTE 5b WHST.2, RH.4	7A1, 7B1, 7C1 , 7D1, 7D2, 7D3, 7D4, 7E1, 7E2 ISTE 3d, ISTE 5b WHST.2

Course Map

	Unit Description	PE Summary	PE Standards
<p>Unit 1: Geography: Its Nature & Perspectives</p> <p>3 weeks</p>	<p>This unit emphasizes the importance of geography as a field of inquiry and introduces students to the concept of spatial organization. Knowing the location of places, people, and events is a gateway to understanding complex environmental relationships and interconnections among places and across landscapes.</p>	<p>Students will be introduced to a free response question by practicing answering the below prompts in 25 minutes.</p> <p style="padding-left: 40px;">A. List 3 geographical concepts. B. Define the 3 geographical concepts listed in Part A. C. Explain how each of the 3 geographical concepts are related to your community or the world.</p>	<p>1B1</p>
<p>Unit 2: Population & Migration</p> <p>4 weeks</p>	<p>This unit emphasizes understanding the ways in which human population is organized geographically. Students will make sense of cultural patterns, political organization of space, food production issues, economic development concerns, natural resource use and decisions, and urban systems.</p>	<p>Students will write a response to a free response question by explaining two different country's demographic transition and economic development based on two population pyramids. Students will explain the demographic characteristics of each country as well as discuss one positive impact of each country's population structure on its economic development and one negative impact of each country's population structure on its economic development</p> <p style="text-align: center;">Teacher will assess:</p> <ol style="list-style-type: none"> 1. Explain demographic characteristics of each country. 2. Discuss one positive impact of each country's population structure on its economic development. 3. Discuss one negative impact of each country's population structure on its economic development. 	<p>2A4</p>

<p>Unit 3: Cultural Patterns & Processes</p> <p>5 weeks</p>	<p>This unit emphasizes understanding the components and regional variations of cultural patterns and processes is critical to human geography. Students will learn how geographers assess the spatial and place dimensions of cultural groups as defined by language, religion, ethnicity, and gender, in the present as well as the past.</p>	<p>Students will write a response to a free response question pertaining to the impact religion has on cultural landscapes. Students will be expected to respond to four cases in particular, and must include an explanation of each case and a specific example for each case.</p> <p>Teacher will assess:</p> <ul style="list-style-type: none"> ● Explain how religion affects the cultural landscape in the following four cases: <ul style="list-style-type: none"> ○ sacred sites ○ burial practices/sites ○ architecture ○ place names ● Cite a specific example for each case 	<p>3B1 3B2</p>
<p>Unit 4: Political Organizations & Space</p> <p>4 weeks</p>	<p>Students learn about the nature and significance of the political organization of territory at different scales. Political patterns reflect ideas of territoriality which in turn affect a wide range of exercises of power over space and boundaries. Two major themes are the political geography of the modern state and relationships between countries.</p>	<p>Students will write a response to a free response question by explaining the viability of any state depends on a balance between centripetal and centrifugal forces.</p> <ol style="list-style-type: none"> A. Define the concepts “centripetal force” and “centrifugal force.” B. Give a specific example of and explain a centripetal force that affects the viability of any of the states shown on the map above. C. With reference to a different specific example, explain a centrifugal force that affects the viability of any of the states shown on the map above. 	<p>4C2</p>
<p>Unit 5: Agriculture, Food Production, & Rural Land Use</p>	<p>Students examine geographic hearths where domestication of plants and animals first occurred and study the processes by which domesticated crops and animals spread. Students also examine the major agricultural production regions of the world.</p>	<p>Students will complete a free response question to the following prompt:</p> <ol style="list-style-type: none"> A. (i) Define the term “Green Revolution” as used during the period 1945 to 1985. (ii) Explain the principal agricultural 	<p>5A4</p>

<p>4-5 weeks</p>		<p>practices/technologies associated with the green revolution.</p> <p>(iii) Name TWO regions, in different parts of the world, where the green revolution has had a significant impact on crop yields.</p> <p>B. Identify and discuss TWO social, political, or cultural conditions necessary for the success of the agricultural practices/technologies of the green revolution.</p> <p>C. Identify and discuss TWO significant economic or ecological factors that limit the long-term success of the agricultural practices/technologies of the green revolution.</p>	
<p>Unit 6: Industrialization & Economic Development</p> <p>4 -5 weeks</p>	<p>Students learn about the geographic elements of industrialization and economic development, including past and present patterns of industrialization, types of economic sectors, and the acquisition of comparative advantage and complementarity.</p>	<p>Students will write a response to a free response question by identifying and comparing Rostow’s five-stage model of economic growth and the core-periphery concept of Wallerstein’s three-part world system theory.</p> <p>Students will identify and compare differences between the stages of economic growth and the core-periphery model, use one of the models to explain the level of economic development in specific countries, and give examples of how the core-periphery concept can be applied below the national scale.</p> <p>Teacher will assess:</p> <ol style="list-style-type: none"> 1. Identify and compare three differences between the stages of economic growth and the core-periphery model. 2. Use one of the two models to explain the level of economic development in 	<p>6A3 6B2</p>

		<p>either Mexico or Brazil.</p> <p>3. Give two examples of how the core-periphery concept can be applied below the national scale.</p>	
<p>Unit 7: Cities & Urban Land Use</p> <p>4-5 weeks</p>	<p>This unit divides urban geography into two subfields. The first is the study of systems of cities, focusing on the location of cities and why cities are where they are. The second subfield focuses on the form, internal structure, and landscapes of cities and emphasizes what cities are like as places to live and work.</p>	<p>Students will write a response to a free response question by identifying primate city and rank-size rule and describing how they relate to a particular country's urban geography. Students will then identify the positive and negative effects of primate cities on a country's economic development.</p>	<p>7B1</p>

Unit 1: Geography: Its Nature & Perspectives

Content Area: Social Studies	Course: AP Human Geography	UNIT: Geography: Its Nature & Perspectives
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Unit Description: This unit emphasizes the importance of geography as a field of inquiry and introduces students to the concept of spatial organization. Knowing the location of places, people, and events is a gateway to understanding complex environmental relationships and interconnections among places and across landscapes.	Unit Timeline: 3 weeks
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DESIRED Results

Transfer Goal - *Students will be able to independently use their learning to.....*

develop the ability to make informed decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.

Understandings – *Students will understand that... (Big Ideas)*

1. Geography, as a field of inquiry, looks at the world from a spatial perspective.
2. Geography offers a set of concepts, skills, and tools that facilitate critical thinking and problem solving.
3. Geographical skills provide a foundation for analyzing world patterns and processes.
4. Geospatial technologies increase the capability for gathering and analyzing geographic information with applications to everyday life.
5. Field experiences continue to be important means of gathering geographic information and data.

Essential Questions: *Students will keep considering...*

- How do geographers describe where people and places are?
- Why is each point on Earth unique?
- What are the skills and tools necessary to “thinking like a geographer?”

Students will know/understand ...	Standard	Students Will Be Able to ...	Standard
Geographic information provides context for understanding spatial relationships and human-environment interaction.	1A1	Explain the importance of geography as a field of study.	1A1
Geographical concepts include location, place, scale, space, pattern, nature and society, networks, flows, regionalization, and globalization.	1B1	Explain major geographical concepts underlying the geographic perspective.	1B1
Landscape analysis (e.g., field observations, photographic interpretations) provides a context for understanding the location of people, places, regions, and events; human-environment relationships; and interconnections between and among places and regions.	1B2	Use landscape analysis to examine the human organization of space.	1B2
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.	1C1	Use spatial thinking to analyze the human organization of space.	1C1
Maps are used to represent and identify spatial patterns and processes at different scales.	1C2a	Use and interpret maps.	1C2
Types of maps include reference maps (e.g., physical and political maps) and thematic maps (e.g., choropleth, dot, graduated symbol, isoline, cartogram).	1C2b		
All map projections (e.g., Mercator, polar) inevitably distort spatial relationships (e.g., shape, area, distance, direction).	1C2c		
Mathematical formulas and graphs are used to analyze	1C3	Apply mathematical formulas and graphs to interpret	1C3

rates of natural increase in population, population doubling time, rank-size rule for cities, and distance-decay functions.		geographic concepts.	
Geographers use models as generalization to think systematically about topics such as land use (e.g., vonThünen model, Latin American city model), industrial location (e.g., Weber model), and the distribution of settlements (e.g., Christaller’s central place theory).	1C4	Use and interpret geographic models.	1C4
Geographical issues include problems related to human-environmental interactions (e.g., sustainable agriculture); conflict and cooperation among countries (e.g., European Union); and planning and public-policy decision making (e.g., pronatalist policies).	1C5	Use concepts such as space, place, and region to examine geographic issues.	1C5
Patterns and processes at different scales reveal variations in and different interpretations of data (e.g., age-sex pyramids, population density).	1C6	Interpret patterns and processes at different scales.	1C6
Regions are defined on the basis of one or more unifying characteristics (e.g., corn belt) or on patterns of activity (e.g., hinterlands of ports).	1C7a	Define <i>region</i> as a concept, identify world regions, and understand regionalization processes.	1C7
Types of regions include formal, functional, and perceptual.	1C7b		
World regions are defined for this course by the maps in the course curriculum section of the <i>AP Human Geography Course Description</i> .	1C7c		
World regions may overlap (e.g., Southeast Asia and Asia) and often have transitional boundaries (e.g., North Africa and Sub-Saharan Africa).	1C7d		
Regional thinking is applied at local, national, and global	1C8a	Explain and evaluate the regionalization process.	1C8

scales. <i>Regionalism</i> refers to a group's perceived identification with a particular region at any scale (e.g., Quebec).	1C8b		
Interconnections among places include exchanges of natural resources, agricultural commodities, finished products, services, people, information, money, and pollutants.	1C9	Analyze changing interconnections among places.	1C9
Geospatial technologies include geographic information systems (GIS), satellite navigation systems (e.g., global positioning system), remote sensing, and online mapping and visualization. Geospatial data (e.g., census data, satellite imagery) is used at all scales for personal (e.g., navigation), business (e.g., marketing), and governmental (e.g., environmental planning) purposes.	1C10a 1C10b	Use and interpret geospatial data.	1C10
Data may be gathered in the field by organizations (e.g. census data) or by individuals (e.g., interviews, surveys, photography, informal observations). Quantitative and qualitative geographic data are used in economic, environmental, political, and social decision making.	1C11a 1C11b	Use quantitative and qualitative geographic data.	1C11
	ISTE 3d	Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.	ISTE 3d
	ISTE 5b	Students collect data or identify relevant data sets, use digital tools to analyze them, and represent data in various ways to facilitate problem-solving and decision-making.	ISTE 5b

	ISTE 7b	Students use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints.	ISTE 7b
	RH 5	Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.	RH 5
	WHST 2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	WHST 2

Unit 1: Assessment

EVIDENCE of LEARNING

<u>Understanding</u>	<u>Standards</u>	<u>Unit Performance Assessment:</u>	<u>R/R Quadrant</u>
1, 3	IB1	<p>Description of Assessment Performance Task(s): Students will be introduced to a free response question by practicing answering the below prompts in 25 minutes.</p> <p>A. List 3 geographical concepts. B. Define the 3 geographical concepts listed in Part A. C. Explain how each of the 3 geographical concepts are related to your community or the world. FHSD Unit 1 FRQ PE student handout</p> <p>Teacher will assess:</p> <ol style="list-style-type: none"> 1. identify geographical concepts (3 points) 2. define three geographical concepts (3 points) 3. explain, by providing examples, three geographical concepts in your community or the world (3 points) 	<p>C</p> <p>21 Century</p> <p>Critical Thinking</p>

		<p>Performance:</p> <p>Mastery: Students will demonstrate mastery by achieving 7/9 or being able to clearly applying a geographical concept to a community or the world.</p> <p>Scoring Guide: <i>FHSD Unit 1 FRQ PE Rubric</i></p>	
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Unit 1: Sample Activities

SAMPLE LEARNING PLAN
<p>Pre-assessment: Students will complete the released item test from 2016. This assessment can be found in the Secure Documents on the AP Central College Board website in the teacher’s Audit account.</p>

<u>Understanding</u>	<u>Standards</u>	<u>Major Learning Activities:</u>	<u>Instructional Strategy Category:</u>	<u>R/R Quadrant: 21C:</u>
1, 2	1A1	<p>1. Activity: <i>Why Study Geography?</i></p> <p>Objective: Students will be able to identify the geographic mistakes made in news broadcasts and advertisements.</p> <p>This activity introduces students to the study of geography and how they come into contact with geographic concepts daily. Teachers can use Mental Pictures as a strategy for this lesson.</p> <p>Link to Powerpoint: "Why Study Geography?" Powerpoint Presentation</p>	Non-linguistic Representations	B Communication
2	RH 5 WHST 2	<p>2. Activity: <i>How To Do The FRQ</i></p> <p>Objective: Students will learn how to write a Free Response Question answer on the AP Human Geography Exam.</p>	Setting Objectives	C Critical Thinking

		<p>Students must understand the components of the FRQ and how to answer the FRQ. Verbs will help the students understand how in-depth their answer must be, so it is extremely important to know what the verbs mean. Students will also be given things to do and not to do on a FRQ. The presentation ends with examples of the different types of FRQs on the exam, and the students must choose the best example.</p> <p>Students will then practice these skills in the Unit 1 Performance Events.</p> <p>Link to Power Point Presentation: Winning the FRQ Link to Student Handout-FRQ Verbs: FRQ Verbs handout</p>		
2,3	1B1 ISTE 7b	<p>3. Activity: <i>Vocab Terms</i></p> <p>Objective: Students will apply basic geographic terminology to further understand the concepts of geography.</p> <p>During class, students will play Quizlet Live (an online collaborative review game) using the set of quizlet cards created by students.</p> <p>List of vocabulary terms defined in Quizlet</p>	Summarization and Note Taking	A Communication
2	1B1	<p>4. Activity: <i>My Top Places Project</i></p> <p>Objective: Students will apply basic geographic concepts to communicate why every place is unique.</p> <p>This activity has students think geographically about their top places: places in town, out-of-town places you've been, and places you want to visit. In analyzing each place's absolute location, site, and situation, they will create a presentation that will communicate the geographic concepts that make each place unique.</p> <p>Project Instructions and Rubric</p>	Providing Practice	C critical thinking

2, 4	1C10 ISTE 3d ISTE 5b	<p>5. Activity: <i>GIS Lesson: Distance, Transportation, and Scale</i></p> <p>Objective: Students will be able to visualize and analyze variations in the time-space compression.</p> <p>Students will explore how not all distances are equally distant. Using GIS software, students will activate various layers and utilize various tools while responding to a series of prompts leading them to analyze the connection between population density and travel time.</p> <p>GIS Lesson Link: Distance, transportation, and scale</p>	Cues and Questions Non-linguistic Representations	B Critical Thinking
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Unit 1: Resources

UNIT RESOURCES

Teacher Resources:

- *The Cultural Landscape: An Introduction to Human Geography*, Rubenstein 12th Edition-Chapter 1
- <http://mga.missouri.edu/> Missouri Geographic Alliance
- **Goode's World Atlas 20th Edition** by [J. Paul Goode](#) (Author), [John C. Hudson](#) (Editor), [Edward B., Jr. Espenshade](#) (Editor)
- <http://www.uccs.edu/~coga/> Colorado Geographic Alliance (COGA)
- <https://www.google.com/earth/> Google Earth
- <http://www.esri.com/connected#Human%20Geography%20GeoInquiries>
- http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/8154.html
- <http://www.nationalgeographic.org/education/ap-human-geography/> National Geographic website dedicated to AP Human Geography teachers
- <https://www.arcgis.com/features/index.html> ArcGIS
- Shared Youtube Channel for Teachers- <https://www.youtube.com/channel/UC6Z1WdihUWOMUiM6Ea4OrmA/playlists>
- <http://www.gapminder.org/> Online tools to graph and analyze data; videos describing current and historical trends
- <http://www.worldmapper.org/index.html> Enormous collection of data maps

