

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT

**Course Outline
AP Human Geography**

Date: June 2014

Proposed Grade Level(s): 11 - 12

Grading: A-F

**Prerequisites: B or better in AP/ Honors ELA,
and previous Social Science**

Subject Area: Geography

Course Length: 1 Year

Number of Credits: 5/Semester

COURSE DESCRIPTION:

AP Human Geography is a yearlong course that focuses on the distribution, process, and effects of human population on the planet. Emphasis is placed on geographic models and their applications. Case Studies from around the globe are compared to the situations at local, regional and national scales. Internet activities, field excursions, and videos are used to explore certain topics.

GENERAL GOALS/ESSENTIAL QUESTIONS:

- To introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of the earth's surface.
- To learn about and employ the methods of geographers, including observation, mapmaking, data gathering and reporting, and technical writing.
- To employ spatial concepts, geographic vocabulary, and landscape interpretation to a variety of locations and situations around the globe and at the local state, regional, and national levels.
- To develop a geographic perspective with which to view the landscape and understand current events.

CCSS READING COMPONENT:

Students read from original texts that are accompanied by reading strategies and followed by measurable tasks. Students answer questions to test their comprehension of content and culture.

CCSS WRITING COMPONENT:

Writing tasks are designed to develop skills that will help students appreciate cultural diversity. Students practice by writing compositions, narrating pictures, and editing in order to communicate effectively and accurately.

CCSS SPEAKING AND LISTENING COMPONENTS:

The oral component consists of cooperative learning activities and presentations to practice using vocabulary, and grammatical structures to express cultural competency.

DETAILED UNITS OF INSTRUCTION:

AP Human Geography will be presented in alignment with the course description published by the College Board. Each topic will be a unit of study and will include a variety of student assessments such as free responses questions, multiple choice tests, quizzes, and a unit project or activity designed to reinforce a major topic from the unit. Additional activities and assignments may include lecture notes, mapping activities, online assignments in the computer lab, group activities, case studies, vocabulary assignments, group discussions, and videos. Students are asked nearly every day to examine maps and graphed or textual information and respond to it using such concepts as scale, region, location and place, or association and interconnection.

Areas of focus will include the following (% represents multiple choice coverage on the AP exam):

1. Geography: Its Nature and Perspective (5-10%)
 2. Population (13-17%)
 3. Cultural Patterns and Processes (13-17%)
 4. Political Organization of Space (13-17%)
 5. Agricultural and Rural Land Use (13-17%)
 6. Industrialization and Economic Development (13-17%)
 7. Cities and Urban Land Use (13-17%)
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1. Geography: Its Nature and Perspectives

- A. Geography as a field of inquiry
- B. Evolution of key geographical concepts & models
- C. Key concepts of geographical perspectives
- D. New geographic skills
 - i. How to use & think about maps and spatial data
 - ii. How to understand and interpret the implications of associations among phenomena in places
 - iii. How to recognize and interpret different scales in the relationships among patterns and processes
 - iv. How to define regions and evaluate the regionalization process
 - v. How to characterize and analyze changing interconnections among places
 - vi. How to use GIS and GPS to make comparisons and show how detail emerges as scale becomes larger and how that affects people's perspectives
- E. Sources of geographical ideas and data

Unit Activities:

- What is Geography? Define geography, human geography. Explain the meaning of the spatial perspective
- World Regions Map: Students will become familiar with the regions of the world
- Geocaching and increasing the use of GPS: Students will learn to use a GPS by going geocaching
- Case Study: Florida, Human Land Use Patterns Encroach on Local wildlife

Video Case Study

- Program 1, One Earth, Many Scales

2. Population

- A. Geographical analysis of population
 - i. Density, distribution, and scale
 - ii. Implications of various densities and distributions
 - iii. Patterns of compositions: Age, sex, race, ethnicity (pyramids)
 - iv. Population and natural hazards
- B. Population growth and decline over time and space
 - i. Historical trends and projections
 - ii. Theories of population growth, including the Demographic Transition Model
 - iii. Patterns of fertility, mortality, and health
 - iv. Regional variations of demographic transitions
 - v. Effects or population policies
- C. Migration
 - i. Migrations selectivity
 - ii. Residential mobility
 - iii. Major voluntary and involuntary migrations at different scales
 - iv. Theories of migrations, including push and pull factors, human capital and life courses

Unit Activities:

- Activity: Population Online Assignment: Students analyze population pyramids using <http://www.census.gov/ipc/www/idb/informationGateway.php>
- Population Map: students will identify the world's most populous and least populous regions on a map
- Class Debate: Migration as a political position
- Obituary Activity: Students use local newspapers to plot on a map where people were born and where they died
- Migration map: Students will identify streams of net-in migration and net-out migration on a map

Video Case Studies:

- Program 21, *Population Geography*
- Program 2, *Boundaries and Borderlands*

3. Cultural Patterns and Process

- A. Concepts of culture
 - i. Traits
 - ii. Diffusion
 - iii. Acculturation, assimilation and globalization
 - iv. Cultural Region
- B. Cultural differences
 - i. Language
 - ii. Religion
 - iii. Ethnicity
 - iv. Gender
 - v. Popular and folk culture
- C. Cultural landscapes and cultural identity
 - i. Values and preferences
 - ii. Symbolic landscapes and sense of place
 - iii. Environmental impact of cultural attitudes

Unit Activities:

- Map and emerging population concentrations and describe demographic characteristics of each
- Field Study: Popular Housing and Observations on Popular Culture: Students illustrate diffusion by observing and then discussing the diffusion of housing by popular culture
- Origin of English: Students are given a list of English words and are asked to identify their origin
- Case Study: Languages on the Brink of Extinction
- Religion Research project: Students will make a PowerPoint about an assigned religion and present it to the class
- Religions Field Trip: Students visit five different places of worship
- Religions Map: Students map religious structures and other local evidence of religion
- Jigsaw case study: Ethnic Conflict: Students learn about multiple conflicts and discuss them with their peers

Video Case Studies:

- Program 20-2, South Africa: This is my land
- National Geographic: Inside Mecca
- National Geographic: Inside the Torah
- The Girl Effect

4. Political Organization of Space

- A. Territorial dimensions of space
 - i. Concept of territoriality
 - ii. Nature and meaning of boundaries
 - iii. Influences of boundaries on identity, interaction, and exchange
 - iv. Federal and unitary states
 - v. Spatial relationships between political patterns and patterns of ethnicity, economy, and environment
- B. Evolution of the contemporary political pattern
 - i. Nation-state concept
 - ii. Colonialism and imperialism
 - iii. Democratization
- C. Changes and challenges to political-territorial arrangements
 - i. Changing nature of sovereignty
 - ii. Fragmentation, unification, alliance
 - iii. Supranationalism and devolution
 - iv. Electoral geography, including gerrymandering
 - v. Terrorism

Unit Activities:

- Risk: A game or real life? Students play Risk to demonstrate changing countries and boundaries
- Mapping countries shapes and boundaries
- Independent Projects; Political Issues: Students choose a political issue to research and present. This project includes mapping activities
- Terrorism Webquest: Students use multiple websites to learn about terrorism

Video Case Studies:

- Program 3: Supranationalism and Devolution
- History Channel Documentary: Inside North Korean

5. Agricultural and Rural Land Use

- A. Development and diffusion of agriculture
 - i. Neolithic Agriculture Revolution
 - ii. Second Agricultural Revolution
 - iii. Green Revolution
 - iv. Modern Commercial Agriculture
- B. Major agricultural production regions
 - i. Agricultural systems associated with bioclimatic zones
 - ii. Variations within major zones and effects of market
 - iii. Linkages and flows among regions of food production and consumption
- C. Rural land use and settlement patterns
 - i. Models of agricultural land use, including von Thunen's model
 - ii. Settlement patterns associated with major agricultural types
 - iii. Land use/land cover change, irrigation, conservation (desertification/deforestation)
- D. Modern commercial agriculture
 - i. Biotechnology, including genetically modified plants and animals
 - ii. Spatial organizations and diffusion of industrial agriculture
 - iii. Organic farming and local food production
 - iv. Environmental impacts of agriculture

Unit Activities:

- Agricultural Products Project: Students trace the origin of the food in their cupboards
- Climate Map and Agricultural Map Comparison: Students explain the relationship between climate and agriculture
- Field Study: Students look for evidence locally to support von Thunen's model

Video Case Studies:

- Program 12, Small Farms, Big Cities
- Program 25-2, Vietnam: Fertile Dreams
- Program 16-2, Chile: Pacific Rim Player
- Program 12-1, Northern Japan: Protecting the Harvest

