

ADVANCED PLACEMENT HUMAN GEOGRAPHY G10-12

THE EWING PUBLIC SCHOOLS
1331 Lower Ferry Road
Ewing, NJ 08618

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Written by: EHS Social Studies Department

Michael Nitti
Superintendent

In accordance with The Ewing Public Schools' Policy 2230, Course Guides, this curriculum has been reviewed and found to be in compliance with all policies and all affirmative action criteria.

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Preface

AP enables students to pursue college-level studies while still in high school. Through more than 30 courses, each culminating in a rigorous exam, AP provides willing and academically prepared students with the opportunity to earn college credit and/or advanced placement. Taking AP courses also demonstrates to college admission officers that students have sought out the most rigorous course work available to them.

Each AP course is modeled upon a comparable college course, and college and university faculty play a vital role in ensuring that AP courses align with college-level standards. Talented and dedicated AP teachers help AP students in classrooms around the world develop and apply the content knowledge and skills they will need later in college.

Each AP course concludes with a college-level assessment developed and scored by college and university faculty and experienced AP teachers. AP Exams are an essential part of the AP experience, enabling students to demonstrate their mastery of college-level course work. Most four-year colleges and universities in the United States and universities in more than 60 countries recognize AP in the admission process and grant students credit, placement, or both on the basis of successful AP Exam scores. Visit www.collegeboard.org/apcreditpolicy to view AP credit and placement policies at more than 1,000 colleges and universities.

Performing well on an AP Exam means more than just the successful completion of a course; it is a gateway to success in college. Research consistently shows that students who receive a score of 3 or higher on AP Exams typically experience greater academic success in college and have higher graduation rates than their non-AP peers. Additional AP studies are available at www.collegeboard.org/research.

Introduction to AP Human Geography

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

Course Prerequisites

There are no prerequisites for AP Human Geography; however, students who have had experience with world geography, world history, or earth science may more easily address the objectives of this course. Experience with reading and interpreting data in various forms (e.g., graphs and maps) would also be beneficial. Students may have been effectively introduced to geographic terminology and concepts as early as at the elementary school level.

Reading Level of Course Texts

Students entering an AP Human Geography course should be capable of reading and comprehending texts written at the college level. Students should be able to summarize and evaluate textual information. They should also be able to read and interpret maps and graphic data. The ability to perform basic mathematical operations is also useful in this course.

Expectations for Writing in the Course

Students entering an AP Human Geography course should possess fundamental skills in composition and inquiry (research). In both short-answer (i.e., one paragraph) and multi-paragraph essay formats, they should be able to clearly articulate their summaries, analyses, interpretations, and evaluations of information.

Course Goals

By the end of the course, students should be more geoliterate, more engaged in contemporary global issues, and more multicultural in their viewpoints. They should have developed skills in approaching problems geographically, using maps and geospatial technologies, thinking critically about texts and graphic images, interpreting cultural landscapes, and applying geographic concepts such as scale, region, diffusion, interdependence, and spatial interaction, among others. Students should see geography as a discipline relevant to the world in which they live; as a source of ideas for identifying, clarifying, and solving problems at various scales; and as a key component of building global citizenship and environmental stewardship.

The particular topics studied in an AP Human Geography course should align with the following college-level goals, which are based on the National Geography Standards developed in 1994 (and revised in 2012). On successful completion of the course, students should have developed skills that enable them to do the following:

► Interpret maps and analyze geospatial data. Geography addresses the ways in which patterns on Earth's surface reflect and influence physical and human processes. As such, maps, geographic information systems (GIS), satellite imagery, remote sensing, and aerial photographs are fundamental to the discipline, and learning to use and think about these data sources is critical to geographic literacy. The goal is achieved when students learn to use maps and geospatial data to pose and solve problems, such as making predictions about the location of future urban growth for a particular city. Students should also learn to think critically about the patterns and information revealed or hidden in different types of maps and other forms of geospatial data.

► Understand the associations and networks among phenomena in particular places and explain their implications. The study of geography requires one to examine the world from a spatial perspective in order to understand the changing distribution of human activities on Earth's surface and the impact on natural resources. A spatial perspective allows one to focus on the ways phenomena are related to one another in particular places. For example, political instability in one part of the world may be connected to changing urban neighborhood demographics on another continent due to refugee and immigrant streams. Additionally, networks between producers and consumers are constantly changing in a globalized world. In this course, students learn to:

- › recognize and interpret patterns and networks
- › assess the nature and significance of the relationships among phenomena that occur in the same place
- › analyze the ways cultural values, political policies, and economic forces work together to create particular landscapes (e.g., associations between exurban developments in the United States and the agriculturally productive Central Valley of California)

► Recognize and interpret the relationships among patterns and processes at different scales of analysis. Geographic analysis requires a sensitivity to scale, not just as a spatial category but as a framework for understanding how events and processes at different scales influence one another and change according to the scale of analysis. Students should therefore understand that the phenomena they are studying at one scale (e.g., local) may well be influenced by processes and developments at other scales (e.g., global, regional, national, state, provincial). For example, the closing of a manufacturing plant could be the result of global forces beyond the control of officials at the local level. Students should examine processes operating at multiple scales when seeking explanations of geographic patterns and arrangements.

► Define regions and evaluate the regionalization process. The study of geography requires one to not simply describe patterns but also analyze how these patterns came about and what they mean. Students should see regions (i.e., areas that share both

human and physical characteristics) as objects of analysis and exploration; instead of simply locating and describing regions, they should consider how and why regions come into being and what they reveal about the changing character of the world in which we live. Examples of the regionalization process frequently come into focus when teaching about religion and language.