- **Resources - AP Human Geography - Google Sites**- <https://sites.google.com/site/batemanaphumangeography/resources>
- National Geographic Mapmaker- <http://www.nationalgeographic.org/education/mapping/outline-map/>

Student Resources:

- *The Cultural Landscape: An Introduction to Human Geography*, Rubenstein 12th Edition-Chapter 1
- <http://mga.missouri.edu/> Missouri Geographic Alliance
- **Goode's World Atlas 20th Edition** by [J. Paul Goode](#) (Author), [John C. Hudson](#) (Editor), [Edward B., Jr. Espenshade](#) (Editor)
- <http://www.uccs.edu/~coga/> Colorado Geographic Alliance (COGA)
- <https://www.google.com/earth/> Google Earth
- <http://www.esri.com/connected#Human%20Geography%20GeoInquiries>
- <https://apstudent.collegeboard.org/apcourse/ap-human-geography>
- <https://www.arcgis.com/features/index.html> ArcGIS
- <https://quizlet.com>

Vocabulary:

- **built landscape**: the notion that successive societies leave their cultural imprints on a place, each contributing to the cumulative cultural landscape
- **cartography**: the science of making maps
- **cultural landscape**: the visible imprint of human activity and culture on the landscaped
- **direction**: a course along which someone or something moves
 - **absolute direction**: A compass direction such as north or south
 - **relative direction**: Directions such as left, right, forward, backward, up, and down based on people's perception of places
- **dispersion/concentration**: the extent of a features spread over space
 - **dispersed/scattered**: when objects in an area are relatively far apart
 - **clustered/agglomerated**: when objects in an area are close together
- **distance**: the amount of space between two things, regions, or land masses
 - **absolute distance**: the amount of space between two things, regions, or land masses
 - **relative distance**: the approximate measurement of the physical space between two places
- **distribution**: the arrangement of something across Earth's surface
- **environmental determinism**: a nineteenth and early twentieth-century approach to the study of geography which argued that the general laws sought by human geographers could be found in the physical sciences. Geography was therefore the study of how the physical environment cause human activities.
- **Geographic Information System (GIS)**: a computer system that stores, organizes, analyzes, and displays geographic data
- **Global Positioning System (GPS)**: a system that determines the precise position of something on Earth through a series of satellites, tracking stations, and receivers
- **grid**: a network of lines that cross each other to form a series of squares or rectangles
 - **equator**: the parallel with the largest circumference and the place with 12 hours of daylight (0 degrees latitude)
 - **Greenwich Mean Time**: the master reference time for all points on Earth; the time at the prime meridian

- International Date Line: a line following the 180 degree longitude line where when you cross it going west, you set the clock forward by 24 hours
- latitude: the numbering system used to indicate the location of parallels drawn on a globe and measuring distance north and south of the equator (0°)
- longitude: the numbering system used to indicate the location of meridians drawn on a globe and measuring distance east and west of the prime meridian (0°)
- meridian: an arc drawn between the North and South poles
- North and South Poles: the North Pole is 90 degrees North latitude and the South Pole is 90 degrees South latitude
- prime meridian: the meridian that is 0 degrees longitude
- hearth: the region from which innovative ideas originate
- location: the position of anything on Earth's surface
 - absolute location: the coordinates of a place using latitude and longitude
 - place name location: a name given to a place on Earth
 - relative location: lets us find unfamiliar locations by comparing them to familiar ones
 - site location: the physical character of a place
 - situation location: the location of a place relative to other places
- map: a two-dimensional, or flat, representation of Earth's surface or a portion of it
 - cartogram map: a map in which some thematic mapping variable is substituted for land area
 - choropleth map: a thematic map using shading to show a pattern of a variable (the darker the shading, the higher the concentration of the variable)
 - dot map: a map that uses dots to show the presence of a certain feature, shows spatial patterns
 - isoline map: a thematic map with continuous lines joining points of the same value
 - statistical map: type of map in which the variation in quantity of a factor such as rainfall, population, or crops in a geographic area is indicated
 - thematic map: a map that presents information on a specific topic
- map scale: the relationship between the size of an object on a map and the size of the actual feature on Earth's surface
- mental map: a representation of a portion of Earth's surface based on what an individual knows about a place that contains personal impressions of what is in the place and where the place is located
- model: a simplified abstraction of reality, structured to clarify causal relationships
- pattern: the geometric or regular arrangement of something in a particular area
 - centralized pattern: an arrangement of something that is clustered or concentrated at a specific point
 - linear pattern: an arrangement of items in straight lines
 - random pattern: an arrangement of items located in no specific order or logic behind the arrangement
- physical attributes: physical features of the landscape
 - natural landscape: the environment that has not been affected by humans
- possibilism: the theory that the physical environment may set limits on human actions, but people have the ability to adjust to the

- physical environment and choose a course of action from many alternatives
- projection: a system used to transfer locations from Earth's surface to a flat map
 - Mercator Projection: Invented by Flemish cartographer Gerardus Mercator for ships navigating across the Atlantic Ocean in 1569. The map is meant for direction. However, the projection distorts sizes of areas, particularly as you get closer to the North and South poles
 - Peters Projection: A map that curves inward to fix the distortion of the Mercator, but makes the landmasses look smaller than they really are. It is an attempt to balance all distortions by making errors in all 4 ways. As a result, it is a good projection for general use
 - Robinson Projection: A map that curves inward to fix the distortion of the Mercator, but makes the landmasses look smaller than they really are. It is an attempt to balance all distortions by making errors in all 4 ways. As a result, it is a good projection for general use
 - region: an area distinguished by a unique combination of trends or features
 - remote sensing: the acquisition of data about Earth's surface from a satellite orbit in the planet or from other long distance methods
 - scale: generally, the relationship between the portion of Earth being studied and Earth as a whole
 - sequent occupance: the notion that successive societies leave their cultural imprints on a place, each contributing to the cumulative cultural landscape
 - site: the physical character of a place
 - spatial association: the relationship between the distribution of one feature and the distribution of another feature
 - spatial interaction: when places are connected to each other through a network
 - accessibility: a degree of ease with which it is possible to reach a location
 - connectivity: the ability to form relationships among people and objects across the barrier of space
 - distance decay: when two people are far apart, their contact diminishes and eventually disappears
 - friction of distance: the measure of restricting effect of distance on spatial interaction. The greater the distance, the greater the "friction" and the less the interaction or exchange, or the greater the cost of achieving the exchange
 - network: a chain of communication that connects places
 - time-space compression: the reduction in time it takes for something to reach another place
 - time zones: geographic region where the same standard time is used

Unit 2: Population & Migration

Content Area: Social Studies	Course: AP Human Geography	UNIT: Population & Migration
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Unit Description: This unit emphasizes understanding the ways in which human population is organized geographically. Students will make sense of cultural patterns, political organization of space, food production issues, economic development concerns, natural resource use and decisions, and urban systems.	Unit Timeline: 4 weeks
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DESIRED Results

Transfer Goal - *Students will be able to independently use their learning to.....*

develop the ability to make informed decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.

Understandings – *Students will understand that... (Big Ideas)*

1. Knowledge of the geographic patterns and characteristics of human populations facilitates understanding of cultural, political, economic, political, and urban systems.
2. Populations grow and decline over time and space.
3. Causes and consequences of migration are influenced by cultural, demographic, economic, environmental, and political factors.

Essential Questions: *Students will keep considering...*

- Where do people live and why?
- Why and where do people migrate?
- How does government affect migration and population change?

Students will know/understand ...	Standard	Students Will Be Able to ...	Standard
<p>Factors that explain patterns of population distribution vary according to the scale of analysis (i.e., local to global).</p> <p>Physical factors (e.g., climate, landforms, water bodies) and human factors (e.g., cultural, economic, historical, political) influence the distribution of population.</p>	<p>2A1a</p> <p>2A1b</p>	<p>Analyze the distribution of human populations at different scales.</p>	<p>2A1</p>
<p>The three methods for calculation population density are arithmetic, physiological, and agricultural.</p>	<p>2A2</p>	<p>Use population density to explain the relationship between people and the environment.</p>	<p>2A2</p>
<p>Population distribution and density influence political, economic, and social processes (e.g., redistricting, provision of services such as medical care).</p> <p>Population distribution and density impact the environment and natural resources (e.g., carrying capacity).</p> <p>Population distribution and density affect the need for infrastructure (e.g., housing) and urban services (e.g., sanitation).</p>	<p>2A3a</p> <p>2A3b</p> <p>2A3c</p>	<p>Explain the implications of population distributions and densities.</p>	<p>2A3</p>
<p>Age, sex, and ethnicity are elements of population composition that may be mapped and graphed at various scales.</p> <p>Population pyramids are used to project population growth and decline and to predict markets for goods and services.</p>	<p>2A4a</p> <p>2A4b</p>	<p>Analyze population composition.</p>	<p>2A4</p>

Demographic factors that determine population growth and decline are fertility, mortality, and migration.	2B1a	Explain contemporary and historical trends in population growth and decline.	2B1
Rates of natural increase and population-doubling times are used to explain population growth and decline.	2B1b		
Social, cultural, political, and economic factors influence fertility, mortality, and migration rates.	2B1c		
The demographic transition model may be used to explain population change over time and space.	2B2a	Interpret and apply theories of population growth and decline.	2B2
Malthusian theory is used to analyze population change and its consequences.	2B2b		
The epidemiologic transition explains causes of changing death rates.	2B2c		
Types of population policies include those that promote or restrict population growth (e.g., pronatalist, antinatalist).	2B3	Evaluate various national and international population policies.	2B3
Changing social values and access to education, employment, healthcare, and contraception have reduced fertility rates in most parts of the world.	2B4a	Analyze reasons for changes in fertility rates in different parts of the world.	2B4
Changing social, economic, and political roles for women have influenced the patterns of fertility, mortality, and migration.	2B4b		
Population aging is influenced by birth and death rates and life expectancy.	2B5a	Explain the causes and implications of an aging population.	2B5
An aging population has social (e.g., retirement), economic (e.g., dependency ratio), and political (e.g., voting patterns) implications.	2B5b		

<p>Push and pull factors can be cultural (e.g., religious freedom), demographic (e.g., unbalanced sex ratios, overpopulation), economic (e.g., jobs), environmental (e.g., natural disasters), or political (e.g., persecution).</p> <p>Push factors are often negative (e.g., poor economic conditions, warfare), while pull factors are often perceived as positive (e.g., a better quality of life, economic opportunities).</p>	<p>2C1a</p> <p>2C1b</p>	<p>Explain how push and pull factors contribute to migration.</p>	<p>2C1</p>
<p>Forced migrations include those involving refugees, internally displaced persons, and asylum seekers.</p> <p>Voluntary migrations may be transnational, internal, chain, step, and rural to urban.</p> <p>Patterns of voluntary and forced migration may be affected by distance and physical features.</p>	<p>2C2a</p> <p>2C2b</p> <p>2C2c</p>	<p>Apply the concepts of forced and voluntary migration to historical and contemporary examples.</p>	<p>2C2</p>
<p>Major historical migrations include forced migration of Africans to the Americas, immigration waves to the U.S., and emigration from Europe and Asia to colonies abroad.</p>	<p>2C3</p>	<p>Analyze major historical migrations.</p>	<p>2C3</p>
<p>Governments institute policies to encourage or restrict migration.</p> <p>Migration has consequences (e.g., remittances; spread of languages, religions, innovations, diseases) for areas that generate or receive migrants.</p>	<p>2C4a</p> <p>2C4b</p>	<p>Analyze the cultural, economic, environmental, and political consequences of migration.</p>	<p>2C4</p>
		<p>Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.</p>	<p>ISTE 3d</p>
		<p>Students collect data or identify relevant data sets, use digital tools to analyze them, and represent data in</p>	<p>ISTE 5b</p>

		various ways to facilitate problem-solving and decision-making.	
	WHST 2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	WHST 2

Unit 2: Assessment

EVIDENCE of LEARNING

<u>Understanding</u> 1	<u>Standards</u> 2A4 WHST 2	<p><u>Unit Performance Assessment:</u> Description of Assessment Performance Task(s): Students will write a response to a free response question by explaining two different country's demographic transition and economic development based on two population pyramids. Students will explain the demographic characteristics of each country as well as discuss one positive impact of each country's population structure on its economic development and one negative impact of each country's population structure on its economic development</p> <p style="text-align: center;">FHSD Unit 2 FRQ PE student handout</p> <p>Teacher will assess:</p> <ol style="list-style-type: none"> 1. Explain demographic characteristics of each country. 2. Discuss one positive impact of each country's population structure on its economic development. 3. Discuss one negative impact of each country's population structure on its economic development. <p><u>Performance:</u> Mastery: Student will achieve 4/6 points. Scoring Guide:</p>	<u>R/R Quadrant</u> C <u>21 Century</u> Critical Thinking
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Unit 2: Sample Activities

SAMPLE LEARNING PLAN

<u>Understanding</u>	<u>Standards</u>	<u>Major Learning Activities:</u>	<u>Instructional Strategy Category:</u>	<u>R/R Quadrant: 21C:</u>
1	2A4	<p>1. Activity: <i>Population Party</i></p> <p>Objective: Students will preview the material they will be learning in Unit 2 about population.</p> <p>Students will role play in this activity as honored guests of the <i>World Population and Health Conference</i> who have been invited to attend a pre-conference mixer.</p> <p>Introduction to the Activity: The conference has brought you here in order to understand the population and health challenges facing your state (country). While the conference begins tomorrow, today is an opportunity for you to meet the other attendees and see what types of issues other states are dealing with and at the same time get to know some new faces!</p> <p>Directions:</p> <ul style="list-style-type: none"> A) Read and BECOME YOUR CHARACTER! You must stay in character throughout this activity. B) ALL EXCHANGES must be done with oral communication. In other words you cannot simply copy role sheets. Remember this is a party; you should proceed as if you are meeting someone for the first time. C) Circulate around the room (it's a party!) and meet the other characters. You have 25 minutes to meet 10 people, so don't linger too long with any one guest! D) There are 'repeats', so if you have already met someone, move on! E) Do not worry about key word definitions! Simply write them down, we will 	Advance Organizer	B communication critical thinking

		<p>do an activity with this later!</p> <p>Debrief Questions:</p> <ol style="list-style-type: none"> 1) Based on who you met tonight, what is the biggest challenge facing the world today? Why? 2) Who surprised you the most with their issues? What did you not expect? 3) Look at the <i>key terms</i>. Are there any that you can define now that you have done this activity? Put a star next to the words you think you know. 4) Look at the <i>key terms</i>. Underline the <i>most interesting</i> term that you don't know! 5) Based on this activity, what will we be studying this unit? <p>Link to Handout: Population Party Handout</p>		
1	<p>2B1 ISTE 3d ISTE 5b</p>	<p>2. Activity: <i>GIS Lesson: World Population</i></p> <p>Objective: Students will identify and explain the spatial patterns and distribution of world population based on total population, density, total fertility rate, natural increase rate, and infant mortality rate.</p> <p>Using GIS software, students will explore the patterns of world population in terms of total population, arithmetic density, total fertility rate, natural increase rate, and infant mortality rate. Using this data, students will analyze why some countries are gaining or losing population.</p> <p>Appendix Documents: GIS Lesson Link: World population</p>	<p>Cues and Questions</p> <p>Identifying similarities and differences</p>	<p>B</p> <p>Critical Thinking</p>
3	<p>2C1A 2C1B 2C2A WHST 2</p>	<p>3. Activity: <i>Refugee Simulation</i></p> <p>Objective: Students will participate in a simulation to understand the experience of refugees.</p> <p>Students will use the refugee simulation presentation to experience and deepen their understanding of who refugees are and what they go through. Students will read each slide and follow the directions. As they click their way through their journey, they will log what happens to them on the handout.</p>	<p>summarizing and notetaking</p>	<p>C</p> <p>critical thinking</p>

