

**Newport-Mesa Unified School District
Office of Secondary Curriculum and Instruction
High School Course of Study**

Course Title	Advanced Placement Human Geography	Course Code	S0376-377
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Transcript Title:	AP Human Geog AB	Grades Levels:	9 - 12	Board Adoption Date:	1/10/2012
Content Area:	Social Science	GPA Scale:	5.0	Date Course Submitted:	12/2011
Credential Req:		Graduation Subject Areas:	Elective		
UC/CSU "A-G" Area Approvals:			School Site that wrote and submitted the course:	CMHS	
Prerequisite(s):					
Next course(s):					

COURSE DESCRIPTION

Human geography will analyze people and places and explain how they interact across space and time to create the world. The course will introduce concepts that will show how geography influences world cultures, the movement of people, and current global issues by researching where people live and how cultural identity helped to develop the diverse political, economic, and social systems around the world.

GOALS: (Expected performance outcomes for students)

1. Students will master physical geography by studying spatial distribution, the five themes of geography, cultural landscape by studying a variety of maps used by Geographers.
2. Students will study the concept of population distribution and density by focusing on world population growth as well as regional, national, and local growth. By focusing on population growth students will be able to analyze demographic transition, disease distribution, and future population growth and decline.
3. Students will study the concept of culture by researching and analyzing local and popular culture. Students will further their knowledge of culture by studying the importance of identity in race, ethnicity, and gender.
4. Students will study the importance of language and how languages are distributed globally.
5. Students will study the impact religion has on culture, geography, and politics.
6. Student will study political geography by looking at concepts that develop Nations while also reviewing current border disputes.
7. Students will review urban geography by looking at why people migrate to cities. They will continue their spatial distribution by focusing on where cities are located and why.
8. Students will study the importance of agriculture and industry by researching the beginning of each theme and its impact on globalization.
9. Students will study the impact of humans on the environment by focusing on global issues facing the world today.

California Content Standards

CHRONOLOGICAL AND SPATIAL THINKING

1. Students compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned.
2. Students analyze how change happens at different rates at different times; understand that some aspects can change while others remain the same; and understand that change is complicated and affects not only technology and politics but also values and beliefs.
3. Students use a variety of maps and documents to interpret human movement, including major patterns of domestic and international migration, changing environmental preferences and settlement patterns, the frictions that develop between population groups, and the diffusion of ideas, technological innovations, and goods.
4. Students relate current events to the physical and human characteristics of places and regions.

HISTORICAL RESEARCH, EVIDENCE, AND POINT OF VIEW

1. Students distinguish valid arguments from fallacious arguments in historical interpretations
2. Students identify bias and prejudice in historical interpretations.
3. Students evaluate major debates among historians concerning alternative interpretations of the past, including an analysis of authors' use of evidence and the distinctions between sound generalizations and misleading oversimplifications.
4. Students construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations.

HISTORICAL INTERPRETATION

1. Students show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments.
2. Students recognize the complexity of historical causes and effects, including the limitations of determining cause and effect.
3. Students interpret past events and issues within the context in which an event unfolded rather than solely in terms of present day norms and values.
4. Students understand the meaning, implication, and impact of historical events while recognizing that events could have taken other directions.
5. Students analyze human modifications of a landscape, and examine the resulting environmental policy issues.

WORLD HISTORY, CULTURE AND GEOGRAPHY

10.1 Students relate the moral and ethical principles in ancient Greek and Roman philosophy, in Judaism, and in Christianity to the development of Western political thought.

1. Analyze the similarities and differences in Judeo-Christian and Greco-Roman views of law, reason and faith, and duties of the individual.

10.2 Students compare and contrast the Glorious Revolution of England, the American Revolution, and the French Revolution and their enduring effects worldwide on the political expectations for self-government and individual liberty.

5. Discuss how nationalism spread across Europe with Napoleon but was repressed for a generation under the Congress of Vienna and Concert of Europe until the Revolutions of 1848.

10.3 Students analyze the effects of the Industrial Revolution in England, France, Germany, Japan, and the United States.

2. Examine how scientific and technological changes and new forms of energy brought about massive social, economic, and cultural change (e.g., the inventions and discoveries of James Watt, Eli Whitney, Henry Bessemer, Louis Pasteur, and Thomas Edison).
4. Trace the evolution of work and labor, including the demise of the slave trade and the effects of immigration, mining and manufacturing, division of labor, and the union movement.
5. Understand the connections among natural resources, entrepreneurship, labor, and capital in an industrial economy.

10.4 Students analyze patterns of global change in the era of New Imperialism in at least two of the following regions or countries: Africa, Southeast Asia, China, India, Latin America, and the Philippines.