Course Design: Depth over Breadth

The study of geography requires interdisciplinary thinking and draws on a vast number of topics. This situation presents a dilemma for AP Human Geography teachers that often takes time and experience to solve: How can the necessary scope (breadth) of content that needs to be covered be balanced with the depth students need to understand a particular topic? If teachers can incorporate spatial thinking and analysis into their lessons, assignments, and presentations, then students will understand geographic data and apply geographic skills.

What is most critical is for students to think about issues from a geographic perspective. The following is a useful guide for teachers in assessing whether they are adhering to this perspective: If teachers are finding it difficult to refer to a map, chart, graph, or photograph to support the topic they are discussing, then they could be straying away from geography. This pitfall is common when covering ethnic conflicts, in which cultural patterns and processes are often at the root of conflicts. Many ethnic conflicts have long and complicated histories, so teachers must decide which conflicts to teach (e.g., the former Yugoslavia, Rwanda) and in how much depth to teach them. Teachers should continually ask themselves, “Where is the geography in this lesson?” By doing so, an AP Human Geography teacher can more easily maintain an appropriate focus for instruction, which in turn can help address topics with appropriate depth while avoiding overly broad coverage.

General Learning Outcomes

By engaging in a college-level human geography course, students should learn to do the following:

- ▶ Read sophisticated texts and academic writings
- ▶ Write well-constructed essays and research reports
- ▶ Think critically by synthesizing a variety of perspectives and information from various sources
- ▶ Discuss controversial issues with maturity and openness
- ▶ Analyze various forms of geospatial data
- ▶ Present field work and/or research using both visual and oral formats
- ▶ Work collaboratively with fellow students to analyze real-world issues

College and Career Readiness / 21st Century Student Outcomes

AP Human Geography equips students for success in work and life in the 21st century. It does so by addressing *key subjects* like economics, geography, history, and government and civics. It also exposes students to a wide array of *21st century themes*, including: Global Awareness, Financial, Economic, Business and Entrepreneurial Literacy, Civic Literacy, and Environmental Literacy. Furthermore, AP Human Geography empowers students to develop *learning and innovation skills*, including: creativity and innovation, critical thinking and problem solving, and communication and collaboration. On top of this, the course also allows students to develop *information, media and technology skills* as well as *life and career skills*. For more information, please visit the following websites:

http://www.p21.org/storage/documents/docs/P21_framework_0816.pdf

http://www.p21.org/storage/documents/docs/P21_Framework_Definitions_New_Logo_2015.pdf

The AP Human Geography Exam

Each year, the AP Human Geography Development Committee creates new examination forms to assess the degree to which high school students have met the requirements of a college-level course in human geography or cultural geography. These exams are years in the making and consist of questions that have been fully vetted by the committee and field-tested in college classrooms.

The exam is composed of two parts: a multiple-choice section with 75 items, and a free-response (essay) section with three items. Examinees are allotted 2 hours and 15 minutes to complete the exam. One hour is provided for the multiple-choice section, and 75 minutes are provided for the free-response section. Each section contributes equally to the final score a student receives. Questions on the exam range in difficulty from those asking students to recognize the meaning of terms and concepts to those requiring students to apply a model or concept to a new scenario. Many of the questions are based on a table, map, diagram, or photograph.

Multiple-choice scores are based on the number of questions answered correctly. Points are not deducted for incorrect answers, and no points are awarded for unanswered questions. Because points are not deducted for incorrect answers, students are encouraged to answer all multiple-choice questions. If students do not know the answer to a question, they should eliminate as many choices as they can and then select the best answer among the remaining choices.

In the free-response section of the AP Human Geography Exam, students respond to three free-response questions in 75 minutes. These prompts may require students to demonstrate an understanding of models, to analyze and evaluate geographic concepts, to cite and explain examples of various geographic processes, or to synthesize different topics covered in the course outline. Students should spend approximately one-third of their time, or 25 minutes, on each of the three prompts. Students are expected to use their analytical and organizational skills to formulate responses in narrative form. If a question is separated into parts (e.g., A, B, C), students should supply a separate narrative for each part. Bulleted lists are not acceptable as a response.

Students should read each question carefully and provide only the information needed to answer the question. For instance, if a question calls for two examples, only the first two examples presented in the answer will contribute to the student's score. Answers to the free-response questions are read by panels of AP teachers and college instructors who apply a scoring guide, approved by the development committee, to award points.

****The AP Human Geography curriculum was designed for the 87 minute semester block schedule currently in place at Ewing High School. One week equals five instructional days.**

Unit 1- Geography: It's Nature and Perspective (2 weeks)

Why is this unit important?

AP Human Geography emphasizes the importance of geography as a field of inquiry and introduces students to the concept of spatial organization. Knowing the location of places, people, and events is a gateway to understanding complex environmental relationships and interconnections among places and across landscapes. Geographic concepts emphasized throughout the course are location, space, place, scale of analysis, pattern, regionalization, and globalization. These concepts are basic to understanding spatial interaction and spatial behavior, the dynamics of human population growth and migration, patterns of culture, political control of territory, areas of agriculture production, the changing location of industry and economic development strategies, and evolving human settlement patterns, particularly urbanization.