		Refugee Simulation Presentation	Refugee Simulation Worksheet	
1	2A4a 2A4b	<p>4. Activity: <i>Population Pyramid Activity</i></p> <p>Objective: Students will participate in a simulation to understand population data and will use that data to interpret that data</p> <p>Students will use the population data provided to experience and deepen their understanding of how geographers use and interpret that data. Then using that data, compare and contrast those two countries based on the data provided.</p> <p>There is also a great population pyramid video that can be shown with this activity. It is in our Unit 2 playlist on YouTube and is titled: Population Pyramids: Powerful Predictors of the Future.</p> <p>Population Pyramid Handout Population Pyramid Info Population Pyramid questions</p>	<p>Cues and Questions</p> <p>Identifying Similarities & Differences</p>	<p>B</p> <p>critical thinking</p>

Unit 2: Resources

UNIT RESOURCES

Teacher Resources:

- *The Cultural Landscape: An Introduction to Human Geography*, Rubenstein 12th Edition-Chapters 2 and 3
- <http://mga.missouri.edu/> Missouri Geographic Alliance
- **Goode's World Atlas 20th Edition** by [J. Paul Goode](#) (Author), [John C. Hudson](#) (Editor), [Edward B., Jr. Espenshade](#) (Editor)
- <http://www.uccs.edu/~coga/> Colorado Geographic Alliance (COGA)
- <https://www.google.com/earth/> Google Earth
- <http://www.esri.com/connected#Human%20Geography%20GeoInquiries>
- http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/8154.html
- <http://www.nationalgeographic.org/education/ap-human-geography/> National Geographic website dedicated to AP Human Geography teachers

- <https://www.arcgis.com/features/index.html> ArcGIS
- Shared Youtube Channel for Teachers- <https://www.youtube.com/channel/UC6Z1WdihUW0mUiM6Ea4OrmA/playlists>
- <http://www.gapminder.org/> Online tools to graph and analyze data; videos describing current and historical trends
- <http://www.worldmapper.org/index.html> Enormous collection of data maps
- **Resources - AP Human Geography - Google Sites** - <https://sites.google.com/site/batemanaphumangeography/resources>
- National Geographic Mapmaker- <http://www.nationalgeographic.org/education/mapping/outline-map/>

Student Resources:

- *The Cultural Landscape: An Introduction to Human Geography*, Rubenstein 12th Edition-Chapters 2 and 3
- <http://mga.missouri.edu/> Missouri Geographic Alliance
- **Goode's World Atlas 20th Edition** by [J. Paul Goode](#) (Author), [John C. Hudson](#) (Editor), [Edward B., Jr. Espenshade](#) (Editor)
- <http://www.uccs.edu/~coga/> Colorado Geographic Alliance (COGA)
- <https://www.google.com/earth/> Google Earth
- <http://www.esri.com/connected#Human%20Geography%20GeoInquiries>
- <https://apstudent.collegeboard.org/apcourse/ap-human-geography>
- <https://www.arcgis.com/features/index.html> ArcGIS
- <https://quizlet.com>

Vocabulary:

- **age distribution**: a model used in population geography that describes the ages and number of males and females within a given population;also called a population pyramid
- **activity space**: space allotted for a certain industry or activity
- **carrying capacity**:largest number of people that the environment of a particular area can sustainably support
- **census**: a complete enumeration of a population
- **cohort**: population group unified by a specific common characteristic, such as age, and subsequently treated as a statistical unit
- **counterurbanization**: net migration from urban to rural areas in more developed countries
- **crude birth rate (CBR)**: the total number of live births in a year for every 1,000 people alive in the society
- **crude death rate (CDR)**: the total number of deaths in a year for every 1,000 people alive in the society
- **cyclic movement**: trends in migration and other processes that have a clear cycle
- **demographic equation**: the formula that calculates population change. The formula is found by doing births minus deaths plus (or minus) net migration
- **demographic momentum**: the tendency for growing population to continue growing after a fertility decline because of their young age distribution
- **demographic regions**: regions grouped together by the stage of the demographic transition model that most countries in the region are

in

- demographic transition model: sequence of demographic changes in which a country moves from high birth and death rates to low birth and death rates through time
- demography: the scientific study of population characteristics
- density: the frequency with which something exists within a given unit of area
 - agricultural density: the ratio of the number of farmers to the total amount of arable land
 - arithmetic density: the total number of people divided by the total land area
 - physiological density: the number of persons per unit of land suitable for agriculture
- dependency ratio: ratio of the number of people who are either too old (over 64) or young (under 15) to provide for themselves to the number of people who must support them through their own labor
- diffusion of fertility control:
- disease diffusion: (contagious and hierarchical)
- doubling time: the number of years needed to double a population, assuming a constant rate of natural increase
- distance decay: when contact between two groups diminishes because of the distance between them
- ecumene: the proportion of earth's surface occupied by permanent human settlement
- epidemiological transition model: the process of change in the distinctive causes of death in each stage of the demographic transition
- epidemiology: the branch of medical science concerned with the incidence, distribution, and control of diseases that are prevalent among a population at a special time and are produced by some special causes not generally present in the affected locality
- gendered space: areas or regions designed for men or women
- gravity model: a mathematical formula that describes the level of interaction between two places, based on the size of their populations and their distance from each other
- infant mortality rate: the total number of deaths in a year among infants under 1 year of age for every 1,000 live births in a society
- intercontinental: extending or taking place between or among continents
- intervening obstacle: an environmental or cultural feature of the landscape that hinders migration:
- J-curve: the shape of a line graph of population graph when growth is exponential
- life expectancy: the average number of years an individual can be expected to live, given current social, economic, and medical conditions.
- maladaptation: an adaptation that has become less helpful than harmful
- migration: a form of relocation diffusion that involves a permanent move to a new location
 - chain migration: migration event in which individuals follow the migratory path of preceding friends or family members to an existing community
 - circular migration: the temporary movement of a migrant worker between home and host countries to seek employment
 - forced migration: event in which individuals are forced to leave a country against their will
 - internal migration: permanent or semipermanent movement of individuals within a particular country
 - international migration: permanent movement from one country to another
 - interregional migration: permanent movement from one region of a country to another

- intraregional migration: permanent movement within one region of a country
- migration patterns: routes of movement for animals or people across or within a given area
- migration transition: a change in the migration patterns in a society that results from industrialization, population growth, and other social and economic changes that also produces the demographic transition
- natality: the ratio of live births in an area to the population of that area
- natural increase rate: the percentage growth of a population in a year, computed as the crude birth rate minus the crude death rate
- overpopulation: the number of a people in an area exceeds the capacity of the environment to support life at a decent standard of living
- periodic movement: motion that recurs over and over and the period of time required for each recurrence remains the same
- personal space: the surrounding area over which a person makes some claim to privacy
- place utility: adding value to products by having them where people want them
- population densities: a measurement of the number of persons per unit land area
- population distributions: locations of the Earth's surface where populations live
- population explosion: a sudden increase or burst in the population in either a certain geographical area or worldwide
- population projection: predicts the future population of an area or the world
- population pyramid: model used in population geography to show the age and sex distribution of a particular population
- push-pull factors: conditions that draw people to another location or cause people to leave their homelands and migrate to another region
 - pull factor: a factor that induces people to move to a new location
 - push factor: a factor that induces people to move out of their present location
- quota: in reference to migration, a law that places a maximum limit on the number of people who can immigrate to a country each year
- rate of natural increase: the percentage of growth of a population in a year, computed as the crude birth rate minus the crude death rate
- refugee: someone who is forced to migrate from his or her home country and cannot return for fear of persecution because of his or her race, religion, nationality, membership in a social group, or political opinion
- rural-urban: permanent movement from an agrarian sparsely populated region to a densely populated metropolitan area
- S-curve: traces the cyclical movement upwards and downwards in a graph
- sex ratio: the number of males per 100 females in the population
- standard of living: refers to the quality and quantity of goods and services available to people and the way they are distributed within a population
- step migration: migration to a distant destination that occurs in stages
- sustainability: the level of development that can be maintained without depleting resources
- total fertility rate (TFR): the average number of children a woman will have throughout her childbearing years
- transhumance: seasonal movement of livestock between mountain and lowland pastures either under the care of herders or in company with the owners
- transmigration: the relocation of people away from overpopulated core regions to less crowded areas
- underpopulation: a sharp drop or decrease in a region's population
- voluntary migration: movement of an individual who consciously and voluntarily decides to locate to a new area

- zero population growth: a decline of the total fertility rate to the point where the natural increase rate equals zero

Unit 3: Cultural Patterns & Processes

Content Area: Social Studies	Course: AP Human Geography	UNIT: Cultural Patterns & Processes
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<p>Unit Description: This unit emphasizes understanding the components and regional variations of cultural patterns and processes is critical to human geography. Students will learn how geographers assess the spatial and place dimensions of cultural groups as defined by language, religion, ethnicity, and gender, in the present as well as the past.</p>	<p>Unit Timeline: 5 weeks</p>
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DESIRED Results

Transfer Goal - *Students will be able to independently use their learning to.....*

develop the ability to make informed decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.

Understandings – *Students will understand that... (Big Ideas)*

1. Concepts of culture frame the shared behaviors of a society.
2. Culture varies by place and region.

Essential Questions: *Students will keep considering...*

- Where do folk and popular cultures originate and diffuse?
- What is language and what role does languages play in culture?
- What is religion and what role does religion play in culture?
- What is ethnicity and how is ethnicity identity constructed?

- What are the impacts of globalization on folk cultures, languages, and ethnicities?

Students will know/understand ...	Standard	Students Will Be Able to ...	Standard
<p>Culture is comprised of the shared practices, technologies, attitudes, and behaviors transmitted by a society.</p> <p>Cultural traits are individual elements of culture and include such things as food preferences, architecture, and land use.</p>	<p>3A1a</p> <p>3A1b</p>	<p>Explain the concept of culture and identify cultural traits.</p>	<p>3A1</p>
<p>Geographers use maps and the spatial perspective to analyze and assess language, religion, ethnicity, and gender.</p>	<p>3A2</p>	<p>Explain how geographers assess the spatial and place dimensions of cultural groups in the past and present.</p>	<p>3A2</p>
<p>Communication technologies (e.g., the internet) are reshaping and accelerating interactions among people and places and changing cultural practices (e.g., use of English, loss of indigenous languages).</p>	<p>3A3</p>	<p>Explain how globalization is influencing cultural interactions and change.</p>	<p>3A3</p>
<p>Regional patterns of language, religion, and ethnicity contribute to a sense of place, enhance placemaking, and shape the global cultural landscape.</p> <p>Language patterns and distributions can be represented on maps, charts, and language trees.</p> <p>Religious patterns and distributions can be represented on maps and charts.</p> <p>Ethnicity and gender reflect cultural attitudes that shape the use of space (e.g., women in the workforce, ethnic neighborhoods).</p>	<p>3B1a</p> <p>3B1b</p> <p>3B1c</p> <p>3B1d</p>	<p>Explain cultural patterns and landscapes as they vary by place and region.</p>	<p>3B1</p>

Language, religion, ethnicity, and gender are essential to understanding landscapes symbolic of cultural identity (e.g., signs, architecture, sacred sites).	3B1e		
Types of diffusion include expansion (contagious, hierarchical, stimulus) and relocation. Language families, languages, dialects, world religions, ethnic cultures, and gender roles diffuse from cultural hearths, resulting in interactions between local and global forces that lead to new forms of cultural expression (e.g., lingua franca). Colonialism, imperialism, and trade helped to shape patterns and practices of culture (e.g., language, religion). Acculturation, assimilation, and multiculturalism are shaped by the diffusion of culture.	3B2a 3B2b 3B2c 3B2d	Explain the diffusion of culture and cultural traits through time and space.	3B2
Ethnic religions (e.g., Hinduism, Judaism) are generally found near the hearth or spread through relocation diffusion. Universalizing religions (e.g., Christianity, Islam, Buddhism) are spread through expansion and relocation diffusion.	3B3a 3B3b	Compare and contrast ethnic and universalizing religions and their geographic patterns.	3B3
Cultural landscapes are amalgamations of physical features, agricultural and industrial practices, religious and linguistic characteristics, and other expressions of culture (e.g., architecture).	3B4	Explain how culture is expressed in landscapes and how land and resource use represents cultural identity.	3B4
Folk culture origins are usually anonymous and rooted in tradition and are often found in rural or isolated	3B5a	Compare and contrast popular and folk culture and the geographic patterns associated with each.	3B5

indigenous communities. Popular culture origins are often urban, changeable, and influenced by media.	3B5b		
	ISTE 3d	Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.	ISTE 3d
	ISTE 5b	Students collect data or identify relevant data sets, use digital tools to analyze them, and represent data in various ways to facilitate problem-solving and decision-making.	ISTE 5b
	WHST 2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	WHST 2
	RH 2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.	RH 2

Unit 3: Assessment

EVIDENCE of LEARNING

<u>Understanding</u>	<u>Standards</u>	<u>Unit Performance Assessment:</u> Description of Assessment Performance Task(s):	<u>R/R Quadrant</u>
1, 2	3B1 3B2 WHST 2	Students will write a response to a free response question pertaining to the impact religion has on cultural landscapes. Students will be expected to respond to four cases in particular, and must include an explanation of each case and a specific example for each case. FHSD Unit 3 Performance Task	C <u>21 Century</u>

		<p>Teacher will assess:</p> <ul style="list-style-type: none"> ● Explain how religion affects the cultural landscape in the following four cases: <ul style="list-style-type: none"> ○ sacred sites ○ burial practices/sites ○ architecture ○ place names ● Cite a specific example for each case <p>Performance: Mastery: Students will achieve 5/8 points. Scoring Guide: <i>FHSD Unit 3 FRQ PE rubric-pages 4 and 5</i></p>	Critical Thinking
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Unit 3: Sample Activities

SAMPLE LEARNING PLAN

<u>Understanding</u>	<u>Standards</u>	<u>Major Learning Activities:</u>	<u>Instructional Strategy Category:</u>	<u>R/R Quadrant: 21C:</u>
1, 2	3B5 RH 2	<p>1. Activity: <i>Culture Mini-Debate</i></p> <p>Objective: Students will analyze folk cultures and argue the extent that folk cultures should be able to go to preserve cultural traditions.</p> <p>Students will research a folk culture and prepare to debate one of the following sides:</p> <ul style="list-style-type: none"> ● There should be definite restrictions on how far cultures can go to preserve cultural traditions ● Cultures should have complete freedom to practice any and all cultural 	Cues and Questions	C Communication Critical Thinking