1. Describe the rise of industrial economies and their link to imperialism and colonialism (e.g., the role played by national security and strategic advantage; moral issues raised by the search for national hegemony, Social Darwinism, and the missionary impulse; material issues such as land, resources, and technology).
2. Discuss the locations of the colonial rule of such nations as England, France, Germany, Italy, Japan, the Netherlands, Russia, Spain, Portugal, and the United States.
3. Explain imperialism from the perspective of the colonizers and the colonized and the varied immediate and long-term responses by the people under colonial rule.
4. Describe the independence struggles of the colonized regions of the world, including the roles of leaders, such as Sun Yat-sen in China, and the roles of ideology and religion.

10.10 Students analyze instances of nation-building in the contemporary world in at least two of the following regions or countries: the Middle East, Africa, Mexico and other parts of Latin America, and China.

1. Understand the challenges in the regions, including their geopolitical, cultural, military, and economic significance and the international relationships in which they are involved.
2. Describe the recent history of the regions, including political divisions and systems, key leaders, religious issues, natural features, resources, and population patterns.
3. Discuss the important trends in the regions today and

US History

11.2 Students analyze the relationship among the rise of industrialization, large-scale rural-to-urban migration, and massive immigration from Southern and Eastern Europe.

2. Describe the changing landscape, including the growth of cities linked by industry and trade, and the development of cities divided according to race, ethnicity, and class.
3. Trace the effect of the Americanization movement.
4. Analyze the effect of urban political machines and responses to them by immigrants and middle-class reformers.
6. Trace the economic development of the United States and its emergence as a major industrial power, including its gains from trade and the advantages of its physical geography.

11.3 Students analyze the role religion played in the founding of America, its lasting moral, social, and political impacts, and issues regarding religious liberty.

1. Describe the contributions of various religious groups to American civic principles and social reform movements (e.g., civil and human rights, individual responsibility and the work ethic, antimonarchy and self-rule, worker protection, family-centered communities).

11.8 Students analyze the economic boom and social transformation of post–World War II America.

2. Describe the significance of Mexican immigration and its relationship to the agricultural economy, especially in California.
6. Discuss the diverse environmental regions of North America, their relationship to local economies, and the origins and prospects of environmental problems in those regions.
7. Describe the effects on society and the economy of technological developments since 1945, including the computer revolution, changes in communication, advances in medicine, and improvements in agricultural technology.
8. Discuss forms of popular culture, with emphasis on their origins and geographic diffusion (e.g., jazz and other forms of popular music, professional sports, architectural and artistic styles).

Economics

12.1 Students understand common economic terms and concepts and economic reasoning.

1. Examine the causal relationship between scarcity and the need for choices.

4. Evaluate the role of private property as an incentive in conserving and improving scarce resources, including renewable and nonrenewable natural resources.

5. Analyze the role of a market economy in establishing and preserving political and personal liberty (e.g., through the works of Adam Smith).

Evaluation

Student achievement will be measured using multiple assessment tools, including but not limited to final exams, end-of-unit tests, quizzes, homework, class work, notebooks, portfolios, authentic performance assessments, and written assessments using rubrics designed to mimic those used by the College Board. District-wide benchmark assessments will be assessed using the following chart:

Performance Standards - Benchmark Assessments				
Far Below Basic = F	Below Basic = D	Basic = C	Proficient = B	Advanced Proficient = A

Unit 1	Length of Unit – Two Weeks				
	Key Terms	Standards*	Model Tasks**	Tools & Text	
Basic Concepts	• Cartography • Culture • Density • Development • Diffusion • Distribution • Environmental Determinism • GIS • GPS • Hearth • Human Geography • Map Projections • Possibilism • Remote Sensing • Scale • Site • Spatial Analysis • Toponym	Chronological and Spatial Thinking, Historical Research, Evidence, and Point of View, Historical Interpretation,	• Define <i>geography</i> and <i>human geography</i> and explain the meaning of the <i>spatial perspective</i> • Explain how geographers classify each of the following and provide examples of each: ◦ <i>Distributions</i> ◦ <i>Locations</i> ◦ <i>Regions</i> • Identify how each of the following plays a role in mapmaking: ◦ <i>Induction</i> ◦ <i>Symbolization</i> ◦ <i>Simplification</i> ◦ <i>Categorization</i> • Identify types of scale and projections used in mapmaking – identify advantages and disadvantages of different projections. • List different types (models) of diffusion and provide examples/illustrations of each in the real world. • Distinguish between different types of mapped information (dot distribution, choropleth, etc.) and provide explanations of strengths and weaknesses of each. • Define and discuss <i>cultural ecology</i>, <i>possibilism</i>, and <i>environmental determinism</i>.	D C B A	• Textbook • Supplemental articles, film clips, and maps as provide in APSI* training • Atlas • Internet mapping sites such as Google Maps • Power of Place Video Series • Current Event articles as available *APSI = Advanced Placement Summer Institute