6. Industrialization and Economic Development

- A. Growth and diffusion of industrialization
 - i. Changing role of energy and technology
 - ii. Industrial Revolution
 - iii. Evolution of economic cores and peripheries
 - iv. Geographic critiques of models of economic localization (i.e. bid rent, comparative costs of transportation), industrial location, economic development and world systems.
- B. Contemporary patterns and impacts of industrialization and development
 - i. Variation of levels of development
 - ii. Deindustrialization and economic restructuring
 - iii. Globalization and international division of labor
 - iv. Natural resources and environmental concerns
 - v. Sustainable development
 - vi. Local development initiatives: government policies
 - vii. Women in development

Unit Activities:

- Google Earth: Utah agricultural and industrial patterns: Students use Google Maps to compare and contrast agricultural and industrial patterns in Utah
- Economic Development Map: Students compare different indexes of development for developed and developing countries

Video Case Studies:

- Program 5: The Transforming Industrial Heartland
- Program 18: Oil and water

7. Cities and Urban Land Use

- A. Development and Character of Cities
 - i. Origins of cities
 - ii. Rural-urban migration and urban growth
 - iii. Global cities and megacities
 - iv. Suburbanization and edge cities
- B. Models of urban systems
 - i. Rank-size rule
 - ii. Central-place theory
 - iii. Gravity Model
- C. Models of internal city structure
 - i. Concentric zone model
 - ii. Sector model
 - iii. Multiple-nuclei model
 - iv. Changing employment mix
 - v. Changing demographics and social structures
 - vi. Uneven development, ghettoization and gentrification
- D. Built environment and social space
 - i. Housing
 - ii. Transportation and infrastructure
 - iii. Political organization of urban areas
 - iv. Urban planning and design
 - v. Patterns of race, ethnicity, gender, class

Unit Activities:

- Case Study: Urban planning, the world's largest emissions free city: Students learn about the Masdar projects in Dubai and make comparisons between patterns of settlement
- Independent Project: Analyzing Urban Patterns: Students map the layout of downtown and compare it to a classic model

Video Case Studies:

- Program 24, Cityscapes, Suburban Sprawl
- Program 12-2, Tokyo: Anatomy of a Mega-city
- Program 16-1, Sao Paulo: The Outer Rim

8. AP Exam Review, Test Date: TBD

- A. Unit Reviews
- B. Free Response Practice Test
- C. Multiple Choice Practice Test
- D. Map practice and review of reading, analyzing, interpreting, and using maps in geography

TEXTBOOKS AND RESOURCE MATERIALS

During the course we will draw from a variety of sources. Each student will have access to textbooks, periodicals, regional and national newspapers, world atlases, as well as maps and iPad access with GPS software. Videos on certain topics will also be used.

Texts:

Domosh, Mona, 12th edition, *The Human Mosaic: A Cultural Approach to Human Geography*, New York, N.Y.: W.H. Freeman and Company, 2013

The Essential World Atlas, New York, NY: DK Publishing, 2013.

Rubenstein, James, 12th edition, *Cultural Landscape, An Introduction to Human Geography*, Miami University of Ohio, 2017

Video Series:

The Power of Places: Geography for the 21st century series. Video N.p.: Annenberg/CPB Project, 2003.

COMMON CORE STANDARDS TO BE ADDRESSED:

Reading Standards for Literacy in History/Social Studies 6-12:

- Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
- Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text
- Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
- Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Writing Standards for Literacy in History/Social Studies, Science and Technical Subjects:

- Write arguments focused on discipline-specific content.
 - Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
 - Provide a concluding statement or section that follows from or supports the argument presented.
- Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
 - 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 aiding

comprehension.

- 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.
- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- Draw evidence from informational texts to support analysis, reflection, and research.
- Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

DISTRICT ESLRs TO BE ADDRESSED:

- **Self-Directed Learners:** This course prepares students to be self-directed learners as they pursue mastering major concepts in both foreign and domestic policy, as well as economic, artistic and social developments.
- **Effective Communicators:** Students will become effective communicators as they develop critical thinking skills in reading, historical inquiry, oral presentation and historical quotations.
- **Quality Producer/Performers:** Students will initiate projects, set quality standards, and adapt to changing conditions.
- **Constructive Thinkers:** Students will critically analyze important historical events and resulting societal changes.
- **Collaborative Workers:** This course will help students develop an appreciation for the depth and diversity of the values and experiences required to be a collaborative worker in our nation and the world.
- **Responsible Citizens:** This course will help prepare students to identify issues that require social action, show a commitment to accept social responsibilities associated with citizenship, and to be participatory and responsible citizens in our democratic society.

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