Enduring Understandings:

- 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.
- Geographical skills provide a foundation for analyzing world patterns and processes.
- Geospatial technologies increase the capability for gathering and analyzing geographic information with applications to everyday life.
- Field experiences continue to be important means of gathering geographic information and data.

Essential Questions:

- How does the way geographers look at the world differ from that of other scientists?
- How does geographic information provide context for understanding spatial relationships and human–environment interactions?
- How does landscape analysis examine the human organization of space?
- Use spatial thinking, interpretation of maps, mathematical formulas, graphs, and geographic models to analyze the human organization of space. How can the application of these geographic skills provide evidence of human-environmental interaction? How can geospatial technology (GIS, GPS, remote sensing) be used to collect data and provide visualizations of geographic interactions? How can these technologies be used by individuals, businesses, and by the government in everyday life?
- How is quantitative and qualitative geographic data used in economic, environmental, political, and social decision making?

Acquired Knowledge (students will know that...):

- 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 (e.g., field observations, photographic interpretations) provides a context for understanding the location of people, places, regions, and events; human-environment relationships; and interconnections between and among places and regions.
- People apply spatial concepts to interpret and understand various geographic topics
- Maps are used to represent and identify spatial patterns and processes at different scales.
- All map projections distort spatial relationships.
- Mathematical formulas and graphs are used to analyze rates of natural increase in population.
- Geographers use models as generalizations to think systematically about topics
- Regions are defined on the basis of one or more unifying characteristics or on the patterns of activity
- World regions may overlap and often have transitional boundaries
- Geospatial technologies include geographic information systems (GIS), satellite navigation systems (GPS), remote sensing, and online mapping and visualization.
- Data may be gathered in the field by organizations or by individuals

Acquired Skills (students will be able to...):

- Explain the importance of geography as a field of study.
- Explain major geographical concepts underlying the geographic perspective.
- Use landscape analysis to examine the human organization of space.
- Use spatial thinking to analyze the human organization of space.
- Use and interpret maps.
- Apply mathematical formulas and graphs to interpret geographic concepts.
- Use and interpret geographic models
- Use concepts such as space, place, and region to examine geographic issues.
- Interpret patterns and processes at different scales
- Define region as a concept, identify world regions, and understand regionalization processes.
- Analyze changing interconnections among places.
- Use and interpret geospatial data.
- Use quantitative and qualitative data.

Major Assessments

Formative Assessments

- **Construction of Mental Maps:** The students draw two mental maps of where they live. One map can have street names and the other cannot. They then exchange the maps with someone who is unfamiliar with where they live, and the person examining the maps has to determine the usefulness of each map. This allows us to discuss the purpose of maps and the difference between absolute and relative locations. It also leads nicely into a discussion of Kevin Lynch's five components of mental maps.
- **Constructing different types of maps:** The purpose of this activity is to quickly introduce the students to the variety of different maps they will encounter throughout the course. Students will work in pairs and create an assigned map. As a class we will evaluate the clarity, accuracy, and drawbacks the maps offer. Visit <http://www.worldmapper.org/index.html> . Students will examine various types of maps then apply to the above assignment.
- **Hurricane Katrina and Geography:** This assignment gets the students to look at Hurricane Katrina, an event they are familiar with, and examine it from the perspective of Geography. They are to draw connections between the natural disaster and the six concepts of geography (location, region, spatial patterns, spatial interaction, human – environment interaction, culture). They are also to link the appropriate aspect of the natural disaster to one of the six main units of the course.
- **Using a Topographic Map and Google Earth to Read and Interpret the Cultural Landscape of Collingwood, Ontario:** This assignment is designed to get the students to start thinking like a geographer and seeing geography. In this activity the students study a topographic map of the Collingwood, Ontario area, an area that they know nothing about. They are to find evidence that will allow them to write a short essay about the town and surrounding region. Things they should try to determine, or at least be able to make an educated guess about include:
 - a. religion (1 dominant religion or several different religions)
 - b. nationality of the Europeans who first settled the region
 - c. major sources of economic revenue

Summative Assessments

- **Unit Test:** Geography: It's Nature and Perspective: multiple choice, short answer and long essay responses

Instructional Materials

- An Introduction to Human Geography: The Cultural Landscape (Rubenstein) – Chapter 1
- “Rediscovering the Importance of Geography”, Murphy, Alexander B., Annual Editions: Geography 2005/06
- Power of Place Series: Geography for the 21st Century Episode: One Earth Many Scales

Accommodations / Modifications / Extensions

- Use of available technology, extra time, using computers for written assignments, access to electronic versions of notes.
- <https://www.geoguessr.com/> Students will be virtually “dropped” somewhere in the world on Google Street View. Students must use their knowledge of biomes, climates, cultures, and vernacular regions to try to correctly guess their location.

Technology Integration

- Students will use the course Google classroom to post definitions to key vocabulary and to collaborate with classmates.
- <http://www.worldmapper.org/index.html> . Students will examine various types of maps to complete an assignment.
- <https://public.tableau.com/s/> Students will create a geographic visual using this website

2020 NJSLs:

- 6.1.12.GeoSV.3.a
- 6.1.12.GeoSV.4.a
- 6.2.12.GeoSV.1.a
- 6.2.12.GeoSV.5.a

Unit 2- Population and Migration (2 weeks)

Why is this unit important?