Differentiation	Support -- for students who are struggling with the content	Content: Introduce key terms and concepts and explanations of each. Supply modified text for struggling readers; Use of KBAT (Know and Be Able To) sheets to direct student study. Process: Provide multiple modality explanations and practice, cooperative learning, and group activities. Product: Differentiated grading, including: matching, true/false, oral and short answer. Provide the opportunity to retest to mastery.
	Extension – for high achieving students. Required activities for all honors courses.	Content: Provide key concepts and terms in a variety of ways. Process: Provide additional readings to support the concepts and research articles to provide students with the opportunity to view other views. Product: PowerPoint Presentations, projects, discussion questions, journals, FRQ's, performance assessment.
Evaluation	Formative Assessments: Frequent check for understanding, quizzes, homework review, rough draft/outline of essays, projects rubrics and journal checks Benchmark Tests: Unit Tests, Mid-Term, Final Exam, FRQ and AP Exam Summative Assessments: Chapter tests, research papers/essays, mid-term, final, AP Exam	

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** Tasks are to be identified by the Application Taxonomy Quadrant designed by the International Center for Leadership in Education.

Unit 2	Length of Unit – Three Weeks				
	Key Terms	Standards*		Model Tasks**	Tools & Text
Population	- Age cohort, distribution - Agricultural density - Agricultural Revolution - Arithmetic Density - Carrying capacity - Child mortality rate - Contraception - Crude Death Rate	Chronological and Spatial Thinking, Historical Research, Evidence, and Point of View, Historical Interpretation		- Map major and emerging population concentrations and describe demographic characteristics of each. - Calculate arithmetic, agricultural, and physiological densities, and describe the strengths and weaknesses of each for demographic analysis. - Explain the elements of a population pyramid and distinguish between characteristic shapes. - Explain the demographic transition model: - What are its components? - What are some example countries that it describes in each phase? - Why might it NOT predict the	- Textbook - Supplemental articles, film clips, case studies and maps as provide in APSI* training - Atlas - Internet mapping sites such as Google Maps - Power of Place Video Series - Current Event articles as available

	• Crude Birth Rate • Demographic Transition • Demography • Ecumene • Epidemiological Transition • Industrial Revolution • Infant Mortality Rate • LDCs; MDCs • Medical Revolution • Natural Increase Rate • Overpopulation • Population Pyramid • Replacement fertility • Total Fertility Rate • Zero Population Growth			future for developing countries today? • Give examples of pro-and anti-natalist policies and their effects in example countries. • Define key demographic terms and identify regions in which high and low extreme examples of each can be found.		*APSI = Advanced Placement Summer Institute
Differentiation	Support -- for students who are struggling with the content	Content: Introduce key terms and concepts and explanations of each. Supply modified text for struggling readers; Use of KBAT (Know and Be Able To) sheets to direct student study. Process: Provide multiple modality explanations and practice, cooperative learning, and group activities. Product: Differentiated grading, including: matching, true/false, oral and short answer. Provide the opportunity to retest to mastery.				
	Extension – for high achieving students. Required activities for all honors courses.	Content: Provide key concepts and terms in a variety of ways. Process: Provide additional readings to support the concepts and research articles to provide students with the opportunity to view other views. Product: PowerPoint Presentations, projects, discussion questions, journals, FRQ's, performance assessment.				
Evaluation	Formative Assessments: Frequent check for understanding, quizzes, homework review, rough draft/outline of essays, projects rubrics and journal checks					

	Benchmark Tests: Unit Tests, Mid-Term, Final Exam, FRQ and AP Exam
	Summative Assessments: Chapter tests, research papers/essays, mid-term, final, AP Exam

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Unit 3	Length of Unit – Two to Three Weeks				
	Key Terms	Standards*		Model Tasks**	Tools & Text
Migration	• Activity Space • Brain Drain/gain • Center of Population • Chain migration • Counter-urbanization • Diaspora • Distance Decay Function • Emigration • Forced migration • Gravity model • Guest worker • Immigration • Internal migration • International migration • Intervening Obstacle, Opportunity • Migration stream, transition • Mobility • Net migration • Pull Factors • Push Factors • Ravenstein’s Laws • Refugee • Remittances • Step migration • Suburbanization	Chronological and Spatial Thinking, Historical Research, Evidence, and Point of View, Historical Interpretation		• Distinguish between and give characteristics of the following types of human movement: ◦ Circulation and migration ◦ Forced and voluntary migration ◦ Immigrants and emigrants ◦ Push and pull factors • Discuss the contributions of Ravenstein to the study of human movement and migration • Use the gravity model to predict migration and evaluate its efficiency and usefulness • Describe specific examples of historic and contemporary forced migrations, explaining push and pull factors associated with each • Characterize a refugee and refugee population • Discuss the migration history of the United States through the following: ◦ Immigration history ◦ Immigration policy ◦ Historic and contemporary streams of migration ◦ Internal migration patterns • Explain how distance decay, intervening obstacles, migration selectivity factors affect migration and circulation patterns • Correlate migration patterns to the demographic transition model	D C B A <