		<p>traditions at all times</p> <p>Student Handout-Directions Mini-Debate Documents</p>		
1, 2	3A1b	<p>2. Activity: <i>Material World Activity</i></p> <p>Objective: Students will analyze families' possessions from around the world and evaluate whether they fit into popular or folk culture based on their homes, possessions & other country statistics.</p> <p>Students will view pictures and complete the worksheet on families' material possessions around the world. To complete the activity, students will write a reflection on whether they feel most of the world is part of a folk culture and how people preserve folk culture while still embracing popular culture.</p> <ul style="list-style-type: none"> • Material World Powerpoint #1 • Material World Powerpoint #2 • Material World Activity Sheet 	<p>cues and questions</p> <p>summarizing and notetaking</p>	<p>C</p> <p>Communication</p> <p>Critical Thinking</p>
2	3B1	<p>3. Activity: <i>Language Tree Activity</i></p> <p>Objective: Students will be able to identify the world's largest language families and understand where the world's languages are distributed.</p> <p>Students will research one language family and prepare a 5-minute presentation about the history and origin of 5 selected languages in the language family.</p> <p>Language Tree Activity with Student Directions</p>	<p>cues and questions</p> <p>summarizing and notetaking</p>	<p>C</p> <p>communication</p> <p>critical thinking</p>
2	3B2 ISTE 3d ISTE 5b	<p>4. Activity: <i>GIS Lesson: Toponyms</i></p> <p>Objective: Students will be able to explain why the root language of toponyms in North America varies from region to region.</p>	<p>Cues and Questions</p> <p>Identifying similarities and</p>	<p>B</p> <p>Critical Thinking</p>

	Using GIS software, students will identify the toponymy of various regions in the Americas and explore the relationship between colonization and toponyms.	differences	
	GIS Lesson Link: You claim it, you name it		

Unit 3: Resources

UNIT RESOURCES

Teacher Resources:

- *The Cultural Landscape: An Introduction to Human Geography*, Rubenstein 12th Edition-Chapters 4, 5, 6, and 7
- <http://mga.missouri.edu/> Missouri Geographic Alliance
- **Goode's World Atlas 20th Edition** by J. Paul Goode (Author), John C. Hudson (Editor), Edward B., Jr. Espenshade (Editor)
- <http://www.uccs.edu/~coga/> Colorado Geographic Alliance (COGA)
- <https://www.google.com/earth/> Google Earth
- <http://www.esri.com/connected#Human%20Geography%20GeoInquiries>
- http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/8154.html
- <http://www.nationalgeographic.org/education/ap-human-geography/>- National Geographic website dedicated to AP Human Geography teachers
- <https://www.arcgis.com/features/index.html> ArcGIS
- Shared Youtube Channel for Teachers- <https://www.youtube.com/channel/UC6Z1WdihUWOmUiM6Ea4OrmA/playlists>
- <http://www.gapminder.org/> Online tools to graph and analyze data; videos describing current and historical trends
- <http://www.worldmapper.org/index.html> Enormous collection of data maps

- **Resources - AP Human Geography - Google Sites**- <https://sites.google.com/site/batemanaphumangeography/resources>
- National Geographic Mapmaker- <http://www.nationalgeographic.org/education/mapping/outline-map/>

Student Resources:

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- <http://www.uccs.edu/~coga/> Colorado Geographic Alliance (COGA)

- <https://www.google.com/earth/> Google Earth
- <http://www.esri.com/connected#Human%20Geography%20GeoInquiries>
- <https://apstudent.collegeboard.org/apcourse/ap-human-geography>
- <https://www.arcgis.com/features/index.html> ArcGIS
- <https://quizlet.com>

Vocabulary:

Concepts of Culture:

- **acculturation**: the process of adjustment to the dominant culture
- **assimilation**: the process of giving up cultural traditions and adopting the social customs of the dominant culture of a place
- **cultural adaptation**: a common adaptation present in a majority to all of a culture
- **cultural core**: any core region of human culture that often houses main economic power and commonly a hearth for popular culture
- **cultural ecology**: the study of human environmental relationships with a geographic perspective
- **cultural identity**: one's belief in belonging to a group or certain cultural aspects
- **cultural landscape**: fashioning of a natural landscape by a cultural group
- **cultural realm**: the region(s) in which a cultural group or identity exists
- **culture**: the body of cultural beliefs, social forms, and material traits that constitute a groups of people's distinct traditions
- **culture region**: a formal or functional region within which common cultural characteristics prevail
 - **formal/uniform region**: an area within which everyone shares in common one or more distinctive characteristics such as language or economic activity
 - **functional/nodal region**: an area organized around a node or focal point
 - **perceptual/vernacular region**: a place that people believe exists as part of their cultural identity
- **custom**: the frequent repetition of an act, to the extent that it becomes characteristic of the group of people performing the act
- **diffusion**: the process of spread of a feature or trend from one place to another over time
 - **contagious diffusion**: the rapid, widespread diffusion of a feature or trend throughout a population
 - **expansion diffusion**: the spread of a feature or trend among people from one area to another in an additive process
 - **hierarchical diffusion**: the spread of a feature or trend from one key person or node of authority or power to other persons or places
 - **relocation diffusion**: The spread of an idea through physical movement of people from one place to another; migrate for political, economic, envir. issues that bring their culture with them to a new place
 - **stimulus diffusion**: the spread of an underlying principle even though a specific characteristic is rejected
- **innovation adoption**: study of how, why, and the rate at which new technology spreads throughout a culture
- **maladaptive diffusion**: a diffusion with negative side effects
- **periphery pattern**: the spread of outlying regions adjacent to cultural cores, with lesser economic ties and the primary step of pop

culture diffusion

- sequent occupance: notion that successful societies leave their cultural imprints on a place each contributing to the cumulative cultural landscape

Folk and Popular Culture

- adaptive strategies: the unique way in which each culture uses its particular physical environment; those aspects of culture that serve to provide the necessities of life--- food, clothing, shelter, and defense
- architectural form: the look of housing, effected by the available materials, the environment the house is in, and the popular culture of the time
- built environment: the part of the physical landscape that represent material culture; the buildings, roads, bridges, and similar structures large and small of the cultural landscape
- folk culture: culture traditionally practiced by a small, homogeneous, rural group living in relative isolation from other groups
- folk food: food that is traditionally made by the common people of a region and forms part of their culture
- folk house: the house stock predominantly reflects styles of building that are particular to the culture of the people who have long inhabited the area.
- folk song: composed anonymously and transmitted orally. A song that is derived from events in daily life that are familiar to the majority of the people; songs that tell a story or convey information about daily activities such as farming, life cycle events, or mysterious events such as storms and earthquakes
- folklore: the traditional beliefs, myths, tales, and practices of a people, transmitted orally
- material culture: the tangible, physical items produced and used by members of a specific culture group and reflective of their traditions, lifestyles and technologies
- nonmaterial culture: human creations, such as values, norms, knowledge, systems of government, language, and so on, that are not embodied in physical objects
- popular culture: culture found in a large, heterogeneous society that shares certain habits despite differences in other personal characteristics
- survey systems: a method used in the United States to survey and identify land parcels, particularly for rural land, and wild or undeveloped land
- taboo: a restriction on behavior imposed by social custom
- traditional architecture: folk housing forms found in areas inhabited by indigenous people

Language

- Creole: a language that results from the mixing of a colonizer's language with the indigenous language of the people being dominated
- developing language: a language spoken in daily use with a literary tradition that is not widely distributed
- dialect: a regional variety of a language distinguished by vocabulary, spelling, and pronunciation
- extinct language: a language that was once used by people in daily activities but is no longer used
- Indo-European languages: a family (or phylum) of several hundred related languages and dialects, including most major languages of

Europe, Iran, and northern India, and historically also predominant in Anatolia and Central Asia

- institutional language: a language used in education, work, mass media, and government
- isogloss: a boundary that separates regions in which different language usages predominate
- language: a system of communication through the use of speech, a collection of sounds understood by a group of people to have the same meaning
- language branch: a collection of languages related through a common ancestor that can be confirmed through archaeological evidence
- language family: a collection of languages related to each other through a common ancestor long before recorded history
- language group: a collection of languages within a branch that share a common origin in the relatively recent past and display relatively few differences in grammar and vocabulary
- language subfamily: group of languages with more commonality than a language family (indicates they have branched off more recently in history)
- lingua franca: a language mutually understood and commonly used in trade by people who have different native languages
- linguistic diversity: a variety of languages used in an area
- monolingual: using or knowing only one language
- multilingual: using or knowing more than one language
- official language: the language adopted for use by a government for the conduct of business and publication of documents
- pidgin language: a form of speech that adopts a simplified grammar and limited vocabulary of a lingua franca; used for communications among speakers of two different languages
- standard language: the form of a language used for official government business, education, and mass communications
- toponymy: the study of the origins and meaning of place-names
- trade language: a language used between native speakers of different languages to allow them to communicate so that they can trade with each other
- vigorous language: a language that is spoken in daily use but that lacks a literacy tradition

Unit 4: Political Organization of Space

Content Area: Social Studies	Course: AP Human Geography	UNIT: Political Organization of Space
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Unit Description: Students learn about the nature and significance of the political organization of territory at different scales. Political patterns reflect ideas of territoriality which in turn affect a wide range of exercises of power over space and boundaries. Two major themes are the political geography of the modern state and relationships between countries.	Unit Timeline: 4 weeks
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DESIRED Results

Transfer Goal - *Students will be able to independently use their learning to.....*

develop the ability to make informed decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.

Understandings – *Students will understand that... (Big Ideas)*

1. The contemporary political map has been shaped by events of the past.
3. Spatial political patterns reflect ideas of territoriality and power at a variety of scales.
4. The forces of globalization challenge contemporary political-territorial arrangements.

Essential Questions: *Students will keep considering...*

- How is space politically organized?
- How are boundaries established and why do boundary disputes occur?
- What is the difference between a nation, a nation-state, and a stateless nation?
- What is geopolitics and how can the study of it help society to better understand the world?

Students will know/understand ...	Standard	Students Will Be Able to ...	Standard
<p>Independent states are the primary building blocks of the world political map.</p> <p>Types of political entities include nations, states, nation-states, stateless nations, multinational states, multistate nations, and autonomous regions.</p>	<p>4A1a</p> <p>4A1b</p>	<p>Explain the structure of the contemporary political map.</p>	<p>4A1</p>
<p>The concept of the modern nation-state began in Europe.</p> <p>Colonialism and imperialism led to the spread of nationalism and influenced contemporary political boundaries.</p>	<p>4A2a</p> <p>4A2b</p>	<p>Explain the evolution of the contemporary political map.</p>	<p>4A2</p>
<p>Independence movements and democratization have shaped the political map since the end of World War II.</p> <p>The fall of Communism ended the Cold War, led to the creation of newly independent states, and changed the world balance of power.</p>	<p>4A3a</p> <p>4A3b</p>	<p>Evaluate the geopolitical forces that influence the contemporary political map.</p>	<p>4A3</p>
<p>Political power is expressed geographically as control over people, land, and resources (e.g., heartland, rimland, and organic theories).</p> <p>Territoriality is the connection of people, their culture, and their economic systems to the land.</p>	<p>4B1a</p> <p>4B1b</p>	<p>Explain the concepts of political power and territoriality.</p>	<p>4B1</p>

Boundaries are defined, delimited, demarcated, and administered.	4B2a	Evaluate the nature and function of international and internal boundaries.	4B2
International boundaries establish the limits of sovereignty and can be the source of disputes.	4B2b		
Boundaries can influence identity and promote or prevent international or internal interactions and exchanges.	4B2c		
The Law of the Sea has enabled states to extend their boundaries offshore, which sometimes results in conflicts.	4B2d		
Voting districts, redistricting, and gerrymandering influence the results of elections at various scales.	4B2e		
Political boundaries do not always coincide with patterns of language, religion, ethnicity, nationality, and economy.	4B3	Analyze the spatial relationships between political systems and patterns of culture and economy.	4B3
Forms of governance include unitary states (centralized government) and federal states.	4B4a	Compare and contrast forms of governance.	4B4
Powers of the subdivisions of states vary according to the form of governance (e.g., the United States and Switzerland as federal states, France as a unitary state).	4B4b		
State morphology (e.g., compact, elongated, perforated, fragmented, prorupted states) has economic, political, and social implications.	4B4c		
Local and metropolitan forms of governance (e.g., municipalities, school districts, regional planning commissions) are subnational political units that have varying degrees of local control.	4B5	Describe the patterns of local and metropolitan governance.	4B5

<p>Some forces that may lead to supranationalism include economies of scale, trade agreements, military alliances, and transnational environmental challenges.</p> <p>Supranationalism is expressed in the creation of multinational organizations (e.g., UN, NATO, EU, ASEAN, NAFTA).</p> <p>Some forces that may lead to devolution of states include physical geography, ethnic separatism, terrorism, economic and social problems, and irredentism.</p> <p>Devolution is expressed in the fragmentation of states into autonomous regions (e.g., Nunavut, Native American reservations), subnational political-territorial units (e.g., Spain, Belgium, Canada), or Balkanization (e.g., former Yugoslavia, the Caucasus).</p> <p>Advances in communication technology have facilitated devolution, supranationalism, and democratization.</p>	<p>4C1a</p> <p>4C1b</p> <p>4C1c</p> <p>4C1d</p> <p>4C1e</p>	<p>Explain how the political, economic, cultural, and technological elements of globalization challenge state sovereignty.</p>	<p>4C1</p>
<p>Centrifugal forces can originate in political dimensions (e.g., majority/minority relationships, armed conflicts), economic dimensions (e.g., uneven development), or cultural dimensions (e.g., stateless nations, ethnic movements).</p> <p>Centripetal forces can originate in political dimensions (e.g., national identity), economic dimensions (e.g., equitable infrastructure development), or cultural dimensions (e.g., linguistic, religious, and ethnic similarities).</p>	<p>4C2a</p> <p>4C2b</p>	<p>Apply the concepts of centrifugal and centripetal forces at the national scale.</p>	<p>4C2</p>
		<p>Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.</p>	<p>ISTE 3d</p>

		Students collect data or identify relevant data sets, use digital tools to analyze them, and represent data in various ways to facilitate problem-solving and decision-making.	ISTE 5b
	WHST 2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	WHST 2

Unit 4: Assessment

EVIDENCE of LEARNING

<u>Understanding</u>	<u>Standards</u>	<u>Unit Performance Assessment:</u>	<u>R/R Quadrant</u>
4	<p>4C2</p> <p>WHST 2</p>	<p>Description of Assessment Performance Task(s): Students will complete a free response question to a prompt on centripetal and centrifugal forces.</p> <p><i>FHSD Unit 4 FRQ PE student handout</i></p> <p>Teacher will assess:</p> <ul style="list-style-type: none"> • definitions of centripetal force and centrifugal force. • examples of each type of force and how each affects the viability of the states shown on the map. <p>Performance:</p> <p>Mastery: Students will achieve 4/6 points.</p> <p>Scoring Guide: FHSD Unit 4 FRQ PE rubric pages 5 and 6</p>	<p>C</p> <p><u>21 Century</u></p> <p>Critical Thinking</p>