Understanding the ways in which human population is organized geographically helps students make sense of cultural patterns, political organization of space, food production issues, economic development concerns, natural resource use and decisions, and urban systems. Therefore, many of the concepts and theories encountered in this part of the course connect with other course units. Additionally, course themes of location, space, place, scale of analysis, and pattern can be emphasized when studying basic population issues such as crude birth rate, crude death rate, total fertility rate, infant mortality rate, doubling time, and natural increase. Explanations of why the population is growing or declining in some places are based on patterns and trends in fertility, mortality, and migration. Analyses of refugee flows, immigration, and internal migration help students understand the connections between population phenomena and other topics.

Enduring Understandings:

- 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.
- Causes and consequences of migration are influenced by cultural, demographic, economic, environmental, and political factors.

Essential Questions:

- What are the political, social, and economic consequences of the rapid population growth of the past 200 years?
- What physical and human factors explain patterns of population distribution and density, and how do those factors influence economic, social, and natural processes?
- Which demographic factors determine population growth and decline and how are those factors impacted by social, cultural, political, and economic factors?
- How do the demographic transition model, Malthusian theory, and the epidemiologic transition explain population change over time and space?
- What political, social, and economic policies and values have changed or been created and how have they impacted population growth and decline?
- What major factors (push and pull) influence population migration and how do those factors impact different types of migrants (voluntary, forced, etc.)?
- What are some historical examples of migration (Africans to Americas, Immigration waves to US, etc.) and how has political geography both influenced and been affected by these patterns of migration?

Acquired Knowledge (students will know that...):

- Factors that explain patterns of population distribution vary according to the scale of analysis (i.e., local to global).
- The three methods for calculating population density are arithmetic, physiological, and agricultural.
- Population distribution and density influence political, economic, and social processes (e.g., redistricting, provision of services such as medical care).
- Age, sex, and ethnicity are elements of population composition that may be mapped and graphed at various scales.
- Demographic factors that determine population growth and decline are fertility, mortality, and migration.
- Types of population policies include those that promote or restrict population growth (e.g., pronatalist, antinatalist).
- Changing social values and access to education, employment, healthcare, and contraception have reduced fertility rates in most parts of the world.
- Population aging is influenced by birth and death rates and life expectancy.
- Push and pull factors can be cultural (e.g., religious freedom), demographic (e.g., unbalanced sex ratios, overpopulation), economic (e.g., jobs), environmental (e.g., natural disasters), or political (e.g., persecution).
- Major historical migrations include forced migration of Africans to the Americas, immigration waves to the U.S., and emigration from Europe and Asia to colonies abroad.
- Governments institute policies to encourage or restrict migration.

Acquired Skills (students will be able to...):

- Analyze the distribution of human populations at different scales.
- Explain the implications of population distributions and densities.
- Analyze population composition.
- 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 in different parts of the world.
- Explain the causes and implications of an aging population.
- Explain how push and pull factors contribute to migration.
- Apply the concepts of forced and voluntary migration to historical and contemporary examples.
- Analyze major historical migrations.
- Analyze the cultural, economic, environmental, and political consequences of migration.

Major Assessments

Formative Assessments

- Birth Rate, Death Rate, & Rate of Natural Increase-The Demographic Transition Model. This assignment has the students calculate RNI for approximately 25 countries. The RNIs are plotted on choropleth maps, and students are asked to describe and explain the resulting spatial patterns. The correlations among the BR, DR, and RNI are explored.
- The Demographic Transition in Sweden and Mexico. The students plot birth rates and death rates of Sweden from 1740 – 2000 and for Mexico, between 1900 – 2000. The graphs are used to determine both the starting dates of the transition and the different speeds at which the countries have moved through the transition. The students are expected to explain the differences between the starting dates and the lengths of time required for the transition in each country. The graphs for each country are also compared to the Demographic Transition Model.
- Population Pyramids at Different Scales (National, Provincial, Small towns). Students construct two pyramids and then examine several more in order to gain an understanding of what the pyramids show. Students should be able to identify trends such as baby-booms, echoes, birth deficits, baby busts. They should also be able to notice situations where the lack of symmetry indicates a significant event such as migrant laborers arriving in a country. They should be able to suggest the level of economic development of a country as well as calculate the dependency ratio. At the small town or census tract level, the students use the pyramids to determine the socio- demographic characteristics of our school, our town, and our state.

Summative Assessments

- **Unit Test:** Population and Migration: multiple choice, short answer and long essay responses

Instructional Materials

- An Introduction to Human Geography: The Cultural Landscape (Rubenstein) – Chapters 2 & 3
- Population in Advanced Placement Human Geography (Martha Sharma 2000)
- "European Countries Offer Incentives to Parents to Boost Fertility Rates" Oleksyn, Veronika The Chronicle Herald, July 22, 2006
- "Chinese Women Forced to Abort Their Babies", Sheridan, Michael The Chronicle Herald, Sept. 18, 2005
- "Japan's Birth Rate Rises for 7th Straight Month" Associated Press, October 2006
- Power of Place Series: Geography for the 21st Century Episode: Twenty One Population Geography Mexico: Motive to Migrate

Accommodations / Modifications / Extensions

- Use of available technology, extra time, using computers for written assignments, access to electronic versions of notes.
- <https://www.populationpyramid.net/world/2017/> Students may analyze population pyramids from many different countries throughout the world.

Technology Integration

- Students will use the course Google classroom to post definitions to key vocabulary and to collaborate with classmates.
- <https://www.imapbuilder.net/interactive-map-samples/heat-map-example.php> <http://choropleth.us/> Students will use the aforementioned websites to create choropleth maps for an assignment examine various types of maps then apply to an assignment.

