CURRICULUM

FOR

ADVANCED PLACEMENT

HUMAN GEOGRAPHY

GRADES 11 & 12

This curriculum is part of the Educational Program of Studies of the Rahway Public Schools.

ACKNOWLEDGMENTS

Stephanie Holobinko, Program Supervisor of Assessment and Social Studies

The Board acknowledges the following who contributed to the preparation of this curriculum.

Gary Mendes

Dr. Tiffany A. Beer, Director of Curriculum and Instruction

Subject/Course Title:
AP Human Geography
Grades 11 & 12

Date of Board Adoption:
January 24, 2023

RAHWAY PUBLIC SCHOOLS CURRICULUM

AP Human Geography: Grades 11 & 12

PACING GUIDE

Unit	Title	Pacing
1	Thinking Geographically	3 weeks
2	Population & Migration Patterns & Processes	4 weeks
3	Culture Patterns & Processes	5 weeks
4	Political Patterns & Processes	4 weeks
5	Agriculture & Rural Land - Use Patterns & Processes	4 weeks
6	Cities & Urban Land - Use Patterns & Processes	6 weeks
7	Industrialization & Economic Development Patterns & Processes	5 weeks

ACCOMMODATIONS

504 Accommodations:

- Provide scaffolded vocabulary and vocabulary lists.
- Provide extra visual and verbal cues and prompts.
- Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials.
- Provide links to audio files and utilize video clips.
- Provide graphic organizers and/or checklists.
- Provide modified rubrics.
- Provide a copy of teaching notes, especially any key terms, in advance.
- Allow additional time to complete assignments and/or assessments.
- Provide shorter writing assignments.
- Provide sentence starters.
- Utilize small group instruction.
- Utilize Think-Pair-Share structure.
- Check for understanding frequently.
- Have student restate information.
- Support auditory presentations with visuals.
- Weekly home-school communication tools (notebook, daily log, phone calls or email messages).
- Provide study sheets and teacher outlines prior to assessments.
- Quiet corner or room to calm down and relax when anxious.
- Reduction of distractions.
- Permit answers to be dictated.
- Hands-on activities.
- Use of manipulatives.
- Assign preferential seating.
- No penalty for spelling errors or sloppy handwriting.
- Follow a routine/schedule.
- Provide student with rest breaks.
- Use verbal and visual cues regarding directions and staying on task.
- Assist in maintaining agenda book.

IEP Accommodations:

- Provide scaffolded vocabulary and vocabulary lists.
- Differentiate reading levels of texts (e.g., Newsela).
- Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials.
- Provide extra visual and verbal cues and prompts.
- Provide links to audio files and utilize video clips.
- Provide graphic organizers and/or checklists.
- Provide modified rubrics.
- Provide a copy of teaching notes, especially any key terms, in advance.
- Provide students with additional information to supplement notes.
- Modify questioning techniques and provide a reduced number of questions or items on tests.
- Allow additional time to complete assignments and/or assessments.
- Provide shorter writing assignments.
- Provide sentence starters.
- Utilize small group instruction.
- Utilize Think-Pair-Share structure.
- Check for understanding frequently.
- Have student restate information.
- Support auditory presentations with visuals.
- Provide study sheets and teacher outlines prior to assessments.
- Use of manipulatives.
- Have students work with partners or in groups for reading, presentations, assignments, and analyses.
- Assign appropriate roles in collaborative work.
- Assign preferential seating.
- Follow a routine/schedule.

Gifted and Talented Accommodations:

- Differentiate reading levels of texts (e.g., Newsela).
- Offer students additional texts with higher lexile levels.
- Provide more challenging and/or more supplemental readings and/or activities to deepen understanding.
- Allow for independent reading, research, and projects.
- Accelerate or compact the curriculum.
- Offer higher-level thinking questions for deeper analysis.
- Offer more rigorous materials/tasks/prompts.
- Increase number and complexity of sources.
- Assign group research and presentations to teach the class.
- Assign/allow for leadership roles during collaborative work and in other learning activities.

ELL Accommodations:

- Provide extended time.
- Assign preferential seating.
- Assign peer buddy who the student can work with.
- Check for understanding frequently.
- Provide language feedback often (such as grammar errors, tenses, subject-verb agreements, etc…).
- Have student repeat directions.
- Make vocabulary words available during classwork and exams.
- Use study guides/checklists to organize information.
- Repeat directions.
- Increase one-on-one conferencing.
- Allow student to listen to an audio version of the text.
- Give directions in small, distinct steps.
- Allow copying from paper/book.
- Give student a copy of the class notes.

	● Provide written and oral instructions. ● Differentiate reading levels of texts (e.g., Newsela). ● Shorten assignments. ● Read directions aloud to student. ● Give oral clues or prompts. ● Record or type assignments. ● Adapt worksheets/packets. ● Create alternate assignments. ● Have students enter written assignments in criterion, where they can use the planning maps to help get them started and receive feedback after it is submitted. ● Allow students to resubmit assignments. ● Use small group instruction. ● Simplify language. ● Provide scaffolded vocabulary and vocabulary lists. ● Demonstrate concepts possibly through the use of visuals. ● Use manipulatives. ● Emphasize critical information by highlighting it for the student. ● Use graphic organizers. ● Pre-teach or pre-view vocabulary. ● Provide student with a list of prompts or sentence starters that they can use when completing a written assignment. ● Provide audio versions of the textbooks. ● Highlight textbooks/study guides. ● Use supplementary materials. ● Give assistance in note taking ● Use adapted/modified textbooks. ● Allow use of computer/word processor. ● Allow students to answer orally, give extended time (time-and-a-half). ● Allow tests to be given in a separate location (with the ESL teacher). ● Allow additional time to complete assignments and/or assessments. ● Read question to student to clarify. ● Provide a definition or synonym for words on a test that do not impact the validity of the exam. ● Modify the format of assessments. ● Shorten test length or require only selected test items. ● Create alternative assessments. ● On an exam other than a spelling test, don’t take points off for spelling errors.

UNIT 1 OVERVIEW

Content Area: Social Studies

Unit Title: Unit 1: Thinking Geographically (HMH/APHG: Ch. 1)

Target Course/Grade Level: AP Human Geography: Grades 11 & 12

Unit Summary: In this unit, students will be introduced to Human Geography through core concepts such as location, human-environment interaction, regions, place & movement, cultural influences & processes, and how different types of maps play a role in understanding the world. Students will define the value of thinking geographically in the 21st century.

Approximate Length of Unit: 3 weeks

LEARNING TARGETS

NJ Student Learning Standards:
Social Studies:
6.1.12.HistoryCA.2.a: Research multiple perspectives to explain the struggle to create an American identity.
6.1.12.GeoPP.2.a: Analyze how the United States has attempted to account for regional differences while also striving to create an American identity.
6.1.12.EconGE.3.a: Analyze how technological developments transformed the economy, created international markets, and affected the environment in New Jersey and the nation.
6.1.12.EconET.3.a: Relate the wealth of natural resources to the economic development of the United States and to the quality of life of individuals.
6.1.12.EconGE.6.a: Determine the role geography played in gaining access to raw materials and finding new global markets to promote trade.
6.1.12.HistoryCA.6.a: Evaluate the effectiveness of labor and agricultural organizations in improving economic opportunities and rights for various groups.
6.1.12.GeoHE.13.a: Construct an argument on the effectiveness of environmental movements, their influence on public attitudes, and the efficacy of the government's environmental protection agencies and laws.
6.1.12.GeoHE.16.a: Explain why natural resources (i.e., fossil fuels, food, and water) continue to be a source of conflict and analyze how the United States and other nations have addressed issues concerning the distribution and sustainability of natural resources and climate change.
6.1.12.HistoryCC.16.b: Determine past and present factors that led to the widening of the gap between the rich and poor, and evaluate how this has affected individuals and society.

Career Readiness, Life Literacies, and Key Skills:
9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12 prof.CR3a).
9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
9.4.12.IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal

design solutions (e.g., S-ID.B.6a., 8.1.12.DA.5, 7.1.IH.IPRET.8)
9.4.12.IML.5: Evaluate, synthesize, and apply information on climate change from various sources appropriately (e.g., 2.1.12.CHSS.6, S.IC.B.4, S.IC.B.6, 8.1.12.DA.1, 6.1.12.GeoHE.14.a, 7.1.AL.PRSNT.2).
9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).
9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).
9.2.12.CAP.13: Analyze how the economic, social, and political conditions of a time period can affect the labor market.
9.4.12.DC.3: Evaluate the social and economic implications of privacy in the context of safety, law, or ethics (e.g., 6.3.12.HistoryCA.1).
9.4.12.DC.7: Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a).

Interdisciplinary Connections and Standards:

Computer Science and Design Thinking:
8.1.12.DA.5: Create data visualizations from large data sets to summarize, communicate, and support different interpretations of real-world phenomena.
8.2.12.ITH.1: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.