	• Transhumance • Urbanization • Voluntary migration					
Differentiation	Support -- for students who are struggling with the content	Content: Introduce key terms and concepts and explanations of each. Supply modified text for struggling readers; Use of KBAT (Know and Be Able To) sheets to direct student study. Process: Provide multiple modality explanations and practice, cooperative learning, and group activities. Product: Differentiated grading, including: matching, true/false, oral and short answer. Provide the opportunity to retest to mastery.				
	Extension – for high achieving students. Required activities for all honors courses.	Content: Provide key concepts and terms in a variety of ways. Process: Provide additional readings to support the concepts and research articles to provide students with the opportunity to view other views. Product: PowerPoint Presentations, projects, discussion questions, journals, FRQ's, performance assessment.				
Evaluation	Formative Assessments: Frequent check for understanding, quizzes, homework review, rough draft/outline of essays, projects rubrics and journal checks Benchmark Tests: Unit Tests, Mid-Term, Final Exam, FRQ and AP Exam Summative Assessments: Chapter tests, research papers/essays, mid-term, final, AP Exam					

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Unit 4	Length of Unit – Two to Three Weeks					
	Key Terms	Standards*		Model Tasks**		Tools & Text
Culture	• Acculturation • Artifact • Assimilation • Built Environment • Core-domain-sphere model • Cultural convergence • Cultural landscape	Chronological and Spatial Thinking, Historical Research, Evidence, and Point of View, Historical Interpretation		• Define culture, cultural geography, and culture regions. • Identify and name macrocultural regions and identify the major language and religion of each. • Compare and contrast aspects of folk and popular culture: ○ Origins ○ Methods of diffusion ○ Culture regions ○ Current distributions • Provide specific examples of specific	D C B A	• Textbook • Supplemental articles, film clips, and maps as provide in APSI* training • Atlas • Internet mapping sites such as Google Maps • Power of Place

	• Cultural/environmental perception • Culture complex • Culture heath • Culture realm • Culture region • Culture trait • Custom • Environmental determinism • Folk culture • Globalizaiton • Habit • Localization • Material culture • Mentifact • Popular culture • Possibilism • Sociofact • Taboo • Uniform landscape			popular cultural traits and discuss their diffusion. • Discuss ways in which cultural traits are affected by and affect: ○ The natural environment. ○ The “built environment” (cultural landscape). ○ The economics of a region. • Discuss ways in which communications technologies differ in terms of ○ Their diffusion and distribution. ○ The ways in which different governments respond to them.	Video Series • Current Event articles as available *APSI = Advanced Placement Summer Institute
Differentiation	Support -- for students who are struggling with the content	Content: Introduce key terms and concepts and explanations of each. Supply modified text for struggling readers; Use of KBAT (Know and Be Able To) sheets to direct student study. Process: Provide multiple modality explanations and practice, cooperative learning, and group activities. Product: Differentiated grading, including: matching, true/false, oral and short answer. Provide the opportunity to retest to mastery.			
	Extension – for high achieving students. Required activities for all honors courses.	Content: Provide key concepts and terms in a variety of ways. Process: Provide additional readings to support the concepts and research articles to provide students with the opportunity to view other views. Product: PowerPoint Presentations, projects, discussion questions, journals, FRQ’s, performance assessment.			
Evaluation	Formative Assessments: Frequent check for understanding, quizzes, homework review, rough draft/outline of essays, projects rubrics and journal checks Benchmark Tests: Unit Tests, Mid-Term, Final Exam, FRQ and AP Exam Summative Assessments: Chapter tests, research papers/essays, mid-term, final, AP Exam				

Unit 5	Length of Unit – Two to Three Weeks					
	Key Terms	Standards*		Model Tasks**	Tools & Text	
Language	• Accent • Creole/creolized language • Dialect • Ebonics • Esperanto • Extinct language • Franglais • Ideogram • Isogloss • Isolated language • Language • Language branch • Language family • Language group • Lingua franca • Literary tradition • Mono-, bi-, multilinguality • Official language • Orthography • Pidgin • Spanglish • Standard language • Toponym • Trade language • Vernacular • Vulgar Latin	Chronological and Spatial Thinking, Historical Research, Evidence, and Point of View, Historical Interpretation		• Discuss the importance and role of language as an element of culture. • Explain how language families, branches, and groups are classified and related. • Map the distribution of major language families worldwide. • Show the division of Europe into the following language groups and give specific examples from each: ○ Germanic ○ Slavic ○ Romance • Describe the following characteristics of English: ○ Its origin and historical development ○ Its worldwide diffusion ○ Its spatial variation ○ Its cultural role	D C B A	• Textbook • Supplemental articles, film clips, and maps as provide in APSI* training • Atlas • Internet mapping sites such as Google Maps • Power of Place Video Series • Current Event articles as available