Unit 4: Sample Activities

SAMPLE LEARNING PLAN

<u>Understanding</u>	<u>Standards</u>	<u>Major Learning Activities:</u>	<u>Instructional Strategy Category:</u>	<u>R/R Quadrant: 21C:</u>
1	4C1	<p>1. Activity: <i>Devolution of the United States Mapping Activity</i></p> <p>Objective: Students will understand the concepts of devolution by constructing maps dividing the United States into three new countries.</p> <p>Students will create at least three new countries out of the current United States based on their knowledge and understanding of current human and physical geography of the United States.</p> <p>Devolution of the United States student handout Devolution of the US-Maps</p>	<p>Non-Linguistic Representations</p> <p>Identifying Similarities and Differences</p> <p>Argumentative Writing</p>	<p>C</p> <p>communication critical thinking</p>
3	4B2 ISTE 3d ISTE 5b	<p>2. Activity: <i>GIS Lesson: Borders, Boundaries, and Barriers</i></p> <p>Objective: Students will learn examples of boundaries, borders, and barriers around the world that exhibit the organization of the earth's surface as identified through political geography.</p> <p>Using GIS software, students will identify the function of borders and examples of different types of boundaries. Students will then explore disputed boundaries around the world and investigate changing borders.</p> <p>GIS Lesson Link: Borders, boundaries, and barriers</p>	<p>Cues and Questions</p>	<p>B</p> <p>Critical Thinking</p>

1	4A2	<p>3. Activity: <i>European Colonialism in Africa</i></p> <p>Objective: Students will examine how space is politically organized into states and nations. Students will analyze the impact of European colonialism on the political organization of Africa, then create a new political map of Africa taking into account the religion, ethnicity, physical features & climate of the space.</p> <p>Appendix Documents:</p> <ul style="list-style-type: none"> ○ Colonialism in Africa powerpoint ○ Independence Movements Reading ○ Redrawing Africa's Boundaries Student Instructions ○ Blank Map of Africa ○ Ethnicities Map ○ Languages and Religions Map ○ Physical Map ○ Population Density Map 	Non-Linguistic Representations	B Critical Thinking
3	4B3	<p>4. Activity: <i>Race: The Power of an Illusion Activity</i></p> <p>Objective: Students will examine the many different factors that determine race.</p> <p>Students will use a web based activity from pbs.org/race to learn about different aspects of race, then apply the information learned.</p> <ul style="list-style-type: none"> ● Race: The Power of an Illusion Activity 	Identifying Similarities and Differences Cues and Questions	B Critical Thinking

Unit 4: Resources

UNIT RESOURCES

Teacher Resources:

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- <https://www.google.com/earth/> Google Earth
- <http://www.esri.com/connected#Human%20Geography%20GeoInquiries>
- http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/8154.html
- <http://www.nationalgeographic.org/education/ap-human-geography/> National Geographic website dedicated to AP Human Geography teachers
- <https://www.arcgis.com/features/index.html> ArcGIS
- Shared Youtube Channel for Teachers- <https://www.youtube.com/channel/UC6Z1WdihUWOmUiM6Ea4OrmA/playlists>
- <http://www.gapminder.org/> Online tools to graph and analyze data; videos describing current and historical trends
- <http://www.worldmapper.org/index.html> Enormous collection of data maps
- **Resources - AP Human Geography - Google Sites-** <https://sites.google.com/site/batemanaphumangeography/resources>
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- <https://www.google.com/earth/> Google Earth
- <http://www.esri.com/connected#Human%20Geography%20GeoInquiries>
- <https://apstudent.collegeboard.org/apcourse/ap-human-geography>
- <https://www.arcgis.com/features/index.html> ArcGIS
- <https://quizlet.com>

Vocabulary:

- **annexation**: adding a territory to an already existing state
- **apartheid**: Laws that segregated whites and blacks in South Africa from 1948-1994
- **Balkanization**: process by which a state breaks down through conflicts among its ethnicities (named after the Balkan states of former Yugoslavia which broke up in the 1990s)
- **border landscape**: created by the process of boundary definition/evolution, boundary delimitation, and boundary demarcation

- **boundary**: An invisible line that marks the extent of a state's territory
 - boundary, disputes
 - **allocational boundary disputes**: do not question the boundary itself but rather the use of it.
 - **definitional boundary disputes**: arise from the legal language of the treaty's definition of the boundary
 - **locational boundary disputes**: the border has shifted (ie the Mississippi River), and the original intention of the border is called into question
 - **operational boundary disputes**: two countries next to each other disagree on a major issue involving the border
 - boundary, origin
 - **antecedent boundary**: one that existed before human settlement of the area
 - **relic boundary**: the boundary does not exist any longer but its impact is still felt and seen on the landscape
 - **subsequent boundary**: develops along with the development of the cultural landscape
 - **superimposed boundary**: created through long term processes
 - boundary, process
 - **boundary definition**: the technical wording of a treaty that legally defines where a boundary should be located
 - **boundary delimitation**: the translation or transition of the boundary definition/evolution so that cartographers can accurately represent it on maps
 - **boundary demarcation**: process of physically representing a boundary on the landscape
 - boundary, type
 - **ethnographic/cultural**: using language, religion, or ethnicity to establish boundaries between states
 - **geometric**: boundaries between states that are created by using lines of latitude and longitude (straight lines)
 - **natural/physical**: using rivers, lakes, mountains, deserts, peninsulas, etc. as the boundary between states
- **buffer state**: a small neutral state between two rival powers
- **capital**: a principle city in a state or country
- **centrifugal**: a force that divides people and countries
- **centripetal**: an attitude that tends to unify people and enhance support for a state
- **city-state**: a sovereign state that comprises (includes) a town and the surrounding countryside
- **colonialism**: the effort by one country to establish settlements and to impose its political, economic, and cultural principles on that territory/colony. Motivations: God, glory, gold
- **confederation**: a type of government in which the subregional governments of a state have more power than the central, federal government
- **Conference of Berlin (1884)**: in 1884, 14 European countries wanted to divide Africa into countries and met to draw borders which they did without considering ethnicities.
- **core/periphery model**: based on the notion that as one region or state expands in economic prosperity, it must engulf regions nearby to ensure ongoing economic and political success
- **decolonization**: a state's action of changing from colonial to independent status
- **devolution**: granting of powers from the central government of a state to government at national, regional, or local level

- **domino theory:** adopted by the US in the 1960s and 1970s, The idea that when one country experiences rebellion or political disunity, other countries around it will also experience turmoil as a result, leading to a domino effect of political instability in the region
- **Exclusive Economic Zone (EEZ):** countries have the right to explore for resources up to 200 miles off their shores in these zones
- **electoral regions:** different voting districts that make up local, state, and national regions
- **enclave:** a country that is completely surrounded by another political state
- **exclave:** an area separated from its state by another state. Ie. Alaska
- **ethnic conflict:** a war between ethnic groups, often as a result of ethnic nationalism. There have been lots of ethnic conflicts throughout the last century
- **European Union (EU):** Supranational organization of nearly 25 member-states in Europe that have integrated for improved economic and political cooperation
- **federal state:** allocates strong power to units of local government within a country
- **forward capital:** a symbolically relocated capital city usually because of either economic or strategic reasons
- **frontier:** a zone where no state exercises complete political control
- **geopolitics:** the study of the effects of economic geography on the powers of the state
- **gerrymander:** the process of redrawing legislative boundaries for the purpose of benefiting the party in power
- **global commons:** countries do not have the right to search for natural resources in these areas
- **immigrant states:** a state which has inherited large amounts of immigrants
- **international organization:** an international alliance involving many different countries
- **Iron Curtain:** a cultural wall, in Europe in the second half of the 1900s, that divided democratic, capitalist Western Europe from totalitarian, communist Eastern Europe
- **irredentism:** the attempt by one country to provoke coups or separatist movements in another country via literature, radio programs, or tv ads
- **landlocked:** lacks direct outlet to the sea because it is completely surrounded by several other countries
- **law of the sea:** adopted in 1983, it says that foreign countries could not have their military or other ships travel within 12 miles of the coast of any country, and countries have exclusive economic zones
- **manifest destiny:** the belief that the US government was meant to rule the land between the Atlantic and the Pacific Oceans
- **median-line principle:** an approach to dividing and creating boundaries at the mid-point between two places
- **microstate/ministate:** a state with very small land area
- **nation:** a group of people with common cultural characteristics such as language, religion, ethnicity, etc.
- **national iconography:** a study of the national icon such as paintings or even stereotypes that characterize a country or nationality
- **nation-state:** occurs when a state's boundaries coincide with the cultural boundaries of a particular group
- **Nunavut:** furthest north province of Canada, closest to Greenland
- **raison d'etre:** phrase borrowed from French where it means simply "reason for being"
- **reapportionment:** a new apportionment (especially a reallocation of congressional seats in the United States on the basis of census results)
- **regionalization:** organizing earth's surface into distinct areas that are viewed different from other areas

- religious conflict: conflict based on religious difference
- reunification: reuniting of two areas, once apart, as one state
- rimland theory: a belief that forming alliances is necessary to keep the heartland in check
- satellite states: countries that are controlled by a stronger country
- self-determination: the power of a people to establish their own government the way that they see fit.
- shatterbelt region: a region caught up in a conflict between two superpowers. Their boundaries are often changed as a result of the conflict
- sovereignty: independence from control of its internal affairs by other states
- state: an area organized into a political unit and ruled by an established government that has control of its internal affairs by other states
- stateless ethnic group/stateless nation: nations that have not experienced self-determination
- suffrage: the power to vote on issues regarding their welfare
- supranationalism: a venture involving three or more national states political economic or cultural cooperation to promote shared objectives
- territorial dispute: a conflict that arises when two or more countries vie for control over a territory
- territorial morphology: the five shapes of countries: prorupted, perforated, fragmented, elongated, compact
 - compact: the distance from the center to any boundary does not vary significantly (Belarus)
 - elongated: states with a long narrow shape (Chile)
 - fragmented: includes several discontinuous pieces of territory (ie. Malaysia and Russia)
 - perforated: a state that completely surrounds another one
 - prorupt: an otherwise compact state with a large projecting extension
- territoriality: a fundamental aspect of human behavior and refers to the need to lay claim to the spaces we occupy and the things we own
- theocracy: a form of government in which a God or a deity is recognized as the supreme civil ruler
- treaty ports: cities opened to foreign residents as a result of the forced treaties between the Qing Empire and foreign signatories
- United Nations Convention on the Law of the Sea (UNCLOS): [1994] constitution for the ocean, to protect resources
- unitary state: places most power in the hands of central government officials

Unit 5: Agriculture, Food Production, & Rural Land Use

Content Area: Social Studies	Course: AP Human Geography	UNIT: Agriculture, Food Production, & Rural Land Use
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Unit Description: Students examine geographic hearths where domestication of plants and animals first occurred and study the processes by which domesticated crops and animals spread. Students also examine the major agricultural production regions of the world.	Unit Timeline: 4-5 weeks
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DESIRED Results

Transfer Goal - *Students will be able to independently use their learning to.....*

develop the ability to make informed decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.

Understandings – *Students will understand that... (Big Ideas)*

1. The development of agriculture led to widespread alteration of the natural environment.
2. Major agricultural regions reflect physical geography and economic forces.
3. Settlement patterns and rural land use are reflected in the cultural landscape.
4. Changes in food production and consumption present challenges and opportunities.

Essential Questions: *Students will keep considering...*

- What is agriculture and where did agriculture originate?
- How did agriculture change with industrialization?
- How is agriculture currently organized geographically?
- What are the current issues surrounding agriculture?

Students will know/understand ...	Standard	Students Will Be Able to ...	Standard
<p>Early hearths of domestication of 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.</p>	<p>5A1a</p> <p>5A1b</p>	<p>Identify major centers of domestication of plants and animals and patterns of diffusion in the first (Neolithic) agricultural revolution.</p>	<p>5A1</p>
<p>Agricultural regions are influenced by the natural environment (e.g., climate, soils, landforms).</p> <p>Populations alter the landscape (e.g., terraces, irrigation, deforestation, draining wetlands) to increase food production.</p>	<p>5A2a</p> <p>5A2b</p>	<p>Explain the connection between physical geography and agricultural practices.</p>	<p>5A2</p>
<p>New technology and increased food production led to better diet, longer life, and more people available for work in factories.</p>	<p>5A3</p>	<p>Explain the advances and impacts of the second agricultural revolution.</p>	<p>5A3</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.</p> <p>Negative consequences of the Green Revolution include environmental damage resulting from irrigation and chemical use (e.g., pesticides, herbicides, fertilizers) and the cost of technology and seeds.</p>	<p>5A4a</p> <p>5A4b</p> <p>5A4c</p>	<p>Analyze the consequences of the Green Revolution on food supply and the environment.</p>	<p>5A4</p>
<p>Plant and animal production is dependent on climate conditions, including spatial variations in temperature and rainfall.</p>	<p>5B1a</p>	<p>Identify agricultural production regions associated with major bioclimatic zones.</p>	<p>5B1</p>

Some agricultural regions are associated with particular bioclimatic zones (e.g., Mediterranean, shifting agriculture, pastoral nomadism).	5B1b		
Agricultural production regions are defined by the extent to which they reflect subsistence or commercial practices, or intensive or extensive use of land.	5B2a	Analyze the economic forces that influence agricultural practices.	5B2
Large-scale commercial agricultural operations are replacing small family farms.	5B3a	Explain the spatial organization of large-scale commercial agriculture and agribusiness.	5B3
The transformation of agriculture into large-scale agribusiness has resulted in complex commodity chains linking production and consumption of agricultural products.	5B3b		
Technological improvements have changed the economies of scale in the agricultural sector.	5B3c		
Food is part of a global supply chain; products from less developed low-latitude regions (e.g., coffee, bananas) are often consumed globally.	5B4a	Explain the interdependence among regions of food production and consumption.	5B4
Patterns of global food distribution are affected by political systems, infrastructure, and patterns of world trade.	5B4b		
Rural settlement patterns are classified as clustered, dispersed, or linear.	5C1	Identify rural settlement patterns.	5C1
von Thünen's model helps to explain rural land use by emphasizing the importance of transportation costs associated with distance from the market.	5C2	Compare and contrast the land use zones of von Thünen's model.	5C2
von Thünen's model helps explain the contemporary distribution of agricultural regions (e.g., dairy, horticulture, wheat).	5C3a	Analyze the application of von Thünen's land use model to agricultural production in the real world.	5C3
Regions of specialty farming (e.g., South Florida, California's	5C3b		

Central Valley) do not always conform to von Thünen’s concentric rings.			
Environmental systems are affected by land use/land cover change (e.g., irrigation, desertification, deforestation, wetland destruction, conservation efforts).	5C4	Evaluate the environmental consequences of agricultural practices.	5C4
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. Patterns of food production and consumption are influenced by food-choice issues (e.g., organic farming value-added specialty crops, fair trade, local-food movements).	5D1a 5D1b 5D1c	Explain issues related to the changing nature of contemporary agriculture.	5D1
Factors affecting the location of food-processing facilities include markets, economies of scale, transportation, government policies, etc.	5D2	Explain issues related to the location of food-production facilities.	5D2
The role of women in food production has changed (e.g., food gathering, farming, managing agribusiness). The role of women has changed the types of food a family consumes and the way food is prepared.	5D3a 5D3b	Explain the changing role of women in food production and consumption.	5D3
	ISTE 3d	Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.	ISTE 3d
	ISTE 5b	Students collect data or identify relevant data sets, use digital tools to analyze them, and represent data in	ISTE 5b

		various ways to facilitate problem-solving and decision-making.	
	WHST 2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	WHST 2