2020 NJSLs:

- 6.2.12.GeoPP.6.a
- 6.1.12.GeoPP.2.a
- 6.1.12.GeoPP.2.b
- 6.1.12.GeoPP.4.a
- 6.1.12.GeoPP.5.a
- 6.1.12.EconNM.8.a
- 6.1.12.GeoPP.13.a
- 6.1.12.GeoPP.14.a

Unit 3- Cultural Patterns and Practices (3 weeks)

Why is this unit important?

Understanding the components and regional variations of cultural patterns and processes is critical to human geography. Students begin with the concepts of culture and cultural traits and learn how geographers assess the spatial and place dimensions of cultural groups as defined by language, religion, ethnicity, and gender, in the present as well as the past. The course explores cultural interaction at various scales, along with the adaptations, changes, and conflicts that may result. The geographies of language, religion, ethnicity, and gender are studied to identify and analyze patterns and processes of cultural differences. Students learn to distinguish between languages and dialects, ethnic religions and universalizing religions, and folk and popular cultures, as well as between ethnic political movements. These distinctions help students understand the forces that affect the geographic patterns of each cultural characteristic.

Enduring Understandings:

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

Essential Questions:

- Explain the concept of culture. How are world cultures demonstrated through cultural traits?
- How has globalization influenced cultural interactions and change? Discuss advantages and disadvantages to increased global interaction.
- How do cultural patterns and landscapes vary by place and region?
- How do cultural attitudes about ethnicity and gender shape the use of space?
- How do culture and cultural traits diffuse through time and space?
- How do the geographic patterns of ethnic and universalizing religions differ?
- How does land and resource use promote cultural identity across landscapes?
- Explain how popular and folk cultures differ. How are the geographic patterns associated popular and folk cultures different?

Acquired Knowledge (students will know that...):

- Culture is comprised of the shared practices, technologies, attitudes, and behaviors transmitted by a society.
- Geographers use maps and the spatial perspective to analyze and assess language, religion, ethnicity, and gender.

- Communication technologies (e.g., the Internet) are reshaping and accelerating interactions among people and places and changing cultural practices (e.g., use of English, loss of indigenous languages).
- Regional patterns of language, religion, and ethnicity contribute to a sense of place, enhance place-making, and shape the global cultural landscape.
- Ethnicity and gender reflect cultural attitudes that shape the use of space (e.g., women in the workforce, ethnic neighborhoods).
- Language, religion, ethnicity, and gender are essential to understanding landscapes symbolic of cultural identity (e.g., signs, architecture, sacred sites).
- Types of diffusion include expansion (contagious, hierarchical, stimulus) and relocation.
- Language families, languages, dialects, world religions, ethnic cultures, and gender roles diffuse from cultural hearths, resulting in interactions between local and global forces that lead to new forms of cultural expression (e.g., lingua franca).
- Ethnic religions (e.g., Hinduism, Judaism) are generally found near the hearth or spread through relocation diffusion.
- Universalizing religions (e.g., Christianity, Islam, Buddhism) are spread through expansion and relocation diffusion.
- Folk culture origins are usually anonymous and rooted in tradition and are often found in rural or isolated indigenous communities.
- Popular culture origins are often urban, changeable, and influenced by media.

Acquired Skills (students will be able to...):

- Explain the concept of culture and identify cultural traits.
- Explain how geographers assess the spatial and place dimensions of cultural groups in the past and present.
- Explain how globalization is influencing cultural interactions and change.
- Explain cultural patterns and landscapes as they vary by place and region.
- Explain the diffusion of culture and cultural traits through time and space.
- Compare and contrast ethnic and universalizing religions and their geographic patterns.
- Explain how culture is expressed in landscapes and how land and resource use represents cultural identity.
- Compare and contrast popular and folk culture and the geographic patterns associated with each.

Major Assessments

Formative Assessments

- Cultural Landscape Photo Essay. The students must photograph at least ten different components of a particular aspect of the local cultural landscape. The images must be used in a powerpoint presentation to the class.
- Inter and Intrafaith Conflicts. The students select one major interfaith or intrafaith conflict and examine it in terms of where it is occurring,, religions involved, factors other than faith that contribute to the conflict, nature of the conflict and result of the conflict) After student presentation, all students complete a master summary chart of conflicts from several regions of the world.
- Religious Geography – Characteristics of Each Major Faith. Each pair of students selects one major religion and then produces a powerpoint that summarizes items such as the number of adherents, hearth, diffusion, universalizing or ethnic, fundamental beliefs, death rituals, sacred places, and cultural landscape features. Each student is responsible for completing a summary chart that provides basic information on each religion. After their powerpoints are presented, they are all combined into one large presentation and placed in my website to be available for review purposes.
- Religious Landscape. This assignment involves the students participating in a virtual field trip that examines religious landscapes from 2 different perspectives. It starts by looking at specific aspects of the religious landscape of small towns in the Annapolis Valley. Information such as the spatial positioning of the churches within the towns, and the sizes of the churches is provided. The second part of the field trip looks at the religious landscape of the American states. In the case of the Mennonite and Hutterite communities, the entire spatial layout of communities, not simply the position and size of the churches, is determined by the citizens religion. Once the virtual field trip is completed, the students must write a short report on their observations.