	achieving students. Required activities for all honors courses.	Process: Provide additional readings to support the concepts and research articles to provide students with the opportunity to view other views. Product: PowerPoint Presentations, projects, discussion questions, journals, FRQ's, performance assessment.
Evaluation	Formative Assessments: Frequent check for understanding, quizzes, homework review, rough draft/outline of essays, projects rubrics and journal checks Benchmark Tests: Unit Tests, Mid-Term, Final Exam, FRQ and AP Exam Summative Assessments: Chapter tests, research papers/essays, mid-term, final, AP Exam	

Unit 6	Length of Unit – Three Weeks				
	Key Terms	Standards*		Model Tasks**	Tools & Text
Religion	- Animism - Autonomous religion - Branch - Cosmogony - Denomination - Diocese - Ethnic religion - Fundamentalism - Ghetto - Hierarchical religion - Interfaith boundary - Intrafaith boundary - Monotheism - Pilgrimage - Polytheistic religion - Religion - Sect - Secularism - Shamanism - Syncretism - Traditional religion	Chronological and Spatial Thinking, Historical Research, Evidence, and Point of View, Historical Interpretation		- Identify the following characteristics of all major religions: - Point of origin - Method of diffusion - Current distribution - Landscape expression - Map the religious regions of the United States - Discuss the major branches, their origins, and their current distributions for the following religions: - Christianity - Islam - Buddhism - Distinguish between ethnic and universalizing religions: - Different holy sites - Different holy days - Different methods of diffusion - Describe ways in which the environment influences religion and ways in which religions affect the natural environment. - Discuss various specific religious conflicts around the world in terms of the following: - Religion vs. politics - Religion vs. religion –	- Textbook - Supplemental articles, film clips, and maps as provide in APSI* training - Atlas - Internet mapping sites such as Google Maps - Power of Place Video Series - Current Event articles as available *APSI = Advanced Placement Summer Institute

	• Tribal religion • Universalizing religion • Zionism			interfaith conflicts - Religion vs. religion – intrafaith conflicts - Religion vs. secularism		
Differentiation	Support -- for students who are struggling with the content	Content: Introduce key terms and concepts and explanations of each. Supply modified text for struggling readers; Use of KBAT (Know and Be Able To) sheets to direct student study. Process: Provide multiple modality explanations and practice, cooperative learning, and group activities. Product: Differentiated grading, including: matching, true/false, oral and short answer. Provide the opportunity to retest to mastery.				
	Extension – for high achieving students. Required activities for all honors courses.	Content: Provide key concepts and terms in a variety of ways. Process: Provide additional readings to support the concepts and research articles to provide students with the opportunity to view other views. Product: PowerPoint Presentations, projects, discussion questions, journals, FRQ’s, performance assessment.				
Evaluation	<i>Formative Assessments: Frequent check for understanding, quizzes, homework review, rough draft/outline of essays, projects rubrics and journal checks</i> <i>Benchmark Tests: Unit Tests, Mid-Term, Final Exam, FRQ and AP Exam</i> <i>Summative Assessments: Chapter tests, research papers/essays, mid-term, final, AP Exam</i>					

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Unit 7	Length of Unit – Two Weeks					
	Key Terms	Standards*	Model Tasks**			Tools & Text
Ethnicity	• Apartheid • Balkanization • Blockbusting • Centripetal force • Centrifugal force • Ethnicity • Ethnic cleansing • Multi-ethnic state • Multinational state	Chronological and Spatial Thinking, Historical Research, Evidence, and Point of View, Historical Interpretation		• Describe the distribution of major ethnicities within the US: ▪ identify states/regions in which they are clustered ▪ regions in which they are mostly absent ▪ provide reasons for the present distribution • Give and describe examples of ethnic conflicts in at least three different regions. • Discuss the roles, both positive and	D C B A	• Textbook • Supplemental articles, film clips, and maps as provide in APSI* training • Atlas • Internet mapping sites such as Google Maps • Power of Place