Visual and Performing Arts:
1.2.12prof.Cn11a: Demonstrate and explain how media artworks and ideas relate to various contexts, purposes, and values (e.g., social trends, power, equality, personal/cultural identity).
1.2.12acc.Cn11a: Examine and demonstrate in depth the relationships of media arts ideas and works to various contexts, purposes and values, such as markets, systems, propaganda, truth.
1.5.12prof.Cn11a: Describe how knowledge of culture, traditions and history may influence personal responses to art.
1.5.12 acc.Cn11a: Compare uses of art in a variety of societal, cultural and historical contexts and make connections to uses of art in contemporary and local contexts.
1.5.12adv.Cn11a: Assess the impact of an artist or a group of artists on the beliefs, values and behaviors of a society.

NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:
RH.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.),to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.
RH.11-12.2. Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author's perspective(s) develop over the course of the text.
RH.11-12.3. Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
WHST.11-12.6. Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.
WHST.11-12.2. Write informative/explanatory texts, including the narration of historical events, scientific

procedures/ experiments, or technical processes.
A. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid comprehension.
B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
C. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
D. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
E. Provide a concluding paragraph or section that supports the argument presented.
RST.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

Unit Understandings:

Students will understand that…

- Geography, as a field of inquiry, looks at the world from a spatial perspective.
- Geography offers a set of concepts, skills, and tools that facilitate critical thinking and problem solving.

Unit Essential Questions:

- How does geographic information provide context for understanding spatial relationships and human–environment interaction?
- How does landscape analysis provide a context for understanding the location of people, places, regions, and events; human–environment relationships; and interconnections between and among places and regions?

Knowledge and Skills:

Students will know...

- Geographic information provides context for understanding spatial relationships and human-environment interaction.
- Geographical concepts include location, place, scale, space, pattern, nature and society, networks, flows, regionalization, and globalization.
- Landscape analysis provides a context for understanding the location of people, places, regions, and events; human- environment relationships; and interconnections between and among places and regions.
- 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.
- Maps are used to represent and identify spatial patterns and processes at different scales.

- Types of maps include reference maps and thematic maps, and all map projects inevitably distort spatial relationships.
- Mathematical formulas and graphs are used to analyze rates of natural increase in population, population doubling time, rank-size rule for cities, and distance-decay functions.
- Geographers use models as generalizations to think systematically about topics such as land use, industrial location, and the distribution of settlements.
- Geographical issues include problems related to human-environmental interactions, conflict and cooperation among countries, and planning and public-policy decision making.
- Patterns and processes at different scales reveal variations in and different interpretations of data. Types of regions include formal, functional, and perceptual, and are defined on the basis of one or more unifying characteristics or on patterns of activities.
- Regionalism refers to a group's perceived identification with a particular region at any scale, and regional thinking is applied at local, national, and global scales.
- Interconnections among places include exchanges of natural resources, agricultural commodities, finished products, services, people, information, money, and pollutants.
- Geospatial technologies include geographic information systems, satellite navigation systems, remote sensing, and online mapping and visualization; data from these technologies is used at all scales for personal and governmental purposes.
- Data may be gathered in the field by organizations or by individuals, and is used in economic, environmental, political, and social decision making.
- **KEY TERMS:** five themes of geography, human geography, globalization, physical geography, spatial distribution, pandemic, epidemic, spatial perspective, location theory, region, place, sense of place, spatial interaction, accessibility, connectivity, cultural landscape, sequent occupance, cartography, absolute location, GPS, geocaching, relative location, mental map, terra incognita, GIS, rescale, formal/functional/perceptual region, culture trait, culture complex, cultural hearth, diffusion, time-distance decay, expansion diffusion, hierarchical diffusion, contagious diffusion, stimulus diffusion, relocation diffusion, environmental determinism, possibilism, cultural ecology, political ecology

Students will be able to…

- Define the science of geography.
- Describe the Five Themes of Geography and their purpose to the study of human geography
- Assess the knowledge that the study of geography provides (population, culture, economic development).
- Compare and contrast globalization and local diversity.
- Interpret the current cultural landscape of diverse global regions.
- Establish learning goals and document in an electronic journal entry.
- Synthesize material in order to form conclusions.
- Draw conclusions based on geographical evidence.
- Analyze the human organization of space over time.
- Interpret maps and their ability to identify spatial patterns and processes.
- Evaluate the specific purposes and limitations of various types of maps.
- Apply mathematical formulas and graphs to interpret geographic concepts.
- Interpret geographic models as tools to understand topics within geography.
- Apply concepts such as space, place and region to examine geographic issues.

- Interpret patterns and processes at different scales.
- Identify world regions and analyze the regionalization process.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly "understand"?

- End of Unit Assessment
- Guided reading/vocabulary quizzes
- Primary/Secondary source Analysis Quizzes
- DBQs
- AP Exam Style Short Answer Questions
- Oral debates/discussion assessments
- Exit Tickets

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Present a visually-based snapshot of two assigned countries, categorized by the five themes of human geography.
- Practice DBQ questions (see AP Human Geography Google Drive Resource Folder)
- Using the textbook and primary/secondary documents, identify and explain the differences between two or more religions discussed in this unit by creating a chart on those religion's belief systems; take into account social and economic contexts as well as gendered experiences in the assigned primary sources.
- Document Analysis drills- Students will be given sample documents that can appear on the AP exam and asked to analyze the documents for bias, intended audience, purpose, subject, tone. They can be asked to look for one or more in a timed session. Answers will be shared in the class.
- *Think-Pair-Share and Debriefing:* In pairs, assign students two themes addressed in this unit. Ask them to individually complete a Venn diagram comparing how earth's environment is impacted by them.. Have students share their diagrams with their partner and work together to write a claim about similarities in the process of state formation. Ask a few students to volunteer to share their claims. Debrief by discussing the strengths and areas for improvement for each claim with the class.

RESOURCES

Teacher Resources:

- Crash Course Human Geography Videos (What is Human Geography? Crash Course Geography #28)
- Textbook: HMH Human Geography for the AP Course
- Various Primary/Secondary Source Documents
- AP Human Geography Google Drive Resource Folder (HMH Resource Folder)
    - CIA World Factbook-Reference resource for a wide variety of country-specific information.
    - Gapminder-Statistics and graphics on global population and development.
    - Population Reference Bureau-Statistics for population and demographic research.
    - Esri GeoInquiries
    - AP Human Geography Google Drive Resource Folder

Equipment Needed:

- TV/LED screen/monitor
- Laptop
- Textbook: HMH Human Geography
- Whiteboard
- Maps, graphs, and charts

UNIT 2 OVERVIEW

Content Area: Social Studies

Unit Title: Unit 2: Population & Migration Patterns & Processes (HMH/APHG: Ch. 2 & 3)

Target Course/Grade Level: AP Human Geography: Grades 11 & 12

Unit Summary: In this unit, students will understand the role humans play on the environment, how the environment impacts where people live, how humans overcome environmental challenges & limitations, how humans have negatively impacted the environment. Students will also learn rural to urban migration, chain migration patterns and other migration patterns ever since the Industrial Revolution.

Approximate Length of Unit: 4 weeks

LEARNING TARGETS

NJ Student Learning Standards:
Social Studies:
6.1.12. HistoryCA.2.a: Research multiple perspectives to explain the struggle to create an American identity.
6.1.12. GeoPP.2.a: Analyze how the United States has attempted to account for regional differences while also striving to create an American identity.
6.1.12.EconGE.3.a: Analyze how technological developments transformed the economy, created international markets, and affected the environment in New Jersey and the nation.
6.1.12.EconET.3.a: Relate the wealth of natural resources to the economic development of the United States and to the quality of life of individuals.
6.1.12.HistoryUP.3.a: Determine how expansion created opportunities for some and hardships for others by considering multiple perspectives over different time periods (e.g. Native American/European, Native American/White settlers, American/Latin American, American/Asian).
6.1.12.GeoHE.5.a: Generate/make an evidence-based argument regarding the impact of rapid urbanization on the environment and on the quality of life in cities.
6.1.12.EconGE.6.a: Determine the role geography played in gaining access to raw materials and finding new global markets to promote trade.
6.1.12.HistoryCA.6.a: Evaluate the effectiveness of labor and agricultural organizations in improving economic opportunities and rights for various groups.
6.1.12.GeoHE.13.a: Construct an argument on the effectiveness of environmental movements, their influence on public attitudes, and the efficacy of the government's environmental protection agencies and laws.
6.1.12.GeoHE.16.a: Explain why natural resources (i.e., fossil fuels, food, and water) continue to be a source of conflict and analyze how the United States and other nations have addressed issues concerning the distribution and sustainability of natural resources and climate change.
6.1.12.HistoryCC.16.b: Determine past and present factors that led to the widening of the gap between the rich and poor, and evaluate how this has affected individuals and society.
6.1.12.EconNE.3.a: Evaluate the impact of education in improving economic opportunities and in the development of responsible citizens.
6.2.12.GeoSV.1.a: Use geographic representations to assess changes in political boundaries and the impact of European political and military control in Africa, Asia, and the Americas by the mid-18th century.