Summative Assessments

- **Unit Test:** Cultural Patterns and Practices: multiple choice, short answer and long essay responses

Instructional Materials

- An Introduction to Human Geography: The Cultural Landscape (Rubenstein) – Chapters 4-7
- Cultural Patterns and Processes in Modern Geography (Mona Domosh 2000)
- "The Mormon Culture Region: Strategies and Patterns in the Geography of the American West, 1847-1964" D. W. Meinig Annals of the Association of American Geographers, Vol. 55, No. 2 (Jun., 1965), pp. 191-220
- "Iran reverses convictions for 'morally corrupt' killings", (gender differences) Nazila, Fathi International Tribune, April 19, 2007
- "English Only" From its Inception, the United States has been a Multilingual Nation" (American Civil Liberties Union Briefing Paper # 6 (<http://www.usc.edu/dept/education/CMMR/PolicyPDF/ACLUBriefEO.pdf>)
- "Unearthing Jerusalem's Past: Dirt Pile From Under Temple Mount Reveals Relics from Three Religions", Matti Friedman The Nova Scotian, Nov. 26, 2006 page 5
- "Religious Ecology" Jordan – Bychkov, Terry G.; Domosh, Mona; Neumann, Roderick P.; Price Patricia L. The Human Mosaic (10th edition) pages 86 – 92
- Power of Place Series: Geography for the 21st Century Episode: Seventeen Sacred Space, Secular States? Jerusalem: Capital of Two States?
- "English Mania" (Ted Talk)

Accommodations / Modifications / Extensions

- Use of available technology, extra time, using computers for written assignments, access to electronic versions of notes.
- Students may research extinct folk or universalizing religious groups / organizations
- Students may analyze census-based ethnic maps - <http://www.businessinsider.com/maps-racial-segregation-america-2011-12>

Technology Integration

- Students will use the course Google classroom to post definitions to key vocabulary and to collaborate with classmates.
- <https://www.youtube.com/watch?v=AvFI6UBZLv4> Students will analyze the spread of universalizing religions starting from 3000 BCE
- Google slides presentations of ethnic/universalizing religions

2020 NJSL:

- 6.1.12.HistoryCC.3.a
- 6.1.12.GeoGM.6.a
- 6.2.12.HistoryCC.1.c
- 6.2.12.EconGI.3.a
- 6.3.12.GeoGI.1

Unit 4- Political Organization of Space (2 weeks)

Why is this unit important?

Students learn about the nature and significance of the political organization of territory at different scales. Political patterns reflect ideas of territoriality - how Earth's surface should be organized - which in turn affect a wide range of exercises of power over space and boundaries. Two major themes are the political geography of the modern state and relationships between countries. Students are introduced to the different forces that shaped the evolution of the contemporary world map. These forces include the rise of nation-states, especially in Europe; the influence of colonialism and imperialism; the rise of supranational organizations; and the devolution of states.

Enduring Understandings:

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

Essential Questions:

- What social, historical, and economic factors have influenced modern political maps at various scales?
- How do boundaries reflect ideas of territoriality and political power on various scales?
- How has globalization changed the way people live?
- What are the forces that lead to both supranationalism and devolution, what are major supranational organizations and examples of devolution, and what other various factors are implicit in creating these movements (communication technology, centrifugal forces, centripetal forces, etc.) and how do these forces cause change?

Acquired Knowledge (students will know that...):

- Independent states are the primary building blocks of the world political map.
- Types of political entities include nations, states, nation-states, stateless nations, multinational states, multistate nations, and autonomous regions
- The concept of the modern nation-state began in Europe.
- Political power is expressed geographically as control over people, land, and resources (e.g., heartland, rimland, and organic theories).
- Territoriality is the connection of people, their culture, and their economic systems to the land.
- Boundaries are defined, delimited, demarcated, and administered.
- Political boundaries do not always coincide with patterns of language, religion, ethnicity, nationality, and economy.
- Forms of governance include unitary states (centralized government) and federal states.
- Local and metropolitan forms of governance (e.g., municipalities, school districts, regional planning commissions) are subnational political units that have varying degrees of local control.
- Some forces that may lead to supranationalism include economies of scale, trade agreements, military alliances, and transnational environmental challenges.
- Advances in communication technology have facilitated devolution, supranationalism, and democratization.

Acquired Skills (students will be able to...):

- Explain 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.
- Evaluate 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 forms of governance.
- Describe patterns of local and metropolitan governance.
- Explain how the political, economic, cultural, and technological elements of globalization challenge state sovereignty.
- Apply the concepts of centrifugal and centripetal forces at the national scale.

Major Assessments

Formative Assessments

- **Territoriality and the School.** The students are asked to sketch a map of the school and the surrounding property and indicate regions of the school where certain groups of people traditionally hang out. They are then asked to produce another map at a slightly different scale, where they indicate areas of the cafeteria that are claimed by certain groups of students. I use the maps to lead into a discussion of territoriality. It also leads into some interesting ideas relating to sovereignty.
- **Gerrymandering Activity.** This short assignment is designed to allow the students the opportunity to discover the concept of gerrymandering. They are provided with a fictitious region that is divided into two variations of three political ridings with three polling stations each. The students are given data regarding the distribution of votes in each of the polling stations. In the two different scenarios, the final results in terms of elected officials is very different.
- **American Statehood and Sovereignty.** Each student is given a topic related to Territoriality and Sovereignty within The United States and expected to research it. Each student must provide a short one page summary of the issue and present their findings to the class. All the summaries are compiled and provided to the students. This ensures that all students will have several examples of territorial / sovereignty issues which should ensure a good understanding of the topics.
- **The Creation of the European Union.** This activity is designed to make the students familiar with one of the prime examples of a 'successful' supranational organization. There are a series of questions that the students have to answer with information available from the text and from internet research.
- **Devolution in Europe.** Students prepare a short report reviewing the reasons behind, and the process of the breakup of one of following: the U.S.S.R., Czechoslovakia, or Yugoslavia.