	• Nationalism • Nationality • Nation-state • Part Nation State • Race • Racism • Self-determination			negative, of nationalism in a state. • Define and give examples of part-nation states, multinational states, and stateless nations.		Video Series • Current Event articles as available *APSI = Advanced Placement Summer Institute
Differentiation	Support -- for students who are struggling with the content	Content: Introduce key terms and concepts and explanations of each. Supply modified text for struggling readers; Use of KBAT (Know and Be Able To) sheets to direct student study. Process: Provide multiple modality explanations and practice, cooperative learning, and group activities. Product: Differentiated grading, including: matching, true/false, oral and short answer. Provide the opportunity to retest to mastery.				
	Extension – for high achieving students. Required activities for all honors courses.	Content: Provide key concepts and terms in a variety of ways. Process: Provide additional readings to support the concepts and research articles to provide students with the opportunity to view other views. Product: PowerPoint Presentations, projects, discussion questions, journals, FRQ’s, performance assessment.				
Evaluation	Formative Assessments: <i>Frequent check for understanding, quizzes, homework review, rough draft/outline of essays, projects rubrics and journal checks</i> Benchmark Tests: <i>Unit Tests, Mid-Term, Final Exam, FRQ and AP Exam</i> Summative Assessments: <i>Chapter tests, research papers/essays, mid-term, final, AP Exam</i>					

Unit 8	Length of Unit – Two Weeks					
	Key Terms	Standards*		Model Tasks**		Tools & Text
Political Geography	• Balance of power • Berlin Conference • Boundary • Capital • City-state • Civil divisions • Colonialism • Colony	Chronological and Spatial Thinking, Historical Research, Evidence, and Point of View, Historical Interpretation		• Explain the concept of “state” by: - identifying necessary qualifications and characteristics - listing examples of states in various regions - describing “quasi-states” • Describe the problems of multinational states and stateless nations. • List advantages and disadvantages of	D C B A	• Textbook • Supplemental articles, film clips, and maps as provide in APSI* training • Atlas • Internet mapping sites such as

	• Compact state • Core • Democratization • Devolution • Elongated state • EEZ • Fragmented state • Federal state • Frontier • High seas • Gerrymander • Imperialism • Irredentism • Landlocked state • Microstate • Multinational state • Perforated state • Prorupted state • Sovereignty • State • Stateless nation • Territorial waters • Territoriality • Terrorism • Unitary state • Supranational organizations • UNCLOS • United Nations			different types of boundaries and provide examples. • List advantages and disadvantages of different shapes of states and provide examples. • Discuss the concepts of imperialism, colonialism and illustrate some of their consequences on the contemporary political map. • Explain the role of the following in the internal structure of states: - civil divisions - federal or unitary structure - irredentism, separatism, autonomy, and self-determination • Define and provide examples of forward capitals.		Google Maps • Power of Place Video Series • Current Event articles as available *APSI = Advanced Placement Summer Institute
Differentiation	Support -- for students who are struggling with the content	Content: Introduce key terms and concepts and explanations of each. Supply modified text for struggling readers; Use of KBAT (Know and Be Able To) sheets to direct student study. Process: Provide multiple modality explanations and practice, cooperative learning, and group activities. Product: Differentiated grading, including: matching, true/false, oral and short answer. Provide the opportunity to retest to mastery.				
	Extension – for high achieving students. Required activities for all honors courses.	Content: Provide key concepts and terms in a variety of ways. Process: Provide additional readings to support the concepts and research articles to provide students with the opportunity to view other views.				

		Product: PowerPoint Presentations, projects, discussion questions, journals, FRQ's, performance assessment.
Evaluation	<i>Formative Assessments: Frequent check for understanding, quizzes, homework review, rough draft/outline of essays, projects rubrics and journal checks</i> <i>Benchmark Tests: Unit Tests, Mid-Term, Final Exam, FRQ and AP Exam</i> <i>Summative Assessments: Chapter tests, research papers/essays, mid-term, final, AP Exam</i>	

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Unit 10	Length of Unit – Two Weeks				
	Key Terms	Standards*		Model Tasks**	Tools & Text
Agriculture	• Agribusiness • Agriculture • Aquaculture • Biotechnology • Boserup hypothesis • Carl Sauer • Commercial Agriculture • Commodity chain • Crop rotation • Dairying • Domestication • Double-cropping • Fallow • Von Thunen’s Model of Agriculture • Land Use • Feedlot • GMO • Green Revolution • Horticulture • Intertillage • Livestock ranching • Luxury crops • Market gardening	Chronological and Spatial Thinking, Historical Research, Evidence, and Point of View, Historical Interpretation		• Explain how agriculture originated and identify its various hearths. • Describe the evolution of agricultural practices from their first use until today. • Correlate climate and terrain with various agricultural regions. • Describe and apply the von Thünen model to both small and large scale situations. • Map linkages between regions of production and consumption at different scales. - world regions of export and import - production and consumption (market) regions within a single state • Use agricultural practice to differentiate between less developed and relatively developed countries. • Discuss current trends and recent changes in agricultural practices in both developed and developing regions - farm size and farming methods - crop types - effects of changing markets and government practices • Describe rural settlement in terms of: - survey systems; long lot (seigneurial), rectangular, metes and bounds) - settlement types; linear, dispersed,	D C B A • Textbook • Supplemental articles, film clips, and maps as provide in APSI* training • Atlas • Internet mapping sites such as Google Maps • Power of Place Video Series • Current Event articles as available *APSI = Advanced Placement Summer Institute