6.2.12.GeoHE.1.a: Determine the role of natural resources, climate, and topography in European exploration, colonization, and settlement patterns.
6.2.12.GeoPP.6.a: Make evidence-based inferences to determine the global impact of increased population growth, migration, and changes in urban-rural populations on natural resources and land use.
6.2.12.EconET.3.a: Determine how, and the extent to which, scientific and technological changes, transportation, and new forms of energy brought about social, economic, and cultural changes in the world.
6.2.12.HistoryCC.3.b: Explain how industrialization and urbanization affected class structure, family life, the daily lives of men, women, and children, and the environment.
6.2.12.EconGE.6.a: Evaluate efforts of governmental, non-governmental, and international organizations to address economic imbalances, social inequalities, climate change, health and/or illiteracy.

Career Readiness, Life Literacies, and Key Skills:
9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12 prof.CR3a).
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9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
9.4.12.IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions (e.g., S-ID.B.6a., 8.1.12.DA.5, 7.1.IH.IPRET.8)
9.4.12.IML.5: Evaluate, synthesize, and apply information on climate change from various sources appropriately (e.g., 2.1.12.CHSS.6, S.IC.B.4, S.IC.B.6, 8.1.12.DA.1, 6.1.12.GeoHE.14.a, 7.1.AL.PRSNT.2).
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WHST.11-12.6. Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.
WHST.11-12.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
A. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid comprehension.
B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
C. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
D. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
E. Provide a concluding paragraph or section that supports the argument presented.
RST.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

Unit Understandings:

Students will understand that…

- Humans have various impacts on the environment.
- Human population density & distribution have various effects on our environment.
- Influences of population growth over time.
- Global & regional population rates differ from one another.
- Population data is important to recognize & understand.
- Governments use different population policies to advance or discourage interests.
- Movement of humans changes environments.

Unit Essential Questions:

- How do physical and human factors influence the distribution of population?

- Have changing social, economic, and political roles for women influenced the patterns of fertility, mortality, and migration?
- What is the nature of voluntary migrations?
- Identify & explain life expectancies throughout the 1st, 2nd & 3rd world nations.
- Identify & explain the differentiated life expectancies throughout humanity's history.
- Identify why & how governments influence population growth.

Knowledge and Skills:

Students will know...

- Knowledge of the geographic patterns and characteristics of human populations facilitates understanding of cultural, political, economic, and urban systems.
- Populations grow and decline over time and space, depending on rates of birth and death, policies, social attitudes, and other factors.
- Causes and consequences of migration are influenced by cultural, demographic, economic, environmental, and political factors.
- Factors that explain and influence patterns of population distribution vary according to the scale of analysis (i.e., local to global), and include both physical and human components.
- The three methods for calculating population density are arithmetic, physiological, and agricultural.
- Population density and distribution affect many areas, including politics, the economy, society, the environment, and infrastructure.
- Age, sex, and ethnicity are elements of population composition that may be mapped and graphed at various scales, most notably using population pyramids, used for projecting growth and decline.
- A variety of social, cultural, political, and economic factors influence fertility, mortality, and migration, which, taken together, influence rates of natural increase.
- The demographic transition model, Malthusian theory, and epidemiologic transition model explain population change over time and space.
- Types of population policies, such as pronatalism or antinatalism, include promotion or restriction of population growth.
- Changing social values regarding the role of women, access to education, employment, healthcare, and contraception have influenced fertility, mortality, and migration patterns.
- An aging population has social, economic, and political implications.
- **KEY TERMS:** population density, arithmetic population density, physiological population density, population distribution, dot map, megalopolis, census, total fertility rate, old-age dependency ratio, child dependency ratio, doubling time, population explosion, zero population growth, crude birth rate, crude death rate, natural increase, demographic transition, population pyramids, infant mortality rate, child mortality rate, life expectancy, endemic, epidemic, pandemic, malaria, AIDS, expansive population policies, eugenic population policies, restrictive population policies, one-child policy, refugees, refugee camps, remittances, reverse remittances, cyclic movement,periodic movement, migration, nomadism, transhumance, emigration, immigration, internal migration, forced migration, human trafficking, gravity model, push factors, pull factors, step migration, deportation, kinship links, chain migration, colonization, guest workers, islands of development, internally displaced persons, asylum, repatriation, genocide, selective immigration (AAH, HG, LGBTQ/D, AAPI)

Students will be able to…

- Analyze the distribution of human populations at different scales.

- Use population density to examine the relationship between people and the environment.
- Explain the implications of population distributions and densities.
- Analyze population composition using a variety of graphics, methodologies, and lenses.
- Explain contemporary and historical trends in population growth and decline.
- Interpret and apply theories of population growth and decline.
- Evaluate various national and international population policies.
- Analyze reasons for changes in fertility rates indifferent parts of the world.
- Explain the causes and implications of an aging population.
- Synthesize material in order to form conclusions.
- Draw conclusions based on geographical evidence.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly "understand"?

● End of Unit Assessment
● Guided reading/vocabulary quizzes
● Primary/Secondary source Analysis Quizzes
● DBQs
● AP Exam Style Short Answer Questions
● Oral debates/discussion assessments
● Exit Tickets

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Students will apply understanding of unit concepts by completing a GIS lab on the topic of place names and migration and/or world population.
- Students will create a "living graph" explaining each stage of the Demographic Transition Model.
- Students will analyze anonymous population pyramids for trends and approximate what population it describes.
- Students will analyze changes over time in assigned countries' populations and recommend strategies for future sustainable development.

RESOURCES

Teacher Resources:

- Crash Course Human Geography Videos (What is Human Geography? Crash Course Geography #28)
- Textbook: HMH Human Geography for the AP Course
- Various Primary/Secondary Source Documents
- AP Human Geography Google Drive Resource Folder (HMH Resource Folder)
    - CIA World Factbook-Reference resource for a wide variety of country-specific information.
    - Gapminder-Statistics and graphics on global population and development.
    - Population Reference Bureau-Statistics for population and demographic research.
    - Esri GeoInquiries
    - AP Human Geography Google Drive Resource Folder

Equipment Needed:

- TV/LED screen/monitor
- Laptop
- Textbook: HMH Human Geography
- Whiteboard

UNIT 3 OVERVIEW

Content Area: Social Studies

Unit Title: Unit 3: Culture Patterns & Processes (HMH/APHG:Ch. 4 -7)

Target Course/Grade Level: AP Human Geography: Grades 11 & 12

Unit Summary: Students will explore cultural patterns and processes that create recognized cultural identities. Students will consider the impact of where people live and what resources they have access to affect their cultural practices. In addition, students will analyze how the ethnicity, language, religion, gender roles and attitudes of people in different places have changed and evolved over time.

Approximate Length of Unit: 5 weeks

LEARNING TARGETS

NJ Student Learning Standards:
Social Studies:
6.1.12.HistoryCA.2.a: Research multiple perspectives to explain the struggle to create an American identity.
6.1.12.GeoPP.2.a: Analyze how the United States has attempted to account for regional differences while also striving to create an American identity.
6.1.12.EconET.3.a: Relate the wealth of natural resources to the economic development of the United States and to the quality of life of individuals.
6.1.12.HistoryUP.3.a: Determine how expansion created opportunities for some and hardships for others by considering multiple perspectives over different time periods (e.g. Native American/European, Native American/White settlers, American/Latin American, American/Asian).
6.1.12.HistoryCC.3.a: Evaluate the role of religion, music, literature, and media in shaping contemporary American culture over different time periods.
6.1.12.GeoHE.5.a: Generate/make an evidence-based argument regarding the impact of rapid urbanization on the environment and on the quality of life in cities.
6.1.12.EconGE.6.a: Determine the role geography played in gaining access to raw materials and finding new global markets to promote trade**.**
6.1.12.HistoryCA.6.a: Evaluate the effectiveness of labor and agricultural organizations in improving economic opportunities and rights for various groups.
6.1.12.GeoHE.13.a: Construct an argument on the effectiveness of environmental movements, their influence on public attitudes, and the efficacy of the government's environmental protection agencies and laws.
6.1.12.HistoryCC.16.b: Determine past and present factors that led to the widening of the gap between the rich and poor, and evaluate how this has affected individuals and society.
6.1.12.EconNE.3.a: Evaluate the impact of education in improving economic opportunities and in the development of responsible citizens.
6.2.12.GeoSV.1.a: Use geographic representations to assess changes in political boundaries and the impact of European political and military control in Africa, Asia, and the Americas by the mid-18th century.
6.2.12.GeoHE.1.a: Determine the role of natural resources, climate, and topography in European exploration, colonization, and settlement patterns.

6.2.12.GeoGI.3.a: Use geographic tools and resources to investigate the changes in political boundaries between 1815 and 1914 and make evidence-based inferences regarding the impact of imperialism.
6.2.12.HistoryCC.3.b: Explain how industrialization and urbanization affected class structure, family life, the daily lives of men, women, and children, and the environment.
6.2.12.GeoSV.4.a: Use geographic representations to compare the changes in political boundaries in Europe pre- and post-WWI.
6.2.12.CivicsHR.5.a: Assess the progress of human and civil rights protections around the world since the adoption of the Universal Declaration of Human Rights.
6.2.12.CivicsPI.6.a: Use historic case studies or a current event to assess the effectiveness of multinational organizations in attempting to solve global issues.
6.2.12.CivicsHR.6.a: Evaluate the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences
6.2.12.CivicsHR.6.b: Make an evidence-based argument on the tensions between national sovereignty and global priorities regarding economic development and environmental sustainability and its impact on human rights.
6.2.12.GeoPP.6.a: Make evidence-based inferences to determine the global impact of increased population growth, migration, and changes in urban-rural populations on natural resources and land use.
6.2.12.EconGE.6.a: Evaluate efforts of governmental, non-governmental, and international organizations to address economic imbalances, social inequalities, climate change, health and/or illiteracy.
6.3.12.CivicsHR.1: Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations and evaluate the extent to which these human rights violations are a universal problem.