Summative Assessments

- **Unit Test:** Political Organization of Space: multiple choice, short answer and long essay responses

Instructional Materials

- An Introduction to Human Geography: Political Geography (Rubenstein) – Chapter 8
- "On Sovereignty Patrol in the Frozen Arctic", Harding, Katherine The Globe and Mail April 2, 2007 page A7
- "Policing the Passage" (Northwest Passage), Raffan, James Canadian Geographic, pages 42 – 60 January/February 2007
- Political Organization of Space in Advanced Placement Human Geography (Alexander Murphy 2000)
- Power of Place Series: Geography for the 21st Century Episode: Three Supranationalism and Devolution Strasbourg: Symbol of a United Europe

Accommodations / Modifications / Extensions

- Use of available technology, extra time, using computers for written assignments, access to electronic versions of notes.
- Students may research various terror organizations using - <https://www.dni.gov/nctc/index.html>

Technology Integration

- Students will use the course Google classroom to post definitions to key vocabulary and to collaborate with classmates.
- Students will complete a gerrymandering simulation using - <http://redistrictinggame.org/>

2020 NJSLs:

- 6.2.12.GeoSV.1.a
- 6.1.12.GeoSV.3.a
- 6.2.12.GeoSV.1.a
- 6.2.12.GeoGI.3.a
- 6.2.12.GeoSP.4.a
- 6.2.12.HistoryCC.5.a

Unit 5- Agriculture, Food Production, and Rural Land Use (2 weeks)

Why is this unit important?

Students examine geographic hearths where domestication of plants and animals first occurred and study the processes by which domesticated crops and animals spread. This diffusion process helps explain why distinct regional patterns emerge in terms of diet, energy use, and the adaptation of biotechnology. This part of the course also examines the major agricultural production regions of the world, which are categorized as commercial or subsistence operations and are characterized as extensive (e.g., shifting cultivation) or intensive (e.g., mixed crop/ livestock). Agricultural production regions are examined, as are settlement patterns and landscapes typical of each major agricultural type.

Enduring Understandings:

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

Essential Questions:

- How has the development of agriculture affected the spatial distribution of people?
- Why does agriculture vary so greatly around the world?
- How do farmers and others who live in rural areas decide how to use land?
- How have agricultural practices affected the environment?
- How has the influence of climate, economic forces, and land availability created major agricultural production regions?

Acquired Knowledge (students will know that...):

- Early hearths of domestication of plants and animals include Southwest Asia (e.g., the Fertile Crescent), Southeast Asia, and the Americas.
- Agricultural regions are influenced by the natural environment (e.g., climate, soils, landforms).
- Populations alter the landscape (e.g., terraces, irrigation, deforestation, draining wetlands) to increase food production.
- 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.
- Plant and animal production is dependent on climatic conditions, including spatial variations in temperature and rainfall.
- Some agricultural regions are associated with particular bioclimatic zones (e.g., Mediterranean, shifting agriculture, pastoral nomadism).
- Agricultural production regions are defined by the extent to which they reflect subsistence or commercial practices, or intensive or extensive use of land.
- Large-scale commercial agricultural operations are replacing small family farms.
- Food is part of a global supply chain; products from less developed low-latitude regions (e.g., coffee, bananas) are often consumed globally.
- Von Thünen's model helps to explain rural land use by emphasizing the importance of transportation costs associated with distance from the market.
- Regions of specialty farming (e.g., South Florida, California's Central Valley) do not always conform to von Thünen's concentric rings.
- The role of women in food production has changed (e.g., food gathering, farming, managing agribusiness).

Acquired Skills (students will be able to...):

- Identify major centers of domestication of plants and animals and patterns of diffusion in the first (Neolithic) agricultural revolution.
- Explain the connection between physical geography and agricultural practices.
- Explain the advances and impacts of the second agricultural revolution.
- Analyze the consequences of the Green Revolution on food supply and the environment.
- Identify agricultural production regions associated with major bioclimatic zones.
- Analyze the economic forces that influence agricultural practices.
- Explain the spatial organization of large scale commercial agriculture and agribusiness.
- Explain the interdependence among regions of food production and consumption.
- Identify rural settlement patterns.
- Compare and contrast the land use zones of von Thünen's model.

- Analyze the application of von Thünen’s land use model to agricultural production in the real world.
- Evaluate the environmental consequences of agricultural practices.
- Explain issues related to the changing nature of contemporary agriculture.
- Explain issues related to the location of food production facilities.

Major Assessments

Formative Assessments

- von Thünen model. This short activity has the students speculate on what von Thünen proposed in his Rural land use model. They are given a map with rings, and a number of images of crops. They must match the crops with the rings and be able to explain why.
- Rural Land use on the Canadian Prairies (dispersed and nucleated) (DLS, Long- lot system, Mennonites and Hutterites). This activity has the student using topographic maps to explore the land division system of the Canadian Prairies. It exposes the students to the DLS (township and range system) and the long lot system. It also provides the opportunity for students to see both dispersed and nucleated farming communities by contrasting the typical Prairie farms with those of the Hutterites and Mennonites.