	• Mediterranean agriculture • Milkshed • Neolithic Revolution • Pastoral nomadism • Plantation • Ranching • Ridge-tilling • Rural settlement • Shifting cultivation • Slash-and-burn (swidden) • Subsidy • Subsistence Agriculture (intensive and extensive) • Survey patterns • Sustainable agriculture • Thomas Malthus • “Tragedy of the commons” • Transhumance • Truck farm • Vertical integration			clustered) - causes, effects, and regions associated with different settlement patterns		
Differentiation	Support -- for students who are struggling with the content	Content: Introduce key terms and concepts and explanations of each. Supply modified text for struggling readers; Use of KBAT (Know and Be Able To) sheets to direct student study. Process: Provide multiple modality explanations and practice, cooperative learning, and group activities. Product: Differentiated grading, including: matching, true/false, oral and short answer. Provide the opportunity to retest to mastery.				
	Extension – for high achieving students. Required activities for all honors courses.	Content: Provide key concepts and terms in a variety of ways. Process: Provide additional readings to support the concepts and research articles to provide students with the opportunity to view other views.				

		Product: PowerPoint Presentations, projects, discussion questions, journals, FRQ's, performance assessment.
Evaluation	Formative Assessments: Frequent check for understanding, quizzes, homework review, rough draft/outline of essays, projects rubrics and journal checks Benchmark Tests: Unit Tests, Mid-Term, Final Exam, FRQ and AP Exam Summative Assessments: Chapter tests, research papers/essays, mid-term, final, AP Exam	

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Unit 9	Length of Unit – Three Weeks				
	Key Terms	Standards*		Model Tasks**	Tools & Text
Development	- Agglomeration economies - Basic, non-basic industries - Brandt Line - Comparative advantage - Dependency Theory - Developing country - Economic indicators - Economic development - Gross national product - HDI - Import substitution - LDC - Literacy rate - Market-orientation - MDC - Neo-colonialism - Primary sector - Productivity - Quaternary	Chronological and Spatial Thinking, Historical Research, Evidence, and Point of View, Historical Interpretation		- Use examples of human welfare indicators to distinguish between relatively developed and less developed countries. - Use examples of economic indicators to classify countries as less developed or relatively developed. - Draw the Brandt line on a world or regional map and give examples of elements of the core and periphery. - Discuss specific examples of “semi-peripheral” countries, explaining why they are so labeled. - Compare and contrast different theories and models of economic development and the relationship between LDCs and relatively developed countries. - Provide examples of the different sectors of a country's economy and explain the economic relationship between them.	D C B A - Textbook - Supplemental articles, film clips, and maps as provide in APSI* training - Atlas - Internet mapping sites such as Google Maps - Power of Place Video Series - Current Event articles as available *APSI = Advanced Placement Summer Institute

	sector • Raw material orientation • Regional multiplier • Rostow’s Modernization Model • Secondary sector • Subsistence economy Sustainable development • Tertiary sector • Trickle-down effects • Value-added					
Differentiation	Support -- for students who are struggling with the content	Content: Introduce key terms and concepts and explanations of each. Supply modified text for struggling readers; Use of KBAT (Know and Be Able To) sheets to direct student study. Process: Provide multiple modality explanations and practice, cooperative learning, and group activities. Product: Differentiated grading, including: matching, true/false, oral and short answer. Provide the opportunity to retest to mastery.				
	Extension – for high achieving students. Required activities for all honors courses.	Content: Provide key concepts and terms in a variety of ways. Process: Provide additional readings to support the concepts and research articles to provide students with the opportunity to view other views. Product: PowerPoint Presentations, projects, discussion questions, journals, FRQ’s, performance assessment.				
Evaluation	Formative Assessments: Frequent check for understanding, quizzes, homework review, rough draft/outline of essays, projects rubrics and journal checks Benchmark Tests: Unit Tests, Mid-Term, Final Exam, FRQ and AP Exam Summative Assessments: Chapter tests, research papers/essays, mid-term, final, AP Exam					