Career Readiness, Life Literacies, and Key Skills:
9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12 prof.CR3a).
9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
9.4.12.IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions (e.g., S-ID.B.6a., 8.1.12.DA.5, 7.1.IH.IPRET.8)
9.4.12.IML.5: Evaluate, synthesize, and apply information on climate change from various sources appropriately (e.g., 2.1.12.CHSS.6, S.IC.B.4, S.IC.B.6, 8.1.12.DA.1, 6.1.12.GeoHE.14.a, 7.1.AL.PRSNT.2).
9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6). 9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).
9.2.12.CAP.13: Analyze how the economic, social, and political conditions of a time period can affect the labor market.
9.4.12.DC.3: Evaluate the social and economic implications of privacy in the context of safety, law, or ethics (e.g., 6.3.12.HistoryCA.1).
9.4.12.DC.7: Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a).

Interdisciplinary Connections and Standards:

Computer Science and Design Thinking:
8.1.12.DA.5: Create data visualizations from large data sets to summarize, communicate, and support different interpretations of real-world phenomena.
8.2.12.ITH.1: Analyze a product to determine the impact that economic, political, social, and/or

cultural factors have had on its design, including its design constraints.

Visual and Performing Arts:
1.2.12prof.Cn11a: Demonstrate and explain how media artworks and ideas relate to various contexts, purposes, and values (e.g., social trends, power, equality, personal/cultural identity).
1.2.12acc.Cn11a: Examine and demonstrate in depth the relationships of media arts ideas and works to various contexts, purposes and values, such as markets, systems, propaganda, truth.
1.5.12prof.Cn11a: Describe how knowledge of culture, traditions and history may influence personal responses to art.
1.5.12 acc.Cn11a: Compare uses of art in a variety of societal, cultural and historical contexts and make connections to uses of art in contemporary and local contexts.
1.5.12adv.Cn11a: Assess the impact of an artist or a group of artists on the beliefs, values and behaviors of a society.

NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:
RH.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.),to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.
RH.11-12.2. Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author's perspective(s) develop over the course of the text.
RH.11-12.3. Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
WHST.11-12.6. Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.
WHST.11-12.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
A. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid comprehension.
B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
C. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
D. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
E. Provide a concluding paragraph or section that supports the argument presented.
RST.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

Unit Understandings:

Students will understand that…

- Local cultures & popular cultures can collide or work harmoniously.
- People can sustain local cultures in rural & urban areas.
- Global & popular cultures are created & diffused.
- Cultural landscapes are reflected in popular & local cultures.
- Gender & race define identities
- Place affects identity and that identity defines place.
- Role structures help shape identities.
- Language plays an important role in formalizing culture, historical context and regional identity.
- Religion plays an important role in identity, cultural & regional formation.
- The contemporary political map has been shaped by events of the past, both peaceful and violent.
- Spatial political patterns reflect ideas of territoriality and power at a variety of scales.
- The forces of globalization challenge contemporary political-territorial arrangements based on state-level sovereignty.

Unit Essential Questions:

- How and why are boundaries established?
- Why do boundary disputes occur?
- How and why is space organized into states and nations?
- What is the future of the state?
- What types of borders (natural/man-made) exist to separate states, provinces & nations, and why?

Knowledge and Skills:

Students will know...

- Culture consists of the shared practices, technologies, attitudes, traits, and behaviors transmitted by a society.
- Geographers use maps and the spatial perspective to analyze and assess language, religion, ethnicity, and gender.
- Communication technologies are reshaping and accelerating interactions among people and places and changing cultural practices.
- Language, religion, ethnicity, and gender are essential to understanding landscapes of cultural identity, and can be represented on maps, charts, and trees.
- Regional patterns of language, religion, and ethnicity contribute to a sense of place, enhance place making, and shape the global cultural landscape.
- Cultural traits and practices diffuse from their hearths and relocate globally via many methods and processes, including colonialism, imperialism, trade, acculturation, assimilation, and multiculturalism.
- Ethnic religions are generally found near their hearth or spread through relocation diffusion, and universalizing religions are additionally spread through expansion diffusion.
- Cultural landscapes are amalgamations of physical features, agricultural and industrial practices, religious and linguistic characteristics, and other expressions of culture.
- Folk culture origins are usually anonymous, rooted in tradition, and found in rural or isolated communities; popular culture origins are usually urban, changeable, and influenced by the media.
- **KEY TERMS:** acculturation, assimilation, cultural adaptation, cultural core, periphery pattern, cultural ecology, cultural identity, cultural landscape, cultural realm, culture, culture region, formal culture region, core, periphery, functional culture region, node, vernacular cultural region,

regional self-awareness, expansion diffusion, hierarchical diffusion, contagious diffusion, stimulus diffusion, relocation diffusion, innovation adoption, maladaptive diffusion, sequent occupance, adaptive strategies, Anglo-American landscape characters, Architectural form, built environment, folk culture, folk food, folk house, folk songs, folklore, material culture, nonmaterial culture, popular culture, survey systems, traditional architecture, Creole, dialect, Indo-European languages, isogloss, language, language family, language, language sub-family, lingua Franca, linguistic diversity, monolingual, multilingual, pidgin, official language, trade language, toponymy, man-made borders/boundaries, natural borders/boundaries (AAH, HG, LGBTQ/D, AAPI)

Students will be able to...

- Explain the concept of culture and identify cultural traits.
- Debate how geographers assess the spatial and place dimensions of cultural groups in the past
- and present.
- Analyze how globalization is influencing cultural interactions and change.
- Explain cultural patterns and landscapes as they vary by place and region.
- Interpret how cultural patterns help shape the spaces they occupy and travel to.
- Present on the diffusion of culture and cultural traits through time and space.
- Compare and contrast ethnic and universalizing religions and their geographic patterns.
- Write about how culture is expressed in landscapes and how land and resource use represent cultural identity.
- Compare and contrast popular and folk culture and the geographic patterns associated with each.
- Compare and contrast man-made vs. natural borders/boundaries.
- Synthesize material in order to form conclusions.
- Draw conclusions based on geographical evidence.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly "understand"?

- End of Unit Assessment
- Guided reading/vocabulary quizzes
- Primary/Secondary source Analysis Quizzes
- DBQs
- AP Exam Style Short Answer Questions
- Oral debates/discussion assessments
- Exit Tickets

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

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

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

RESOURCES

Teacher Resources:

- Crash Course Human Geography Videos (What is Human Geography? Crash Course Geography #28)
- Textbook: HMH Human Geography for the AP Course
- Various Primary/Secondary Source Documents
- AP Human Geography Google Drive Resource Folder (HMH Resource Folder)
    - CIA World Factbook-Reference resource for a wide variety of country-specific information.
    - Gapminder-Statistics and graphics on global population and development.
    - Population Reference Bureau-Statistics for population and demographic research.
    - Esri GeoInquiries
    - AP Human Geography Google Drive Resource Folder

Equipment Needed:

- TV/LED screen/monitor
- Laptop
- Textbook: HMH Human Geography
- Whiteboard

UNIT 4 OVERVIEW

Content Area: Social Studies

Unit Title: Unit 4: Political Patterns & Processes (HMH/APHG: Ch. 8)

Target Course/Grade Level: AP Human Geography: Grades 11 & 12

Unit Summary: This unit will focus on political maps and political organizations around the world. Students will gain an understanding of the concepts of states, nations, nation-states, multinational states, multistate nations and stateless nations. Students will examine the different types of political boundaries, how they function and the impact of territoriality on political power and the effect it has on the identity of people.

Approximate Length of Unit: 4 weeks

LEARNING TARGETS

NJ Student Learning Standards:
Social Studies:

6.2.12.HistoryCC.5.b: Cite evidence describing the role of boundary disputes and limited natural resources as sources of conflict.
6.2.12.CivicsHR.6.a: Evaluate the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences.
6.2.12.CivicsPL6: Use historic case studies or a current event to assess the effectiveness of multinational organizations in attempting to solve global issues.
6.2.12.CivicsHR.6.b: Make an evidence-based argument on the tensions between national sovereignty and global priorities regarding economic development and environmental sustainability and its impact on human rights.
6.2.12.GeoSV.1.a: Use geographic representations to assess changes in political boundaries and the impact of European political and military control in Africa, Asia, and the Americas by the mid-18th century.
6.2.12.GeoHE.1.a: Determine the role of natural resources, climate, and topography in European exploration, colonization, and settlement patterns.
6.2.12.GeoGI.3.a: Use geographic tools and resources to investigate the changes in political boundaries between 1815 and 1914 and make evidence-based inferences regarding the impact of imperialism.
6.2.12.GeoSV.4.a: Use geographic representations to compare the changes in political boundaries in Europe pre- and post-WWI.
6.2.12.GeoSV.4.b: Determine how geography impacted military strategies and major turning points during World War II.
6.2.12.CivicsHR.5.a: Assess the progress of human and civil rights protections around the world since the adoption of the Universal Declaration of Human Rights.
6.2.12.CivicsPI.6.a: Use historic case studies or a current event to assess the effectiveness of multinational organizations in attempting to solve global issues.
6.2.12.EconGE.6.a: Evaluate efforts of governmental, non-governmental, and international organizations to address economic imbalances, social inequalities, climate change, health and/or illiteracy.
6.3.12.CivicsHR.1: Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations and evaluate the extent to which these human rights violations are a

universal problem.