Unit 5: Assessment

EVIDENCE of LEARNING

<u>Understanding</u>	<u>Standards</u>	<u>Unit Performance Assessment:</u>	<u>R/R Quadrant</u>
1	5A4 WHST 2	<p>Description of Assessment Performance Task(s): Students will complete a free response question to the following prompt:</p> <p>A. Define the term “Green Revolution” as used during the period 1945 to 1985.</p> <p>a. Explain the principal agricultural practices/technologies associated with the green revolution.</p> <p>b. Name TWO regions, in different parts of the world, where the green revolution has had a significant impact on crop yields.</p> <p>B. Identify and discuss TWO social, political, or cultural conditions necessary for the success of the agricultural practices/technologies of the green revolution.</p> <p>C. Identify and discuss TWO significant economic or ecological factors that limit the long-term success of the agricultural practices/technologies of the green revolution.</p> <p>FHSD Unit 5 Performance Task</p> <p>Teacher will assess:</p> <ul style="list-style-type: none"> • Definition of “Green Revolution” during 1945-1985 • Explain practices/technologies and regions of the world that were affected by the Green Revolution • Discuss reasons for its success and factors that limited its success 	<p>C</p> <p>21 Century</p> <p>Critical Thinking</p>

		<p>Performance: Mastery: Students will achieve 8/12 points. Scoring Guide: FHSD Unit 5 FRQ PE rubric #1</p>	
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Unit 5: Sample Activities

SAMPLE LEARNING PLAN

<u>Understanding</u>	<u>Standards</u>	<u>Major Learning Activities:</u>	<u>Instructional Strategy Category:</u>	<u>R/R Quadrant: 21C:</u>
4	<p>5A4 5D1</p> <p>WHST 2</p>	<p>1. Activity: <i>GMO FRQ</i></p> <p>Objective: Students will practice the FRQ writing process.</p> <p>Students will respond to a FRQ prompt which students will determine the costs and benefits of GMO foods and how governments regulate GMOs in their countries. Students are also practicing writing a FRQ.</p> <p>GMO FRQ Student Handout</p>	<p>Summarizing & Note Taking</p> <p>Cooperative Learning</p>	<p>C</p> <p>communication, collaboration critical thinking</p>
1	<p>5C1 ISTE 3d ISTE 5b</p>	<p>2. Activity: <i>GIS Lesson: The Rural Landscape</i></p> <p>Objective: Students will visualize the types of farming practices, wetlands, and federal lands of rural areas in the United States.</p> <p>Using GIS software, students will identify different ways rural land is used, identify agricultural lands around the world, explore the agricultural lands in the United States, compare land use in rural and urban areas, and investigate the impact that humans have on landscapes.</p> <p>Appendix Documents: GIS Lesson Link: Farming, vegetation, and the rural landscape</p>	<p>Cues and Questions</p> <p>Similarities and Differences</p>	<p>B</p> <p>Critical Thinking</p>

4	5A2a 5B4a	<p>3. Activity: <i>Hungry Planet</i></p> <p>Objective: Students will analyze the connections between the food we and other cultures eat, and what it tells us about development, economics, quality of life, and globalization.</p> <p>Students will view pictures and complete the worksheet comparing family's weekly food consumption around the world.</p> <p>Hungry Planet Worksheet Hungry Planet Powerpoint</p>	Identifying Similarities and Differences	Critical Thinking
2	5B2 5A4	<p>4. Activity: <i>Farmers Market Job Fair</i></p> <p>Objective: Students will understand the various forms of subsistence and commercial agricultural practices, and predict what that means for the potential lifestyle of the farmer practicing it.</p> <p>Students will be creating an exhibit for a Farmers' Market Job Fair to advertise a specific form of subsistence or commercial agriculture. Students are asked to design a brochure and exhibit as well as give a short presentation about their form of agriculture.</p> <p>Farmers' Market Job Fair Project with Rubrics</p>	Nonlinguistic Representation Summarizing and Notetaking	C communication and critical thinking

Unit 5: Resources

UNIT RESOURCES

Teacher Resources:

- *The Cultural Landscape: An Introduction to Human Geography*, Rubenstein 12th Edition-Chapter 9
- <http://mga.missouri.edu/> Missouri Geographic Alliance
- *Goode's World Atlas 20th Edition* by [J. Paul Goode](#) (Author), [John C. Hudson](#) (Editor), [Edward B., Jr. Espenshade](#) (Editor)
- <http://www.uccs.edu/~coga/> Colorado Geographic Alliance (COGA)

- <https://www.google.com/earth/> Google Earth
- <http://www.esri.com/connected#Human%20Geography%20GeoInquiries>
- http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/8154.html
- <http://www.nationalgeographic.org/education/ap-human-geography/>- National Geographic website dedicated to AP Human Geography teachers
- <https://www.arcgis.com/features/index.html> ArcGIS
- Shared Youtube Channel for Teachers-<https://www.youtube.com/channel/UC6Z1WdihUWOmUiM6Ea4OrmA/playlists>
- <http://www.gapminder.org/> Online tools to graph and analyze data; videos describing current and historical trends
- <http://www.worldmapper.org/index.html> Enormous collection of data maps
- **Resources - AP Human Geography - Google Sites-** <https://sites.google.com/site/batemanaphumangeography/resources>
- National Geographic Mapmaker- <http://www.nationalgeographic.org/education/mapping/outline-map/>

Student Resources:

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- <http://mga.missouri.edu/> Missouri Geographic Alliance
- **Goode's World Atlas 20th Edition** by [J. Paul Goode](#) (Author), [John C. Hudson](#) (Editor), [Edward B., Jr. Espenshade](#) (Editor)
- <http://www.uccs.edu/~coga/> Colorado Geographic Alliance (COGA)
- <https://www.google.com/earth/> Google Earth
- <http://www.esri.com/connected#Human%20Geography%20GeoInquiries>
- <https://apstudent.collegeboard.org/apcourse/ap-human-geography>
- <https://www.arcgis.com/features/index.html> ArcGIS
- <https://quizlet.com>

Vocabulary:

- **adaptive strategies:** group's system of economic production. In non-industrial societies, it is usually based on food production
- **agrarian:** concerning farms, farmers, or the use of land
- **agribusiness:** commercial agriculture characterized by integration of different steps in the food-processing industry, usually through ownership by large corporations
- **agricultural industrialization:** process whereby the farm has moved from being the centerpiece of agricultural production to become one part of an integrated string of vertically organized industrial processes including production, storage, processing, distribution, marketing and retailing
- **agricultural landscape:** the land that we farm on and what we choose to put were on our fields
- **agricultural location model:** an attempt to explain the pattern of agricultural land use in terms of accessibility, costs, distance, and prices
- **agriculture:** the deliberate effort to modify a portion of Earth's surface through the cultivation of crops and the raising of livestock for

subsistence or economic grain

- **animal domestication**: when animals are tamed and used for food and profit
- **aquaculture**: rearing aquatic animals or cultivating aquatic plants for food
- **biotechnology**: the branch of engineering science in which biological science is used to study the relation between workers and their environments
- **collective farm**: a farm or group of farms run by the government, as in a communist state
- **commercial agriculture**: farmers and ranchers sell all of their output for money and buy their families' food at stores
 - **intensive**: yields a large amount of output per acre through concentrated farming (uses a small amount of land)
 - **extensive**: yields a large amount of output per acre through less intensive farming (uses a large amount of land)
- **crop rotation**: the practice of rotating use of different fields from crop to crop each year, to avoid exhausting the soil
- **cultivation regions**: regions in which large amounts of agriculture take place
- **dairying**: agricultural activity involving the raising of livestock, most commonly cows and goats, for dairy products such as milk, cheese, and butter.
- **debt-for-nature swap**: forgiveness of international debt in exchange for nature protection in developing countries
- **double cropping**: harvesting twice a year from the same field
- **economic activity**: any action that relates to the making, buying, and selling of goods and services
 - **primary sector**: The portion of the economy concerned with the direct extraction of materials from Earth's surface, generally through agriculture, although sometimes by mining, fishing, and forestry.
 - **quaternary sector**: Service sector industries concerned with the collection, processing, and manipulation of information and capital. Examples include finance, administration, insurance, and legal services.
 - **quinary sector**: Service sector industries that require a high level of specialized knowledge skill (scientific research, high-level management).
 - **secondary sector**: The portion of the economy concerned with manufacturing useful products through processing, transforming, and assembling raw materials.
 - **tertiary sector**: The portion of the economy concerned with transportation, communications, and utilities, sometimes extended to the provision of all goods and services to people in exchange for payment.
- **environmental modification**: Changes in the ecosystem resulting from human activities such as the use of pesticides, soil erosion, desertification
 - **desertification**: degradation of land because of human actions like excessive crop planting, animal grazing, and tree cutting
- **extensive subsistence agriculture**: consists of any agricultural economy in which the crops and/or animals are used nearly exclusively for local or family consumption on large areas of land and minimal labor input per acre
 - **nomadic**: the wandering, but controlled movement of livestock, solely dependent on natural forage- is the most extensive type of land use system
 - **pastoral nomadism**: a form of subsistence agriculture based on the herding of domesticated animals (sheep, goats, cows, etc)
 - **shifting cultivation**: A form of subsistence agriculture in which people shift activity from one field to the other; each field is used for crops for a relatively few years and left fallow for a relatively long period.

- slash and burn: Another name for shifting cultivation, so named because fields are cleared by slashing the vegetation and burning the debris.
- extractive industry: Industries involved in the activities of prospecting, exploring, developing, and producing for non-regenerative natural resources from the Earth
- farming: working the land as an occupation or way of life
- feedlot: a building where livestock are fattened for market
- first agricultural revolution: time period when society went from hunters and gatherers to farming and domestication of animals, 10,000 BCE
- food chain: a series of steps in which organisms transfer energy by eating and being eaten
- forestry: the science of planting and caring for forests and the management of growing timber
- globalized agriculture: consumer driven agriculture integrated on an international scale
- Green Revolution: the introduction of pesticides and high-yield grains and better management during the 1960s and 1970s which greatly increased agricultural productivity
- growing season: the season during which a crop grows best
- hunting and gathering: the killing of wild animals and fish as well as the gathering of fruits, roots, nuts, and other plants for sustenance
- intensive subsistence agriculture: a form of subsistence agriculture in which farmers must expend a relatively large amount of effort to produce the maximum feasible yield from a parcel of land
- intertillage: the clearing of rows in the field through the use of hoes, rakes, & other manual equipment
- livestock ranching: an extensive commercial agricultural activity that involves the raising of livestock over vast geographic spaces typically located in semi-arid climates like the American West
- location theory: a theory that explains the pattern of agricultural land use in terms of accessibility, costs, distance, and prices
- luxury crops: non-subsistence crops such as tea, cacao, coffee, and tobacco
- market gardening: the growing of vegetables or flowers for market
- Mediterranean agriculture: Specialized farming that occurs only in areas where the dry summer Mediterranean climate prevails (grapes, olives, figs, citrus, fruits, dates, etc.).
- milkshed: the ring around a city from which fresh milk can be supplied without spoiling
- mineral fuels: (fossil fuel) natural resources containing hydrocarbons, which are not derived from animal or plant sources
- mining: the act of extracting ores or coal etc from the earth
- organic agriculture: crops that are grown without fertilizers and pesticides
- paddy: flooded fields where rice grows
- pasture: grass or other plants grown for feeding grazing animals, as well as land used for grazing
- planned economy: economy that relies on a centralized government to control all or most factors of production and to make all or most production and allocation decisions
- plant domestication: genetic modification of a plant such that its reproductive success depends on human intervention
- plantation agriculture: Production system based on a large estate owned by an individual, family, or corporation and organized to produce a cash crop.

- **rural settlement:** Sparsely settled places away from the influence of large cities. Live in villages, hamlets on farms, or in other isolated houses. Typically have an agricultural character, with an economy based on logging, mining, petroleum, natural gas or tourism
 - **dispersed:** areas of extensive agriculture practice whose individual farmhouses lay far apart
 - **nucleated:** areas of intensive agriculture whose villages are located close together with small surrounding fields
- **second agricultural revolution:** Time when human beings first domesticated animals and plants and no longer relied entirely on hunting and gathering.
- **specialization:** the special line of work you have adopted as your career
- **staple grains:** grains that can be stored and used throughout the year
- **suitcase farm:** in American commercial grain agriculture, a farm on which no one lives; planting and harvesting is done by hired migratory crews
- **survey patterns:** lines laid out by surveyors prior to the settlement of an area
 - **long lots:** distinct regional approach to land surveying found in the Canadian Maritimes, parts of Quebec, Louisiana, and Texas whereby land is divided into narrow parcels stretching back from rivers, roads, or canals
 - **metes and bounds:** land that begins at a well marked point and follows the boundaries around the tract, back to the place of beginning
 - **rectangular:** Also called the Public Land Survey, the system was used by the US Land Office Survey to parcel land west of the Appalachian Mountains. The system divides land into a series of rectangular parcels.
 - **township and range:** A rectangular land division scheme designed by Thomas Jefferson to disperse settlers evenly across farmlands of the U.S. interior.
- **sustainable yield:** highest rate at which a renewable resource can be used indefinitely without reducing its available supply
- **third agricultural revolution:** began in mid 1950's; modern farming that refers to the industrialized production of livestock and crops
- **"tragedy of the commons":** situation in which people acting individually and in their own interest use up commonly available but limited resources, creating disaster for the entire community
- **transhumance:** the seasonal migration of livestock between mountains and lowland pastures
- **truck farm:** a farm where vegetables are grown for market

Unit 6: Industrialization and Economic Development

Content Area: Social Studies	Course: AP Human Geography	UNIT: Industrialization & Economic Development
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Unit Description: Students learn about the geographic elements of industrialization and economic development, including past and present patterns of industrialization, types of economic sectors, and the acquisition of comparative advantage and complementarity.	Unit Timeline: 4-5 weeks
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DESIRED Results

Transfer Goal - Students will be able to independently use their learning to.....

develop the ability to make informed decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.

Understandings – Students will understand that... (Big Ideas)

1. The Industrial Revolution, as it diffused from its hearth, facilitated improvements in standards of living.
2. Measures of development are used to understand patterns of social and economic differences at a variety of scales.
3. Development is a process that varies across space and time.
4. Sustainable development is a strategy to address resources depletion and environmental degradation.

Essential Questions: Students will keep considering...

- How is economic development defined and measured?
- What are the costs and obstacles to development?
- How has the character and geography of industrial production changed?