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Unit 11	Length of Unit – Three Weeks					
	Key Terms	Standards*		Model Tasks**	Tools & Text	
Industry	• Agglomeration • Assembly line • Basic industry • Break-of-bulk • Brownfield • Bulk-gaining industry • Bulk-reducing industry • Capital • Complementarity • Cottage industry • Deindustrialization • Export processing zone • Foodloose industry • “Fordism,” Post-Fordism • Industrial inertia • Industrial Revolution • Infrastructure • Economies of scale • Labor-intensive • Least-cost theory • Location theory • Manufacturing region • Mass production • Non-basic industry • Outsourcing • Primary industry • Raw materials • Site characteristics • Situation	Chronological and Spatial Thinking, Historical Research, Evidence, and Point of View, Historical Interpretation		• Explain the Industrial Revolution by: ▪ describing its origin ▪ describing its diffusion and current pattern of industrial regions. • Map regional manufacturing zones in different regions of with different specific strengths. • Compare and contrast pre-industrial, industrial, and post-industrial life and landscape and give examples of each. • Describing how site and situation factors influence the location of manufacturing and give examples. • Explain the location of industry by ▪ contrasting raw material-oriented with market-oriented industries ▪ explaining Weber’s “least-cost” theory ▪ discussing break-of-bulk ▪ defining “footloose” industries • Discuss the problems created by industrialization in: ▪ developed countries ▪ developing countries	D C B A	• Textbook • Supplemental articles, film clips, and maps as provide in APSI* training • Atlas • Internet mapping sites such as Google Maps • Power of Place Video Series • Current Event articles as available *APSI = Advanced Placement Summer Institute

	characteristics • Secondary industry • Varignon frame • Weber, Alfred					
Differentiation	Support -- for students who are struggling with the content	Content: Introduce key terms and concepts and explanations of each. Supply modified text for struggling readers; Use of KBAT (Know and Be Able To) sheets to direct student study. Process: Provide multiple modality explanations and practice, cooperative learning, and group activities. Product: Differentiated grading, including: matching, true/false, oral and short answer. Provide the opportunity to retest to mastery.				
	Extension – for high achieving students. Required activities for all honors courses.	Content: Provide key concepts and terms in a variety of ways. Process: Provide additional readings to support the concepts and research articles to provide students with the opportunity to view other views. Product: PowerPoint Presentations, projects, discussion questions, journals, FRQ's, performance assessment.				
Evaluation	<i>Formative Assessments: Frequent check for understanding, quizzes, homework review, rough draft/outline of essays, projects rubrics and journal checks</i> <i>Benchmark Tests: Unit Tests, Mid-Term, Final Exam, FRQ and AP Exam</i> <i>Summative Assessments: Chapter tests, research papers/essays, mid-term, final, AP Exam</i>					

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Unit 12	Length of Unit – Three to Four Weeks				
	Key Terms	Standards*		Model Tasks**	Tools & Text
Services and Urban Development	• Annexation • CBD • Central Place Theory • Command and control centers • Concentric zone model • Density gradient • Edge city • Filtering • Galactic city • Gentrificaiton • Greenbelts • Hinterland • Market area • Megalopolis • MSA • Multiple Nuclei Model • Peripheral Model • Primate city • Public housing • Range • Rank-size rule • Redlining • Renovated housing • Scattered site • Squatter settlement • Sector modle • Smart growth • Sprawl • Threshold • Underclass • Urban renewal • World city • Zone in	Chronological and Spatial Thinking, Historical Research, Evidence, and Point of View, Historical Interpretation		• Contrast European and North American cities ◦ CBDs ◦ Suburbs and suburban growth • Describe the move of retailing and industry to the suburbs • Explain the growth of suburbs in terms of social, transportation, and economic changes • Differentiate between 3 classic models of North American cities: concentric zone, sector, and multiple nuclei • Discuss the emerging “galactic model” of urban structure and edge cities • Describe a typical European city • Describe a typical city in a LDC and explain the influence of Europe • List and evaluate the problems of the inner-city • Explain and illustrate important models dealing with the urban hierarchy ◦ Central-place theory ◦ Rank-size rule and primate cities	D C B A
	• Textbook • Supplemental articles, film clips, and maps as provide in APSI* training • Atlas • Internet mapping sites such as Google Maps • Power of Place Video Series • Current Event articles as available *APSI = Advanced Placement Summer Institute				

	transition • Zoning					
Differentiation	Support -- for students who are struggling with the content	Content: Introduce key terms and concepts and explanations of each. Supply modified text for struggling readers; Use of KBAT (Know and Be Able To) sheets to direct student study. Process: Provide multiple modality explanations and practice, cooperative learning, and group activities. Product: Differentiated grading, including: matching, true/false, oral and short answer. Provide the opportunity to retest to mastery.				
	Extension – for high achieving students. Required activities for all honors courses.	Content: Provide key concepts and terms in a variety of ways. Process: Provide additional readings to support the concepts and research articles to provide students with the opportunity to view other views. Product: PowerPoint Presentations, projects, discussion questions, journals, FRQ's, performance assessment.				
Evaluation	<i>Formative Assessments: Frequent check for understanding, quizzes, homework review, rough draft/outline of essays, projects rubrics and journal checks</i> <i>Benchmark Tests: Unit Tests, Mid-Term, Final Exam, FRQ and AP Exam</i> <i>Summative Assessments: Chapter tests, research papers/essays, mid-term, final, AP Exam</i>					

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