Career Readiness, Life Literacies, and Key Skills:
9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12 prof.CR3a).
9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
9.4.12.IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions (e.g., S-ID.B.6a., 8.1.12.DA.5, 7.1.IH.IPRET.8)
9.4.12.IML.5: Evaluate, synthesize, and apply information on climate change from various sources appropriately (e.g., 2.1.12.CHSS.6, S.IC.B.4, S.IC.B.6, 8.1.12.DA.1, 6.1.12.GeoHE.14.a, 7.1.AL.PRSNT.2).
9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).
9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).
9.2.12.CAP.13: Analyze how the economic, social, and political conditions of a time period can affect the labor market.
9.4.12.DC.3: Evaluate the social and economic implications of privacy in the context of safety, law, or ethics (e.g., 6.3.12.HistoryCA.1).
9.4.12.DC.7: Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a).

Interdisciplinary Connections and Standards:

Computer Science and Design Thinking:
8.1.12.DA.5: passivism, instrument of government, policy-makers: Create data visualizations from large data sets to summarize, communicate, and support different interpretations of real-world phenomena.
8.2.12.ITH.1: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.

Visual and Performing Arts:
1.2.12prof.Cn11a: Demonstrate and explain how media artworks and ideas relate to various contexts, purposes, and values (e.g., social trends, power, equality, personal/cultural identity).
1.2.12acc.Cn11a: Examine and demonstrate in depth the relationships of media arts ideas and works to various contexts, purposes and values, such as markets, systems, propaganda, truth.
1.5.12prof.Cn11a: Describe how knowledge of culture, traditions and history may influence personal responses to art.
1.5.12 acc.Cn11a: Compare uses of art in a variety of societal, cultural and historical contexts and make connections to uses of art in contemporary and local contexts.
1.5.12adv.Cn11a: Assess the impact of an artist or a group of artists on the beliefs, values and behaviors of a society.

NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:
RH.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.),to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.
RH.11-12.2. Determine the theme, central ideas, information and/or perspective(s) presented in a primary or

secondary source; provide an accurate summary of how key events, ideas and/or author's perspective(s) develop over the course of the text.
RH.11-12.3. Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
WHST.11-12.6. Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.
WHST.11-12.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
A. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid comprehension.
B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
C. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
D. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
E. Provide a concluding paragraph or section that supports the argument presented.
RST.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

Unit Understandings:

Students will understand that…

- Modern political maps are always evolving.
- International boundaries have caused disputes and are always changing.
- Supranational organizations & states exist to set national & international standards.
- The contemporary political map has been shaped by events of the past, both peaceful and violent.
- Spatial political patterns reflect ideas of territoriality and power at a variety of scales.
- The forces of globalization challenge contemporary political-territorial arrangements based on state-level sovereignty.

Unit Essential Questions:

- How and why are boundaries established?
- Why do boundary disputes occur?
- How and why is space organized into states and nations?
- What is the future of the state?
- How did the modern political map evolve?
- What is the nature & significance of international boundaries?
- What is the difference between classical & critical geopolitics?

Knowledge and Skills:

Students will know...

- While independent states are the primary building blocks of the world political map, there are many types of political entities, including nations, nation-states, multinational states, and multistate nations.
- The concepts of the modern nation-state and nationalism began in Europe, and spread via European colonialism and imperialism.
- Independence movements, the fall of communism, and democratization have shaped the political map and changed the world balance of power in the recent past.
- Political power is expressed geographically as control over people, land, and resources; territoriality is the connection of people, their culture, and the economic systems to the land.
- Boundaries establish the limits of sovereignty, influence identity, impact interaction and exchange, affect elections, and can be the source of disputes and conflicts.
- Political boundaries do not always coincide with patterns of language, religion, ethnicity, nationality, and economy.
- Forms of governance (unitary vs. federal), devolved power, and state morphology have various economic, political, and social implications.
- Local and metropolitan forms of governance are subnational political units that have varying degrees of local control.
- Forces that may lead to supranationalism (the creation of multinational organizations) include economies of scale, trade agreements, military alliances, environmental challenges, and advances in communication technology.
- Factors that can cause devolution include physical geography, ethnic separatism, terrorism, domestic problems, and advances in communication technology; it is typically expressed in the fragmentation of states into autonomous regions, subnational units, or Balkanization.
- Evaluate the geopolitical forces that influence the contemporary political map.
- Explain the concepts of political power and territoriality.
- Write about the nature and function of international and internal boundaries.
- Spatial relationships between political systems and patterns of culture and economy.
- Compare and contrast major current forms of governance.
- Map patterns of local and metropolitan governance.
- Debate how the political, economic, cultural, and technological elements of globalization
- challenge state sovereignty.
- Identify the major sources for devolution of states, and illustrate major contemporary
- examples or potential examples.
- Centrifugal forces (promoting solidarity) and centripetal forces (impeding solidarity) can originate in political, economic, or cultural dimensions.
- **KEY TERMS:** statecraft, centralization, decentralization, democracy, aristocracy, freedom, efficiency, innovation, tradition, activism, passivism, instrument of government, policy-makers

Students will be able to...

- Detail the structure of the contemporary political map.
- Explain the evolution of the contemporary political map.
- Evaluate the geopolitical forces that influence the contemporary political map.
- Explain the concepts of political power and territoriality.
- Write about the nature and function of international and internal boundaries.
- Analyze the spatial relationships between political systems and patterns of culture and economy.

- Compare and contrast major current forms of governance.
- Map patterns of local and metropolitan governance.
- Debate how the political, economic, cultural, and technological elements of globalization challenge state sovereignty.
- Identify the major sources for devolution of states, and illustrate major contemporary examples or potential examples.
- Apply the concepts of centrifugal and centripetal forces at the national scale.
- Synthesize material in order to form conclusions.
- Draw conclusions based on geographical evidence.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly "understand"?

- End of Unit Assessment
- Guided reading/vocabulary quizzes
- Primary/Secondary source Analysis Quizzes
- DBQs
- AP Exam Style Short Answer Questions
- Oral debates/discussion assessments
- Exit Tickets

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

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

RESOURCES

Teacher Resources:

- Crash Course Human Geography Videos (What is Human Geography? Crash Course Geography #28)
- Textbook: HMH Human Geography for the AP Course
- Various Primary/Secondary Source Documents

- AP Human Geography Google Drive Resource Folder (HMH Resource Folder)
    - CIA World Factbook-Reference resource for a wide variety of country-specific information.
    - Gapminder-Statistics and graphics on global population and development.
    - Population Reference Bureau-Statistics for population and demographic research.
    - Esri GeoInquiries
    - AP Human Geography Google Drive Resource Folder

Equipment Needed:

- TV/LED screen/monitor
- Laptop
- Textbook: HMH Human Geography
- Whiteboard

UNIT 5 OVERVIEW

Content Area: Social Studies

Unit Title: Unit 5: Agriculture & Rural Land - Use Patterns & Processes (HMH/APHG: Ch. 11)

Target Course/Grade Level: AP Human Geography: Grades 11 & 12

Unit Summary: This unit will focus on the ways agricultural practices have changed over time as a result of technological innovations as well as the impact these innovations have had on the human-environmental relationship. Students will study the three agricultural revolutions, explore spatial patterns of agriculture, and examine the challenges of feeding the earth's population.

Approximate Length of Unit: 4 weeks

LEARNING TARGETS

NJ Student Learning Standards:
Social Studies:
6.1.12.HistoryCA.6.a: Evaluate the effectiveness of labor and agricultural organizations in improving economic opportunities and rights for various groups.
6.1.12.GeoHE.8.a: Determine the impact of the expansion of agricultural production into marginal farmlands and other ineffective agricultural practices on people and the environment.
6.1.12.EconET.3.a: Relate the wealth of natural resources to the economic development of the United States and to the quality of life of individuals.
6.1.12.EconGE.6.a: Determine the role geography played in gaining access to raw materials and finding new global markets to promote trade.
6.1.12.HistoryCA.6.a: Evaluate the effectiveness of labor and agricultural organizations in improving economic opportunities and rights for various groups.
6.1.12.GeoHE.13.a: Construct an argument on the effectiveness of environmental movements, their influence on public attitudes, and the efficacy of the government's environmental protection agencies and laws.
6.1.12.GeoHE.16.a: Explain why natural resources (i.e., fossil fuels, food, and water) continue to be a source of conflict and analyze how the United States and other nations have addressed issues concerning the distribution and sustainability of natural resources and climate change.
6.2.12.GeoHE.1.a: Determine the role of natural resources, climate, and topography in European exploration, colonization, and settlement patterns.