Students will know/understand ...	Standard	Students Will Be Able to ...	Standard
<p>Industrialization began in response to new technologies and was facilitated by the availability of natural resources (e.g., water power, coal, iron ore).</p> <p>The diffusion of industrialization led to growing 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>6A1a</p> <p>6A1b</p> <p>6A1c</p>	<p>Explain the role of the Industrial Revolution in the growth and diffusion of industrialization.</p>	<p>6A1</p>
<p>The economy consists of primary, secondary, tertiary, quaternary, and quinary sectors.</p>	<p>6A2</p>	<p>Identify the different economic sectors.</p>	<p>6A2</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>6A3</p>	<p>Use Weber's model to explain industrial location.</p>	<p>6A3</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 healthcare, 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>6B1a</p> <p>6B1b</p> <p>6B1c</p>	<p>Explain social and economic measures of development.</p>	<p>6B1</p>

Models like Rostow's Stages of Economic Growth and Wallerstein's World System Theory help explain spatial variations in development.	6B2a	Analyze spatial patterns of economic and social development.	6B2
The U.N. Millennium Development Goals help measure progress in development.	6B2b		
In contrast to the periphery and semiperiphery, the core countries achieved dominance through industrial production of goods.	6B2c		
Although there are more women in the workforce, they do not have equity in wages or employment opportunities.	6B3a	Evaluate the role of women in economic development and gender equity in the workforce.	6B3
Microloans have provided opportunities for women to create small local businesses, which have improved standards of living.	6B3b		
Complementarity and comparative advantage establish the basis for trade.	6C1a	Analyze the causes and consequences of international trade and growing interdependence in the world economy.	6C1
International trade and trading blocs (e.g., EU and NAFTA) have become more important as a result of globalization.	6C1b		
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.	6C1c		
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.	6C2a	Explain how economic restructuring and deindustrialization are transforming the contemporary economic landscape.	6C2

<p>In countries outside the core, the diffusion of industry has resulted in the emergence of the international division of labor and manufacturing zones (e.g., maquiladoras, special economic zones, free trade zones).</p> <p>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 U.S.).</p> <p>Government initiatives at all scales may help promote economic development.</p>	<p>6C2b</p> <p>6C2c</p> <p>6C2d</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>6D1a</p> <p>6D1b</p>	<p>Analyze sustainability issues related to industrialization and development.</p>	<p>6D1</p>
	<p>ISTE 3d</p> <p>ISTE 5b</p> <p>WHST 2</p>	<p>Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.</p> <p>Students collect data or identify relevant data sets, use digital tools to analyze them, and represent data in various ways to facilitate problem-solving and decision-making.</p> <p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p>ISTE 3d</p> <p>ISTE 5b</p> <p>WHST 2</p>

Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text

RH 4

Unit 6: Assessment

EVIDENCE of LEARNING

<u>Understanding</u>	<u>Standards</u>	<u>Unit Performance Assessment:</u>	<u>R/R Quadrant</u>
2	<p>6A3 6B2 WHST 2</p>	<p>Students will write a response to a free response question by identifying and comparing Rostow’s five-stage model of economic growth and the core-periphery concept of Wallerstein’s three-part world system theory. Students will identify and compare differences between the stages of economic growth and the core-periphery model, use one of the models to explain the level of economic development in specific countries, and give examples of how the core-periphery concept can be applied below the national scale. FHSD Unit 6 Performance Task</p> <p>Teacher will assess:</p> <ol style="list-style-type: none"> 1. Identify and compare three differences between the stages of economic growth and the core-periphery model. 2. Use one of the two models to explain the level of economic development in either Mexico or Brazil. 3. Give two examples of how the core-periphery concept can be applied below the national scale. <p>Performance: Mastery: Student will achieve 5/7 points</p> <p>Scoring Guide: FHSD Unit 6 FRQ PE rubric - pages 2-4</p>	<p>C</p> <p>21 Century</p> <p>Critical Thinking</p>

Unit 6: Sample Activities

SAMPLE LEARNING PLAN

<u>Understanding</u>	<u>Standards</u>	<u>Major Learning Activities:</u>	<u>Instructional Strategy Category:</u>	<u>R/R Quadrant: 21C:</u>
1	6A2 6A3 6B1 6B2 6C1 6C2	<p>1. Activity: <i>Vocabulary Flashcards for AP Human Geography</i></p> <p>Objective: Students will be able to use geographical vocabulary.</p> <p>Students will practice their vocabulary by creating flashcards in which each word is defined, analyzed by creating an example, manipulated by creating a sentence or drawing a picture, and rated for the student's level of understanding for each vocabulary term in this unit.</p> <p>Vocabulary Flashcards for AP Human Geography student handout</p>	<p>Providing practice and assigning homework</p> <p>Non-Linguistic Representations</p>	<p>C</p> <p>critical thinking</p>
2	6B1 ISTE 3d ISTE 5b	<p>2. Activity: <i>GIS Lesson: The Human Development Index</i></p> <p>Objective: Students will be able to analyze development statistics and see how development correlates with other APHG topics (for example, fertility and mortality).</p> <p>Using GIS software, students will define development, identify the most and least developed regions in the world, and explore how factors such as crime, birth rate, and human equality affect development.</p> <p>Appendix Documents: GIS Lesson Link: The Human Development Index</p>	<p>Cues and Questions</p>	<p>B</p> <p>Critical Thinking</p>
2	6C2c 6C2d RH 4	<p>3. Activity: <i>Industrial Regions of the World Scavenger Hunt</i></p> <p>Objective: Students will understand the situational factors that industries consider when creating a new factory/location. Students will know the definition of bulk-gaining and bulk-reducing industries.</p>	<p>Cues and Questions</p> <p>Similarities and Differences</p>	<p>C</p> <p>communication</p> <p>critical</p>

		<p>Students will independently read an article about the five industrial regions of the world. In small groups, students will use the information in the article to answer the thirteen discussion questions posed by the teacher (via the PPT).</p> <p>Powerpoint-Scavenger Hunt Article: 5 Industrial Regions of the World Scavenger Hunt Worksheet</p>		thinking
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Unit 6: Resources

UNIT RESOURCES

Teacher Resources:

- *The Cultural Landscape: An Introduction to Human Geography*, Rubenstein 12th Edition-Chapters 10, 11, and 12
- <http://mga.missouri.edu/> Missouri Geographic Alliance
- **Goode's World Atlas 20th Edition** by [J. Paul Goode](#) (Author), [John C. Hudson](#) (Editor), [Edward B., Jr. Espenshade](#) (Editor)
- <http://www.uccs.edu/~coga/> Colorado Geographic Alliance (COGA)
- <https://www.google.com/earth/> Google Earth
- <http://www.esri.com/connected#Human%20Geography%20GeoInquiries>
- http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/8154.html
- <http://www.nationalgeographic.org/education/ap-human-geography/>- National Geographic website dedicated to AP Human Geography teachers
- <https://www.arcgis.com/features/index.html> ArcGIS
- **Shared Youtube Channel for Teachers-** <https://www.youtube.com/channel/UC6Z1WdihUWOmUiM6Ea4OrmA/playlists>
- <http://www.gapminder.org/> Online tools to graph and analyze data; videos describing current and historical trends
- <http://www.worldmapper.org/index.html> Enormous collection of data maps
- **Resources - AP Human Geography - Google Sites-** <https://sites.google.com/site/batemanaphumangeography/resources>
- National Geographic Mapmaker- <http://www.nationalgeographic.org/education/mapping/outline-map/>

Student Resources:

- *The Cultural Landscape: An Introduction to Human Geography*, Rubenstein 12th Edition-Chapters 10, 11, and 12

- <http://mga.missouri.edu/> Missouri Geographic Alliance
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- <https://apstudent.collegeboard.org/apcourse/ap-human-geography>
- <https://www.arcgis.com/features/index.html> ArcGIS
- <https://quizlet.com>

Vocabulary:

Development

- **agricultural labor force**: the number of people who work in agriculture
- **core-periphery model**: a model of the spatial structure of development in which underdeveloped countries are defined by their dependence on a developed core region
- **cultural convergence**: the tendency for cultures to become more alike as they increasingly share technology and organizational structures in a modern world united by improved transportation and communication
- **dependency theory**: a structuralist theory based on the idea that certain types of political and economic relations between countries and regions of the world have created arrangements that both control and limit the extent to which regions can develop
- **development**: the improvement of a country's place in indicators such as increasing literacy, improving communications, and increasing productivity per worker
- **foreign direct investment**: investment made by a foreign company in the economy of another country
- **gross domestic product (GDP)**: the total value of all goods and services produced within a country during a given year
- **gross national product (GNP)**: the total market value of goods and services produced by all citizens and capital during a given period
- **human development index**: indicator of level of development for each country, constructed by United Nations, combining income, literacy, education, and life expectancy
- **levels of development**: undeveloped, developing, developed; based on physical infrastructure, education of population, public health, etc.
- **measures of development**: used to distinguish LDCs from MDCs. They include GDP, literacy rate, life expectancy, caloric intake, etc.
- **neocolonialism**: control by a powerful country of its former colonies (or other less developed countries) by economic pressures
- **physical quality of life index**: an attempt to measure the quality of life or well-being of a country with the average of three statistics: basic literacy rate, infant mortality, and life expectancy at age one
- **purchasing power parity**: a measure of how many units of currency are needed in one country to buy the amount of goods and services that one unit of currency will buy in another country
- **"stages of growth" model**: linear theory of development that developed countries go through a common patterns: traditional society, transitional stage, take off, drive to maturity, high mass consumption

- **technology gap:** the contrast between the technology available in developed core regions and that present in peripheral areas of underdevelopment
- **technology transfer:** the communication of specific plans, designs, or educational programs necessary for the use of new technologies from one society or class to another
- **Third World:** underdeveloped and developing countries of Asia and Africa and Latin America collectively
- **World Systems Theory:** theory originated by Immanuel Wallerstein and illuminated by his three-tier structure, proposing that social change in the developing world is inextricably linked to the economic activities of the developed world

Industrialization

- **acid rain:** rain containing acids that form in the atmosphere when industrial gas emissions
- **agglomeration:** the concentration of enterprises in a locale that help and serve each other
- **agglomeration economies:** refers to benefits or advantages (savings, cost reductions, etc.) resulting from the spatial clustering of activities and/or people
- **air pollution:** the contamination of the atmosphere by the introduction of pollutants from human and natural sources
- **assembly line production:** arrangement of workers, machines, and equipment in which the product being assembled passes consecutively from operation to operation until completed
- **bid rent theory:** geographical economic theory that refers to how the price and demand on real estate changes as the distance towards the Central Business District (CBD) increases
- **break-of-bulk point:** refers to the transfer of transported cargo from one kind of carrier to another (ex: boat to train)
- **Canadian Industrial heartland:** the St. Lawrence Valley - Ontario Peninsula. The region has several assets: centrality to the Canadian market, proximity to the Great Lakes, and access to inexpensive hydroelectric power from Niagara Falls.
- **carrier efficiency:** the positive versus negative aspects of each form of transportation
- **comparative advantage:** the ability to produce a good at a lower opportunity cost than another producer
- **complementary trade:** refers to the needs of one region matching the products of another region
- **cumulative causation:** a small advantage (or disadvantage) becomes multiplied over time
- **deglomeration:** the process of deconcentration or breaking up clusters in response to technological advances and/or increasing costs due to congestion and competition
- **deindustrialization:** the loss of the industrial activity in a region when companies move industrial jobs to other regions with cheaper labor
- **economic sectors:** the main areas at which people work in the economy
 - **primary sector:** The portion of the economy concerned with the direct extraction of materials from Earth's surface, generally through agriculture, although sometimes by mining, fishing, and forestry.
 - **quaternary sector:** Service sector industries concerned with the collection, processing, and manipulation of information and capital. Examples include finance, administration, insurance, and legal services.
 - **quinary sector:** Service sector industries that require a high level of specialized knowledge skill (scientific research, high-level management).
 - **secondary sector:** The portion of the economy concerned with manufacturing useful products through processing, transforming,

and assembling raw materials.

- tertiary sector: The portion of the economy concerned with transportation, communications, and utilities, sometimes extended to the provision of all goods and services to people in exchange for payment.
- economies of scale: factors that cause a producer's average cost per unit to fall as output rises
- ecotourism: tourism to exotic or threatened ecosystems to observe wildlife or to help preserve nature
- entrepot: commercial center for importing and exporting commodities
- export processing zone: areas where governments create favorable investment and trading conditions to attract export-oriented industries
- fixed costs: costs that do not vary with the quantity of output produced
- footloose industry: industry in which the cost of transporting both raw materials and finished product is not important for the location of firms
- fordism: principles for mass production based on assembly-line techniques, scientific management, mass consumption based on higher wages, and sophisticated advertising techniques
- Four Tigers: South Korea (largest), Taiwan (moving towards high tech), Singapore (Center for information and technology), Hong Kong (Break of Bulk Point); because of their booming economies
- greenhouse effect: warming that results when solar radiation is trapped by the atmosphere
- growth poles: economic development, or growth, is not uniform over an entire region, but instead takes place around a specific pole
- industrial location theory: theory by Alfred Weber, the selection of optimal factory locations has much to do with the minimization of land, labor, resource, and transportation costs, variable-cost framework that affects location of factory sites
- industrial revolution: a period in the 18th and 19th century where great advances were made in agriculture, manufacturing, and transportation in Britain, which eventually spread throughout the world causing global industrialization
- industry: the segment of a nation's economy that is concerned with the production of goods and services. It is important to geography because it is one of the three main types of business, along with agriculture and goods and services
 - growing: industry increasing in size and importance
 - receding: industry diminishing in size and importance
- infrastructure: the stock of basic facilities and capital equipment needed for the functioning of a country or area
- international division of labor: the process where the assembling procedures for a product are spread out through different parts of the world
- "just in time" delivery: process that redefines and simplifies manufacturing by reducing inventory levels and delivering raw materials just when they are needed on the production line
- labor-intensive: type of industry in which labor cost is a high percentage of expense; requiring a great deal of work, especially physical and manual effort
- least-cost location: a site chosen for industrial development where total costs are theoretically at their lowest, as opposed to location at the point of maximum revenue
- major manufacturing regions: Eastern United States, Mexico, Eastern Europe, Western Europe, and East Asia. These regions are the leaders in industry and therefore significant to geography

- manufacturing exports: the products that are produced and shipped to another country
- maquiladora: an assembly plant in Mexico
- market orientation: the tendency of an economic activity to locate close to its market; a reflection of large and variable distribution costs
- multiplier effect: expansion of economic activity caused by the growth or introduction of another economic activity
- North American Free Trade Agreement (NAFTA):
- outsourcing: contracting out selected functions or activities of an organization to other organizations that can do the work more cost efficiently (manufacturing jobs to China)
- ozone depletion: thinning of Earth's ozone layer caused by CFC's leaking into the air and reacting chemically with the ozone, breaking the ozone molecules apart
- postindustrial: of or relating to a society or economy marked by a lessened importance of manufacturing and an increase of services, information, and research
- resource crisis: a crisis in which needed resources are not available to the consumers that need them
- resource orientation: tendency for an industry or other type of economic activity to locate close to its resources
- special economic zones (in China): zones on the coast near Macao, Hong Kong and Taiwan with improved transportation, lower taxes, and other incentives to help attract investments
- specialized economic zones: specific area within a country that has tax incentives & less stringent environmental regulations are implemented to attract foreign business and investment
- substitution principle: the tendency to substitute one factor of production (e.g., labor) for another (e.g., capital for automated equipment) in order to achieve optimum plant location
- threshold: the minimum number of people needed to support a service
- time-space compression: explains how quickly innovations diffuse and refers to how interlinked two places are through transportation and communication technologies
- topocide: the deliberate killing of a place through industrial expansion and change, so that its earlier landscape and character are destroyed
- trade: exchange between two or more parties of one entity or another
- transnational corporations: a company that conducts research, operates factories, and sells products in many countries, not just where its headquarters or shareholders are located
- variable costs: expenses that change with the number of products produced
- world cities: a group of cities that form an interconnected, internationally dominant system of global control of finance and commerce

Unit 7: Cities and Urban Land Use

Content Area: Social Studies	Course: AP Human Geography	UNIT: Cities & Urban Land Use
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Unit Description: This unit divides urban geography into two subfields. The first is the study of systems of cities, focusing on the location of cities and why cities are where they are. The second subfield focuses on the form, internal structure, and landscapes of cities and emphasizes what cities are like as places to live and work.	Unit Timeline: 4-5 weeks
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DESIRED Results

Transfer Goal - *Students will be able to independently use their learning to.....*

develop the ability to make informed decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.

Understandings – *Students will understand that... (Big Ideas)*

1. The form, function, and size of urban settlements are constantly changing.
2. Models help to understand the distribution and size of cities.
3. Models of internal city structure and urban development provide a framework for urban analysis.
4. Built landscapes and social space reflect the attitudes and values of a population.
5. Urban areas face economic, social, political, cultural, and environmental challenges.