Career Readiness, Life Literacies, and Key Skills:
9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12 prof.CR3a).
9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
9.4.12.IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine

optimal design solutions (e.g., S-ID.B.6a., 8.1.12.DA.5, 7.1.IH.IPRET.8)
9.4.12.IML.5: Evaluate, synthesize, and apply information on climate change from various sources appropriately (e.g., 2.1.12.CHSS.6, S.IC.B.4, S.IC.B.6, 8.1.12.DA.1, 6.1.12.GeoHE.14.a, 7.1.AL.PRSNT.2).
9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6). 9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).
9.2.12.CAP.13: Analyze how the economic, social, and political conditions of a time period can affect the labor market.
9.4.12.DC.3: Evaluate the social and economic implications of privacy in the context of safety, law, or ethics (e.g., 6.3.12.HistoryCA.1).
9.4.12.DC.7: Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a).

Interdisciplinary Connections and Standards:
Computer Science and Design Thinking:
8.1.12.DA.5: Create data visualizations from large data sets to summarize, communicate, and support different interpretations of real-world phenomena.
8.2.12.ITH.1: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.

Visual and Performing Arts:
1.2.12prof.Cn11a: Demonstrate and explain how media artworks and ideas relate to various contexts, purposes, and values (e.g., social trends, power, equality, personal/cultural identity).
1.2.12acc.Cn11a: Examine and demonstrate in depth the relationships of media arts ideas and works to various contexts, purposes and values, such as markets, systems, propaganda, truth.
1.5.12prof.Cn11a: Describe how knowledge of culture, traditions and history may influence personal responses to art.
1.5.12 acc.Cn11a: Compare uses of art in a variety of societal, cultural and historical contexts and make connections to uses of art in contemporary and local contexts.
1.5.12adv.Cn11a: Assess the impact of an artist or a group of artists on the beliefs, values and behaviors of a society.

NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:
RH.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.),to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.
RH.11-12.2. Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author's perspective(s) develop over the course of the text.
RH.11-12.3. Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
WHST.11-12.6. Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.
WHST.11-12.2. Write informative/explanatory texts, including the narration of historical events, scientific

procedures/ experiments, or technical processes.
A. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid comprehension.
B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
C. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
D. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
E. Provide a concluding paragraph or section that supports the argument presented.
RST.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

Unit Understandings:

Students will understand that…

- The study of Agriculture falls into three agricultural revolutions.
- Agricultural production is dependent on climate, science & technology.
- Human population depends on successful agricultural production.
- Feeding earth's growing population poses many challenges.
- Rural & urban agriculture require different approaches.

Unit Essential Questions:

- How does the growth of civilization change the environment?
- What is the interaction between environment and agriculture?
- What imprint does agriculture make on culture?
- How does food reflect human interaction?
- What are the differences/similarities between the three agricultural revolutions?
- Explain the map of global agricultural production.
- Analyze how commercial agriculture operates.
- What are the challenges of feeding everyone?

Knowledge and Skills:

Students will know...

- Early hearths of domestication plants and animals include Southwest Asia (e.g. the Fertile Crescent), Southeast Asia, and the Americas.**(AAPI)**
- Patterns of diffusion (e.g. Columbian Exchange) resulted in the globalization of various plants and animals and the first agricultural revolution.
- Agricultural regions are influenced by the natural environment and populations alter this landscape in order to increase food production.
- New technology and increased food production during the second agricultural revolution led to better diet, longer life, and more people available for work in factories.
- 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.

- Positive consequences of the Green Revolution include increased food production and a relative reduction in hunger at the global scale; negative consequences include environmental damage resulting from irrigation and chemical use and the cost of technology and seeds.
- Plant and animal production is dependent on climatic conditions, including spatial variations in temperature and rainfall, and many agricultural regions are associated with particular bioclimatic zones.
- Agricultural production regions are defined by the extent to which they reflect subsistence or commercial practices, or intensive or extensive use of land.
- Intensive farming practices include market gardening, plantation agriculture, and mixed crop/livestock systems, while extensive farming practices include shifting cultivation, nomadic herding, and ranching.
- The transformation of agriculture into large-scale agribusiness has resulted in complex commodity chains linking production and consumption of agricultural products.
- Food is part of a global supply chain in which products from less developed low-latitude regions are often consumed globally.
- Patterns of global food distribution are affected by political systems, infrastructure, and patterns of world trade.
- Johann von Thunen's model helps to explain rural land use by emphasizing the importance of transportation costs associated with distance from the market.
- Environmental systems are affected by land use and land cover change.
- Agricultural innovations (e.g. biotechnology, genetically modified organisms, organic farming, aquaculture) have resulted in ongoing debates over environmental, cultural, and health impacts.
- Environmental issues related to agriculture include sustainability, soil degradation, reduction in biodiversity, overgrazing, river and aquifer depletion, animal wastes, and extensive fertilizer and pesticide use.
- Factors affecting the location of food-processing facilities include markets, economies of scale, transportation, and government policies.
- The role of women in food production has evolved over time, and has changed the types of food a family consumes, as well as the way food is prepared.
- **KEY TERMS:** organic agriculture, agriculture, primary economic activity, secondary economic activity, tertiary economic activity, quaternary economic activity, quinary economic activity, plan domestication, root crops, seed crops, First Agricultural Revolution, animal domestication, subsistence agriculture, shifting cultivation, slash-and-burn agriculture, Second Agricultural Revolution, von Thunen Model, Third Agricultural Revolution, biotechnology, Green Revolution, genetically modified organisms (GMOs), rectangular survey system, township- and range-system, metes-and-bounds system, long-lot survey system, primogeniture, commercial agriculture, monoculture, Koppen climatic classification system, climatic regions, plantation agriculture, livestock ranching, Mediterranean agriculture, cash crops, luxury crops, agribusiness, food desert

Students will be able to...

- Identify major centers of domestication of plants and animals.
- Analyze the significance of major patterns of diffusion in the first agricultural revolution.
- Explain the connection between physical geography and agricultural practices.
- Evaluate the advances and impacts of the second agricultural revolution.
- Identify the causes of the Green Revolution.
- Analyze the consequences of the Green Revolution on food supply and the environment.
- Explain the relationship between agricultural production regions and specific bioclimatic zones.
- Analyze the economic forces that influence agricultural practices.
- Compare and contrast intensive and extensive agricultural practices.

- Evaluate the spatial organization of large-scale commercial agriculture and agribusiness.
- Explain the relationship between economic development and the global consumption of food products.
- Analyze the interdependence among regions of food production and consumption.
- Compare and contrast the land use zones of Johann von Thunen's model.
- Debate the environmental consequences of land use patterns.
- Evaluate the impact of various recent agricultural innovations.
- Explain the issues related to the changing nature of contemporary agriculture.
- Identify issues related to the location of food-production facilities.
- Analyze the changing role of women in food production and consumption.
- Synthesize material in order to form conclusions.
- Draw conclusions based on geographical evidence.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly "understand"?

- End of Unit Assessment
- Guided reading/vocabulary quizzes
- Primary/Secondary source Analysis Quizzes
- DBQs
- AP Exam Style Short Answer Questions
- Oral debates/discussion assessments
- Exit Tickets

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Students will apply understanding of unit concepts by completing a GIS lab on the topic of globalization of agriculture and/or farming and the rural landscape.
- Students will compare the social, political, cultural, and environmental impacts of developments from first and second agricultural revolutions to modern agricultural developments by reading and constructing line graphs.
- Students will research the advantages and disadvantages of modern agricultural developments through the lens of selected countries.
- Students will apply understanding of unit concepts by completing a GIS lab on the topic of the various agricultural revolutions covered.
- Debating the advantages and disadvantages of modern agricultural developments (e.g. Green Revolution, GMOs, aquaculture, organic farming, biodiversity) from the perspectives of their assigned countries.

RESOURCES

- Crash Course Human Geography Videos (What is Human Geography? Crash Course Geography #28)
- Textbook: HMH Human Geography for the AP Course
- Various Primary/Secondary Source Documents
- AP Human Geography Google Drive Resource Folder (HMH Resource Folder)
    - CIA World Factbook-Reference resource for a wide variety of country-specific information.
    - Gapminder-Statistics and graphics on global population and development.
    - Population Reference Bureau-Statistics for population and demographic research.
    - Esri GeoInquiries
    - AP Human Geography Google Drive Resource Folder

Equipment Needed:

- TV/LED screen/monitor
- Laptop
- Textbook: HMH Human Geography
- Whiteboard

UNIT 6 OVERVIEW

Content Area: Social Studies

Unit Title: Unit 6: Cities & Urban Land - Use Patterns & Processes (HMH/APHG: Ch. 9)

Target Course/Grade Level: AP Human Geography: Grades 11 & 12

Unit Summary: In this unit, students will explore cities around the globe. Students will analyze the sites and situations of cities as well as their distribution and relative size. Students will gain an understanding of the internal structure of cities as they compare urban models, analyze how political and economic policies shape cities, explain the significance of world cities, and describe how they shape and reflect globalization.

Approximate Length of Unit: 6 weeks

LEARNING TARGETS

NJ Student Learning Standards:
Social Studies:
6.1.12.EconGE.3.a: Analyze how technological developments transformed the economy, created international markets, and affected the environment in New Jersey and the nation.
6.1.12.EconET.3.a: Relate the wealth of natural resources to the economic development of the United States and to the quality of life of individuals.
6.1.12.HistoryUP.3.a: Determine how expansion created opportunities for some and hardships for others by considering multiple perspectives over different time periods (e.g. Native American/European, Native American/White settlers, American/Latin American, American/Asian).
6.1.12.GeoHE.5.a: Generate/make an evidence-based argument regarding the impact of rapid urbanization on the environment and on the quality of life in cities.
6.1.12.HistoryCC.16.b: Determine past and present factors that led to the widening of the gap between the rich and poor, and evaluate how this has affected individuals and society.
6.2.12.HistoryCC.3.b: Explain how industrialization and urbanization affected class structure, family life, the daily lives of men, women, and children, and the environment.
6.2.12.GeoPP.6.a: Make evidence-based inferences to determine the global impact of increased population growth, migration, and changes in urban-rural populations on natural resources and land use.
6.2.12.EconGE.6.a: Evaluate efforts of governmental, non-governmental, and international organizations to address economic imbalances, social inequalities, climate change, health and/or illiteracy.

Career Readiness, Life Literacies, and Key Skills:
9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12 prof.CR3a).
9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

9.4.12.IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions (e.g., S-ID.B.6a., 8.1.12.DA.5, 7.1.IH.IPRET.8)
9.4.12.IML.5: Evaluate, synthesize, and apply information on climate change from various sources appropriately (e.g., 2.1.12.CHSS.6, S.IC.B.4, S.IC.B.6, 8.1.12.DA.1, 6.1.12.GeoHE.14.a, 7.1.AL.PRSNT.2).
9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).
9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).
9.2.12.CAP.13: Analyze how the economic, social, and political conditions of a time period can affect the labor market.
9.4.12.DC.3: Evaluate the social and economic implications of privacy in the context of safety, law, or ethics (e.g., 6.3.12.HistoryCA.1).
9.4.12.DC.7: Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a).

Interdisciplinary Connections and Standards:

Computer Science and Design Thinking:
8.1.12.DA.5: Create data visualizations from large data sets to summarize, communicate, andsupport different interpretations of real-world phenomena.
8.2.12.ITH.1: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.

Visual and Performing Arts:
1.2.12prof.Cn11a: Demonstrate and explain how media artworks and ideas relate to various contexts, purposes, and values (e.g., social trends, power, equality, personal/cultural identity).
1.2.12acc.Cn11a: Examine and demonstrate in depth the relationships of media arts ideas and works to various contexts, purposes and values, such as markets, systems, propaganda, truth.
1.5.12prof.Cn11a: Describe how knowledge of culture, traditions and history may influence personal responses to art.
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WHST.11-12.6. Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.
WHST.11-12.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

A. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid comprehension.
B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
C. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
D. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
E. Provide a concluding paragraph or section that supports the argument presented.
RST.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

Unit Understandings:

Students will understand that…

- At the global scale, most people live in cities.
- Every city has a trade area.
- Urban geographers have developed models of cities to explain the historic, spatial, economic, cultural, and political processes that shaped cities in each world region.
- Governments shape cities through zoning laws that designate what kind of structures & businesses can be built & what functions can operate there.
- Through globalization, cities are taking over in ways that are barely understood.

Unit Essential Questions:

- Why do communities/cities evolve over time?
- Why are cities established in a particular manner?
- How do people shape cities?
- Why do people live in cities?
- Why does urbanization pose problems for humanity?

Knowledge and Skills:

Students will know...

- Site and situation influence the origin, function, and growth of cities; transportation, communication, and improvements in agriculture have facilitated the rise of urbanization and suburbanization.
- World cities function at the top of the world's urban hierarchy and drive globalization.
- Megacities are rapidly increasing in countries of the periphery and semiperiphery, and experience economic, political, and environmental challenges.
- 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.
- 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.

- The galactic city model is useful for explaining internal structures and urban development within metropolitan areas, while world-regional models (e.g. Latin America, Africa) are useful (with limitations) for explaining land use and urban development.**(AAH)**
- Residential buildings and patterns of land use reflect a city's culture, technological capabilities, and cycles of development.
- 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).
- Sustainable design initiatives include walkable mixed-use commercial and residential areas and smart-growth policies (e.g., new urbanism, greenbelts, slow-growth cities).
- Functional and geographic fragmentation of governments globalization.
- Quantitative information about a city's population is provided by census and survey data, while qualitative data from field studies and narratives provide information about individual attitudes toward urban change.
- Economic and social problems associated with the growth and decline of urban communities include housing and insurance discrimination, housing affordability, access to food stores and public services, disamenity zones, zones of abandonment, and gentrification.
- Land use and environmental problems associated with the growth and decline of urban communities include suburban sprawl, sanitation, air and water quality, remediation and secondary hearth, acropolis, agora, site, situation, urban morphology, Forum, trade area, rank-size rule, primate city, central place theory, functional zonation, zone, central city,
- **KEY TERMS:** statecraft, centralization, decentralization, democracy, aristocracy, freedom, efficiency, innovation, tradition, activism, suburb, suburbanization, edge cities, galactic city, megacities, Griffin-Ford model, shantytowns, disamenity sector, McGee model, zoning laws, redlining, blockbusting, commercialization, gentrification, teardowns, McMansions, urban sprawl, new urbanism, gated communities, urbicide, informal economy, world city, spaces of consumption, concentric zone model, sector model, multiple nuclei model, passivism, instrument of government, policy-makers

Students will be able to...

- Create a new nation in groups, exploring and dealing with a wide variety of choices, priorities, and problems, both domestic and international.
- Assess their assigned countries for growth and change across the various fields of human geography over the period of the course.
- Synthesize material in order to form conclusions.
- Draw conclusions based on geographical evidence.
- Evaluate the challenges raised by the rise of megacities.
- Apply models to explain the hierarchy and interaction patterns of urban settlements.
- Explain the models of internal city structure and urban development.
- Analyze the role of the galactic city and world- regional models as explanations for continued urban development.
- Analyze residential land use in terms of low-,medium-, and high-density housing.
- Evaluate the infrastructure of cities.
- Explain the planning and design issues of urban areas.
- Evaluate the challenges raised by the function of present challenges in addressing urban issues.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly "understand"?

- End of Unit Assessment
- Guided reading/vocabulary quizzes
- Primary/Secondary source Analysis Quizzes
- DBQs
- AP Exam Style Short Answer Questions
- Oral debates/discussion assessments
- Exit Tickets

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Create a new nation in groups, exploring and dealing with a wide variety of choices, priorities and problems, both domestic and international.
- Students will use and refine strategies to take multiple choice and free-response AP practice questions in exam conditions and format, and assess based on peer grading, skill and content diagnostics, and student-chosen review topics and practices.
- Students will engage in review competitions and games in a variety of formats, learning styles, and recall methods.

RESOURCES

Teacher Resources:

- Crash Course Human Geography Videos (What is Human Geography? Crash Course Geography #28)
- Textbook: HMH Human Geography for the AP Course
- Various Primary/Secondary Source Documents
- AP Human Geography Google Drive Resource Folder (HMH Resource Folder)
    - CIA World Factbook-Reference resource for a wide variety of country-specific information.
    - Gapminder-Statistics and graphics on global population and development.
    - Population Reference Bureau-Statistics for population and demographic research.
    - Esri GeoInquiries
    - AP Human Geography Google Drive Resource Folder

Equipment Needed:

- TV/LED screen/monitor
- Laptop
- Textbook: HMH Human Geography
- Whiteboard

UNIT 7 OVERVIEW

Content Area: Social Studies

Unit Title: Unit 7: Industrialization & Economic Development Patterns & Processes (HMH/APHG: Ch. 10 & 12)

Target Course/Grade Level: AP Human Geography: Grades 11 & 12

Unit Summary: In this unit, students will gain an understanding of the major theories of development. Students will examine how geography affects development and the role political & economic institutions play in influencing uneven development around the world. Students will examine how and why the geography of industrial production has changed over the decades.