Essential Questions: *Students will keep considering...*

- Where are cities located and why?
- How are cities organized and how do they function?
- What challenges are cities facing?.

Students will know/understand ...	Standard	Students Will Be Able to ...	Standard
<p>Site and situation influence the origin, function, and growth of cities.</p> <p>Transportation and communication have facilitated urbanization (e.g., Borchert's epochs of urban growth) and suburbanization.</p> <p>Improvements in agriculture and transportation, population growth, migration, economic development, and government policies influence urbanization.</p> <p>World cities function at the top of the world's urban hierarchy and drive globalization.</p> <p>Megacities are rapidly increasing in countries of the periphery and semiperiphery.</p> <p>Megacities and world cities experience economic, social, political, and environmental challenges.</p>	<p>7A1a</p> <p>7A1b</p> <p>7A1c</p> <p>7A1d</p> <p>7A1e</p> <p>7A1f</p>	<p>Explain the factors that initiate and drive urbanization and suburbanization.</p>	<p>7A1</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>The gravity model is useful in explaining interactions among networks of cities.</p>	<p>7B1a</p> <p>7B1b</p>	<p>Apply models to explain the hierarchy and interaction patterns of urban settlements.</p>	<p>7B1</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>7C1a</p> <p>7C1b</p>	<p>Explain the models of internal city structure and urban development.</p>	<p>7C1</p>

<p>The galactic city model is useful for explaining internal structures and urban development within metropolitan areas.</p> <p>World-regional models (e.g., Latin America, Africa) are useful (with limitations) for explaining land use and urban developments.</p>	7C1c		
Residential buildings and patterns of land use reflect a city's culture, technological capabilities, and cycles of development.	7D1	Analyze residential land use in terms of low-, medium-, and high-density housing.	7D1
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).	7D2	Evaluate the infrastructure of cities.	7D2
<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 presents challenges in addressing urban issues.</p>	7D3a 7D3b	Explain the planning and design issues and political organization of urban areas.	7D3
<p>Quantitative information about a city's population is provided by census and survey data.</p> <p>Qualitative data from field studies and narratives provide information about individual attitudes toward urban change.</p>	7D4a 7D4b	Analyze the demographic composition and population characteristics of cities using quantitative and qualitative data.	7D4
Economic and social problems associated with the growth and decline of urban communities include housing and insurance discrimination, housing affordability, access to	7E1	Evaluate problems and solutions associated with growth and decline within urban areas.	7E1

food stores and public services, disamenity zones, zones of abandonment, and gentrification.			
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 brownfields, farmland protection, and energy use.	7E2	Evaluate problems associated with urban sustainability.	7E2
	ISTE 3d	Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.	ISTE 3d
	ISTE 5b	Students collect data or identify relevant data sets, use digital tools to analyze them, and represent data in various ways to facilitate problem-solving and decision-making.	ISTE 5b
	WHST 2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	WHST 2

Unit 7: Assessment

EVIDENCE of LEARNING

<u>Understanding</u>	<u>Standards</u>	<u>Unit Performance Assessment:</u>	<u>R/R Quadrant</u>
3	7B1 WHST 2	<p>Description of Assessment Performance Task(s): Students will write a response to a free response question by identifying primate city and rank-size rule and describing how they relate to a particular country's urban geography. Students will then identify the positive and negative effects of primate cities on a country's economic development. FHSD Unit 7 FRQ Performance Task</p>	C 21 Century

		<p>Teacher will assess:</p> <ol style="list-style-type: none"> 1. Identify and describe how primate city and rank-size rule relates to Mexico's urban geography. 2. Explain two positive effects of primate cities on a country's economic development and two different negative effects of primate cities on a country's economic development. <p>Performance:</p> <p>Mastery: Student will achieve 5/7 points.</p> <p>Scoring Guide: FHSD Unit 7 FRQ PE Rubric - pages 2-3</p>	critical thinking
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Unit 7: Sample Activities

SAMPLE LEARNING PLAN

<u>Understanding</u>	<u>Standards</u>	<u>Major Learning Activities:</u>	<u>Instructional Strategy Category:</u>	<u>R/R Quadrant: 21C:</u>
1, 2, 5	7A1	<p>1. Activity: <i>Lego Cities Activity</i></p> <p>Objective: Students will compare population distribution trends over time and analyze the validity of the Brandt line to societies today.</p> <p>Students will use manipulatives to build towers representing the number of people in the 10 largest cities of the following time periods: 1900, 1950, and 2012. Students will analyze the cities' location to the Brandt line and make predictions for 2050.</p> <p>Lego Cities Activity Brandt Line Map</p>	nonlinguistic representations	B critical thinking

1	7A1 7D2 ISTE 3d ISTE 5b	<p>2. Activity: <i>GIS Lesson: Urban Areas and Edge Cities</i></p> <p>Objective: Students will be able to locate urban areas and factors of urbanization.</p> <p>Using GIS software, students will identify the location and characteristics of major cities, explore the factors that have led to urban growth, analyze how edge cities have changed the physical and cultural landscape, and contemplate the future of urban growth.</p> <p>GIS Lesson Link: Urban Areas and Edge Cities</p>	Cues and Questions	B Critical Thinking
1, 5	7A1 7B1 7C1	<p>3. Activity: <i>Urban Game Activity</i></p> <p>Objective: Students will plan and design a city/town conveying change over time, shift in land-use priority, and the function of urban planning.</p> <p>Students will experience the rapid pace of urbanization during the Industrial Revolution in England through a simulation. Students will then analyze their urban areas to the central place theory then plan a new urban area using one of the urban models (concentric zone, sector, multiple nuclei, and urban realms).</p> <p>Urban Game</p>	Nonlinguistic Representations	B critical thinking

Unit 7: Resources

UNIT RESOURCES

Teacher Resources:

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- http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/8154.html
- <http://www.nationalgeographic.org/education/ap-human-geography/>- National Geographic website dedicated to AP Human Geography teachers
- <https://www.arcgis.com/features/index.html> ArcGIS
- Shared Youtube Channel for Teachers-<https://www.youtube.com/channel/UC6Z1WdihUWOmUiM6Ea4OrmA/playlists>
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- <https://apstudent.collegeboard.org/apcourse/ap-human-geography>
- <https://www.arcgis.com/features/index.html> ArcGIS
- <https://quizlet.com>

Vocabulary:

- **agglomeration**: grouping together of many firms from the same industry in a single area for collective or cooperative use of infrastructure and sharing of labor resources
- **barriadas**: squatter settlements found in the periphery of Latin American cities
- **bid-rent theory**: geographical economic theory that refers to how the price and demand on real estate changes as the distance towards the Central Business District (CBD) increases
- **blockbusting**: the rapid change in the racial composition of residential blocks in American cities that occurs when real estate agents and others stir up fears of neighborhood decline after encouraging ethnic minorities to move to previously white neighborhoods
- **Brandt line**: an invisible line across the world that divides the rich north from the poor south. The Brandt Line corresponds with the divide between economically developed and industrialized countries and those countries that are less economically developed.
- **CBD (central business district)**: the downtown heart of a central city, marked by high land values, a concentration of business and commerce and the clustering of the tallest buildings
- **census tract**: small districts used by the US Census Bureau to survey the population
- **centrality**: the functional dominance of cities within an urban system
- **centralization**: the movement of people, capital, services, and government into the central city

- central-place theory: a theory that explains the distribution of services, based on the fact that settlements serve as centers of market areas for services; larger settlements are fewer and farther apart than smaller settlements and provide services for a larger number of people who are willing to travel farther
- city: conglomeration of people and buildings clustered together to serve as a center of politics, culture, and economics
- cityscapes: an urban landscape
- colonial city: an indigenous city whose structure was deeply influenced by western culture
- commercialization: the transformation of an area of a city into an area attractive to residents and tourists alike in terms of economic activity
- commuter zone: the outermost zone of the concentric zone model that represents people who choose to live in residential suburbia and take a daily commute into the CBD to work
- concentric zone model: a model of the internal structure of cities in which social groups are spatially arranged in a series of rings
- conurbation: a region comprising a number of cities, large towns, and other urban areas that, through population growth and physical expansion, have merged to form one continuous urban or industrially developed area
- counterurbanization: a demographic and social process whereby people move from urban areas to rural areas
- decentralization: the tendency of people or businesses and industry to locate outside the central city
- deindustrialization: process by which companies move industrial jobs to other regions with cheaper labor, leaving the newly deindustrialized region to switch to a service economy and to work through a period of high unemployment
- early cities: cities of the ancient world
- economic base: the manufacturing and service activities performed by the basic sector; functions of a city performed to satisfy demands external to the city itself, earning income to support the urban population
- edge city: distinct sizable nodal concentration of retail and office space of lower than central city densities and situated on the outer fringes of older metropolitan areas
- emerging cities: a city currently without much population but is increasing in size at a fast rate
- employment structure:
- entrepôt: a trading center, or simply a trading warehouse where merchandise can be imported and exported without paying for import duties, often at a profit
- ethnic neighborhood: a neighborhood, typically situated in larger metropolitan cities and constructed by or comprised of local culture, in which a local culture can practice its customs
- favela: a slum community in a Brazilian city
- female-headed household: a household dominated by a woman
- festival landscape: a landscape of cultural festivities
- gateway city: a city that serves as a link between one country or region and others because of its physical situation
- gentrification: trend of mid to high-income Americans moving into city centers and rehabilitating much of the architecture and also replacing the low-income population
- ghetto: a section of a city in which members of any minority group live because of social, legal, or economic pressure
- ghettoization: process occurring in many inner cities in which they become dilapidated center of poverty, as rich whites move out to the

suburbs

- **globalization**: centers of economic, culture and political activity that are strongly interconnected and together control the global systems of finance and commerce
- **great cities**: cities with populations over one million
- **high-tech corridors**: areas along or near major transportation arteries that are devoted to the research, development, and sale of high-technology products
- **hinterland**: the sphere of economic influence of a town or city
- **hydraulic civilization**: any culture having an agricultural system that is dependent upon large-scale government-managed waterworks
- **indigenous city**: a center of population, commerce, and culture that is native to a place
- **in-filling**: building on empty parcels of land within a checkerboard pattern of development
- **informal sector**: economic activities that take place beyond official record, not subject to formalized systems of regulations or remuneration
- **infrastructure**: the underlying framework of services and amenities needed to facilitate productive activity
- **inner city**: the central area of a major city; in the US it often applied to the poorer parts of the city center where people are less educated and wealthy where there is more crime
- **invasion and succession**: process by which new immigrants to a city move to dominate or take over areas or neighborhoods occupied by older immigrant groups
- **lateral commuting**: traveling from one suburb to another and going from home to work
- **medieval cities**: cities that existed during the time frame of the middle ages
- **megacities**: cities with more than 10 million people
- **megalopolis**: a very large urban complex (usually involving several cities and towns)
- **metropolitan area**: area with a city of 50 thousand or more people, together with adjacent urban communities that have strong ties to the central city
- **micropolitan area**: an urbanized area of between 10,000 and 50,000 inhabitants, the county in which it is found, and adjacent counties tied to the city
- **multiple nuclei model**: a model of the internal structure of cities in which social groups are arranged around a collection of nodes of activities
- **multiplier effect**: the direct, indirect, and induced consequences of change in an activity; in urban geography, the expected addition of nonbasic workers and dependents to a city's local employment and population that accompanies new basic sector employment
- **neighborhood**: a district, especially one forming a community within a town or city
- **office park**: an area of land in which many office buildings are grouped together
- **peak land value intersection**: the region within a settlement with the greatest land value and commerce. As such, it is usually located in the central business district of a town or city, and has the greatest density of transport links such as roads and rail.
- **planned community**: a city, town, or community that was designed from scratch, and grew up more or less following the plan
- **postindustrial city**: a city exhibiting the characteristics of a postindustrial society
- **postmodern urban landscape**: the material character of a postmodern urban area

- **primate city**: a city of large size and dominant power within a country; a country's largest city, ranking atop the urban hierarchy, most expressive of the national culture and usually (but not always) the capital city as well
- **racial steering**: the practice in which real estate brokers guide prospective home buyers towards or away from certain neighborhoods based on their race
- **range**: in central-place theory, the average maximum distance people will travel to purchase a good or service
- **rank-size rule**: in a modern urban hierarchy, the idea that the population of a city or town will be inversely proportional to its rank in the hierarchy
- **redlining**: a practice by banks and mortgage companies of demarcating areas considered to be high risk for housing loans
- **restrictive covenants**: a statement written into a property deed that restricts the use of land in some way
- **sector model**: A model of the internal structure of cities in which social groups are arranged around a series of sectors, or wedges, radiating out from the central business district (CBD)
- **segregation**: the separation of people based on racial, ethnic, or other differences
- **settlement form**: the spatial arrangements of buildings roads, towns and other features that people construct while inhabiting the area
 - **dispersed**: characterized by a much lower density of population and the wide spacing of individual homesteads
 - **elongated**: a state whose territory is long and narrow in shape
 - **nucleated**: a compact, closely packed settlement sharply decorated from adjoining farmlands
- **site**: the physical position in relation to the surroundings
- **situation**: the position determined by non-physical attributes in relation to its surroundings
- **slum**: a district of a city marked by poverty and inferior living conditions
- **social structure**: the people in a society considered as a system organized by a characteristic pattern of relationships
- **specialization**: when a person, country, or region works on making one part of an item
- **squatter settlement**: residential developments characterized by extreme poverty that usually exist on land just outside of cities that is neither owned nor rented by its occupants
- **street pattern**: the way in which streets are designed
 - **access**: provides access to a subdivision, housing project, or highway
 - **control**: allows highways or housing projects to be supervised
 - **dendritic**: street pattern characterized by fewer streets organized into a hierarchy based on the amount of traffic each is intended to carry--they form the "loop" or "lollipop" typical of urban sprawl neighborhoods
 - **grid**: an arrangement of streets that intersect at right angles
- **suburb**: a subsidiary urban area surrounding and connected to the central city. many are exclusively residential; others have their own commercial centers or shopping malls.
- **suburbanization**: movement of upper and middle-class people from urban core areas to the surrounding outskirts to escape pollution as well as deteriorating social conditions
- **symbolic landscape**:
- **tenement**: a building in which several families rent rooms or apartments, often with little sanitation or safety
- **threshold**: in the central place theory, the size of the population required to make provision of services economically feasible

- town: an urban area with a fixed boundary that is smaller than a city
- underclass: a group in society prevented from participating in the material benefits of a more developed society because of a variety of social and economic characteristics.
- underemployment: a situation in which people work less than full time even though they would prefer to work more hours
- under morphology: the form and structure of cities, including street patterns and the size and shape of buildings
- urban growth rate: the rate of growth of an urban population
- urban function: services that are provided in a certain urban area
- urban hearth area: a region in which the world's first cities evolved
- urban heat island: a metropolitan area which is significantly warmer than its surrounding rural areas
- urban hierarchy: a ranking of settlements according to their size and economic function
- urban hydrology: study of water in urban areas and how to treat it
- urban morphology: the study of the physical form and structure of urban places
- urbanization: growth of cities
- urbanized population: the proportion of a country's population living in cities
- urban realm: the spatial components of the modern metropolis, where each realm is a separate economic, social, and political entity that is linked together to form the larger metropolitan framework
- world city: one of the largest cities in the world, generally with a population of over 10 million
- zone in transition: an area of mixed commercial and residential land uses surrounding the CBD
- zoning: dividing an area into zones or sections reserved for different purposes such as residence and business and manufacturing etc