Approximate Length of Unit: 5 weeks

LEARNING TARGETS

NJ Student Learning Standards:
Social Studies:
6.1.12.EconGE.3.a: Analyze how technological developments transformed the economy, created international markets, and affected the environment in New Jersey and the nation.
6.1.12.EconET.3.a: Relate the wealth of natural resources to the economic development of the United States and to the quality of life of individuals.
6.1.12.EconGE.6.a: Determine the role geography played in gaining access to raw materials and finding new global markets to promote trade.
6.1.12.HistoryUP.3.a: Determine how expansion created opportunities for some and hardships for others by considering multiple perspectives over different time periods (e.g. Native American/European, Native American/White settlers, American/Latin American, American/Asian).
6.1.12.GeoHE.13.a: Construct an argument on the effectiveness of environmental movements, their influence on public attitudes, and the efficacy of the government's environmental protection agencies and laws.
6.1.12.GeoHE.16.a: Explain why natural resources (i.e., fossil fuels, food, and water) continue to be a source of conflict and analyze how the United States and other nations have addressed issues concerning the distribution and sustainability of natural resources and climate change.
6.2.12.GeoHE.1.a: Determine the role of natural resources, climate, and topography in European exploration, colonization, and settlement patterns.
6.2.12.EconGE.6.a: Evaluate efforts of governmental, non-governmental, and international organizations to address economic imbalances, social inequalities, climate change, health and/or illiteracy.

Career Readiness, Life Literacies, and Key Skills:
9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12 prof.CR3a).
9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

9.4.12.IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions (e.g., S-ID.B.6a., 8.1.12.DA.5, 7.1.IH.IPRET.8)
9.4.12.IML.5: Evaluate, synthesize, and apply information on climate change from various sources appropriately (e.g., 2.1.12.CHSS.6, S.IC.B.4, S.IC.B.6, 8.1.12.DA.1, 6.1.12.GeoHE.14.a, 7.1.AL.PRSNT.2).
9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).
9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).
9.2.12.CAP.13: Analyze how the economic, social, and political conditions of a time period can affect the labor market.
9.4.12.DC.3: Evaluate the social and economic implications of privacy in the context of safety, law, or ethics (e.g., 6.3.12.HistoryCA.1).
9.4.12.DC.7: Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a).

Interdisciplinary Connections and Standards:

Computer Science and Design Thinking:
8.1.12.DA.5: Create data visualizations from large data sets to summarize, communicate, and support different interpretations of real-world phenomena.
8.2.12.ITH.1: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints
.
Visual and Performing Arts:
1.2.12prof.Cn11a: Demonstrate and explain how media artworks and ideas relate to various contexts, purposes, and values (e.g., social trends, power, equality, personal/cultural identity).
1.2.12acc.Cn11a: Examine and demonstrate in depth the relationships of media arts ideas and works to various contexts, purposes and values, such as markets, systems, propaganda, truth.
1.5.12prof.Cn11a: Describe how knowledge of culture, traditions and history may influence personal responses to art.
1.5.12 acc.Cn11a: Compare uses of art in a variety of societal, cultural and historical contexts and make connections to uses of art in contemporary and local contexts.
1.5.12adv.Cn11a: Assess the impact of an artist or a group of artists on the beliefs, values and behaviors of a society.

NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:
RH.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.),to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.
RH.11-12.2. Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author's perspective(s) develop over the course of the text.
RH.11-12.3. Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

WHST.11-12.6. Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.
WHST.11-12.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
A. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid comprehension.
B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
C. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
D. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
E. Provide a concluding paragraph or section that supports the argument presented.
RST.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

Unit Understandings:

Students will understand that…

- Levels of development are often determined by looking at a country's *GNP.*
- Countries develop through modernization, advancing through five stages of development.
- The economic niche a country occupies in the world economy has an important influence on development.
- Governments influence development through investments they make, the alliances they form, the trade deals they negotiate, and the purchases they make.
- Many countries struggle to promote development in the face of high levels of public debt.
- The social conditions within countries greatly influence development prospects.
- Economic development changes places sometimes for the worse.
- The transition from cottage industries to the Industrial Revolution happened as Europeans sought to generate greater profit by producing more of the goods in high demand.
- Industrialization diffused to continental Europe starting in the early 1800's.
- By the mid-19th century, industrialization diffused outside western Europe - principally to North America, parts of Eastern Europe and Japan.
- In the early 20th century, large scale industrial concerns adopted Fordist production techniques, especially mass-production assembly lines.
- Efforts to develop generalizations about the influences on industrial location gave rise to classical location theory.
- Flexible production & the growth in labor cost in the global economic core gave to a global division of labor.
- Industrial production in the contemporary world is dominated by multinational corporations.
- Industrial location today is influenced by labor costs, transportation, market access, regulatory constraints, the changing energy picture, and access to skilled labor.
- Centers of Industrial production are now found all over the world.
- Recently industrializing countries have become increasingly significant global nodes of production.

- Despite the diffusion of industrial production & the shrinking of the world through time - space compression, local influences still matter.
- In the global economic core, service industries employ more workers than primary & secondary industries combined.
- Deindustrialization in the global economic core has led to wrenching changes in some places.
- Factors affecting the location of service industries include access to markets & the availability of skilled labor.
- Tourism has emerged as a major service industry.

Unit Essential Questions:

- Why do communities evolve over time?
- Why are cities established in a particular manner?
- How do people shape cities?
- Why do people live in cities?
- Why does urbanization pose problems for humanity?
- How does tourism affect a city, region or nation?

Knowledge and Skills:

Students will know...

- Site and situation influence the origin, function, and growth of cities; transportation, communication, and improvements in agriculture have facilitated the rise of urbanization and suburbanization.
- World cities function at the top of the world's urban hierarchy and drive globalization.
- Megacities are rapidly increasing in countries of the periphery and semiperiphery, and experience economic, political, and environmental challenges.
- 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.
- 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.
- The galactic city model is useful for explaining internal structures and urban development within metropolitan areas, while world-regional models (e.g. Latin America, Africa) are useful (with limitations) for explaining land use and urban development. **(AAH)**
- Residential buildings and patterns of land use reflect a city's culture, technological capabilities, and cycles of development.
- 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).
- Sustainable design initiatives include walkable mixed-use commercial and residential areas and smart-growth policies (e.g., new urbanism, greenbelts, slow-growth cities).
- Functional and geographic fragmentation of governments present challenges in addressing urban issues.
- Quantitative information about a city's population is provided by census and survey data, while qualitative data from field studies and narratives provide information about individual attitudes toward urban change.
- Economic and social problems associated with the growth and decline of urban communities include housing and insurance discrimination, housing affordability, access to food stores and public services, disamenity zones, zones of abandonment, and gentrification.

- 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.
- **KEY TERMS:** Central business district (CBD), synekism, urban, city, agricultural village, agricultural surplus, social stratification, leadership class, first urban revolution, Mesopotamia, Nile River Valley, Indus River Valley, Huang He and Wei River Valleys, Mesoamerica, Peru, secondary hearth, acropolis, agora, site, situation, urban morphology, Forum, trade area, rank-size rule, primate city, central place theory, functional zonation, zone, central city, suburb, suburbanization, edge cities, galactic city, megacities, Griffin-Ford model, shantytowns, disamenity sector, McGee model, zoning laws, redlining, blockbusting, commercialization, gentrification, teardowns, McMansions, urban sprawl, new urbanism, gated communities, urbicide, informal economy, world city, spaces of consumption, concentric zone model, sector model, multiple nuclei model

Students will be able to...

- Explain the factors that initiate and drive the process of urbanization and suburbanization.
- Analyze the role played by cities in the rise of globalization.
- Evaluate the challenges raised by the rise of megacities.
- Apply models to explain the hierarchy and interaction patterns of urban settlements.
- Explain the models of internal city structure and urban development.
- Analyze the role of the galactic city and world-regional models as explanations for continued
- urban development.
- Analyze residential land use in terms of low-,medium-, and high-density housing.
- Evaluate the infrastructure of cities.
- Explain the planning and design issues of urban areas.
- Evaluate the challenges raised by the function of political organizations in urban issues.
- Analyze the demographic composition and population characteristics of cities using
- quantitative and qualitative data.
- Evaluate problems and solutions associated with growth and decline within urban areas.
- Evaluate problems associated with urban sustainability.
- Synthesize material in order to form conclusions.
- Draw conclusions based on geographical evidence.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly "understand"?

- End of Unit Assessment
- Guided reading/vocabulary quizzes
- Primary/Secondary source Analysis Quizzes
- DBQs
- AP Exam Style Short Answer Questions
- Oral debates/discussion assessments
- Exit Tickets

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Creating an infographic/visual material in which students compare and contrast the models and rates of urbanization within a city from their assigned developing county to those of a city from their assigned developed country.
- Students will practice the application of urban development models to various examples of cities viewed in class.
- Students will research urbanization within a chosen city in developed and developing countries, and evaluate the urban model most properly applied to each city.
- Students will compare the rates and levels of urbanization in each city, paying careful attention to significant differences between urbanization patterns and level of development within a country.

RESOURCES

Teacher Resources:

- Crash Course Human Geography Videos (What is Human Geography? Crash Course Geography #28)
- Textbook: HMH Human Geography for the AP Course
- Various Primary/Secondary Source Documents
- AP Human Geography Google Drive Resource Folder (HMH Resource Folder)
    - CIA World Factbook-Reference resource for a wide variety of country-specific information.
    - Gapminder-Statistics and graphics on global population and development.
    - Population Reference Bureau-Statistics for population and demographic research.
    - Esri GeoInquiries
    - AP Human Geography Google Drive Resource Folder

Equipment Needed:

- TV/LED screen/monitor
- Laptop
- Textbook: HMH Human Geography
- Whiteboard