Summative Assessments

- **Unit Test:** Agriculture, Food Production, and Rural Land Use: multiple choice, short answer and long essay responses

Instructional Materials

- An Introduction to Human Geography: The Cultural Landscape (Rubenstein) – Chapter 9
- Modern Agriculture in Advanced Placement Human Geography (David Lanegran 2000)
- “The Cowpea Millionaire” Pearce, Fred Geographical Vol. 74 Issue 1 pages 43 - 46
- “von Thünen information”, Norton, William Human Geography pages 378 – 381
- Power of Place Series: Geography for the 21st Century Episode: Twelve Small Farms Big Cities Northern Japan: Protecting the Harvest

Accommodations / Modifications / Extensions

- Use of available technology, extra time, using computers for written assignments, access to electronic versions of notes.
- Students may analyze the following infographic involving rural land use - <http://www.cowspiracy.com/infographic/>

Technology Integration

- Students will use the course Google classroom to post definitions to key vocabulary and to collaborate with classmates.
- Students will use Google slides to present various types of agriculture (including terracing, double cropping, pastoralism, ranching, horticulture, aquaculture, etc.)

2020 NJSLS:

- 6.1.12.GeoHE.8.a

Unit 6- Industrialization and Economic Development (2 weeks)

Why is this unit important?

Students learn about the geographic elements of industrialization and economic development, including past and present patterns of industrialization, types of economic sectors, and the acquisition of comparative advantage and complementarity. Students also learn how models of economic development (e.g., Rostow's stages of economic growth and Wallerstein's world-systems theory) help to explain why the world is divided into a more developed economic core and a less developed periphery with (in some cases) a semiperiphery between them. The analysis of contemporary patterns of industrialization and their impact on development is another important focus.

Enduring Understandings:

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

Essential Questions:

- How did industrialization reshape the spatial patterns in human society?
- What does development mean, how can it be measured, and how can it be encouraged?
- Why do different places develop in different ways?
- How has sustainability been used to address issues related to industrialization and development?

Acquired Knowledge (students will know that...):

- Industrialization began in response to new technologies and was facilitated by the availability of natural resources (e.g., water power, coal, iron ore).
- The economy consists of primary, secondary, tertiary, quaternary, and quinary sectors
- Measures of social and economic development include Gross National Income (GNI) per capita, sectoral structure of an economy, income distribution, fertility rates, infant mortality rates, access to healthcare, and literacy rates.
- Measures of gender inequality include reproductive health, indices of empowerment, and labor-market participation.
- The Human Development Index (HDI) is a composite measure used to show spatial variation in levels of development.
- Although there are more women in the workforce, they do not have equity in wages or employment opportunities.
- Complementarity and comparative advantage establish the basis for trade.
- International trade and trading blocs (e.g., EU and NAFTA) have become more important as a result of globalization.
- Outsourcing and economic restructuring have led to a decline in jobs in manufacturing regions and to the relocation of a significant segment of the workforce to other areas.
- Government initiatives at all scales may help promote economic development.
- Sustainable development addresses issues of natural resource depletion, mass consumption, the costs and effects of pollution, and the impact of climate change, as well as issues of human health, well-being, and social and economic equity.

Acquired Skills (students will be able to...):

- Explain the role of the Industrial Revolution in the growth and diffusion of industrialization.
- Identify the different economic sectors.
- Use Weber's model to explain industrial location.
- Explain social and economic measures of development.
- Analyze spatial patterns of economic and social development.
- Evaluate the role of women in economic development and gender equity in the workforce.
- Analyze the causes and consequences of international trade and growing interdependence in the world economy.
- Explain how economic restructuring and deindustrialization are transforming the contemporary economic landscape.
- Analyze sustainability issues related to industrialization and development.

Major Assessments

Formative Assessments

- Selecting the Optimal Site for a New Volvo Dealership. The students are given a map of all car dealerships within a 20 km radius of the school, and are then expected to determine the optimal site for a new Volvo dealership. They not only have to determine which of the 3 small communities it would be in, but also specifically where within the community. The justification for their choice includes many different location factors.
- Calculation of Least Cost Location. This short assignment provides the students with data regarding distances between the source of the raw material, the market, and 2 intervening towns. Data regarding the transportation costs of truck versus train, and the appropriate weights of raw material and finished products are also provided. The students must then determine the least cost location for the factory.
- Case Studies of a Car Manufacturing Plant, Furniture Factory, and Aluminum Plant. This activity involves reading 3 short case studies and then determining the principal and the minor factors that have played a role in the location of these plants.

Summative Assessments

- **Unit Test:** Industrialization and Economic Development: multiple choice, short answer and long essay responses

Instructional Materials

- An Introduction to Human Geography: The Cultural Landscape (Rubenstein) – Chapters 10 & 11
- “The Asians are Coming” (about call centers), The Economist, pages 54 – 55, April 27, 2007
- “Outsourcing to India: Back Office to the World”, The Economist, pages 59 – 62, May 5, 2001
- “Workers Know the Score” (India’s Call Centers), National Post, May 28, 2001
“Hershey workers protest Ont. plant's closure” CTV News Feb. 24, 2007
(http://www.ctv.ca/servlet/ArticleNews/story/CTVNews/20070224/hershey_protest_070224/20070224?hub=Canada)
- “Shifting Geography of Motor Vehicle Production” Rubenstein, James M., An Introduction to Human Geography 6th edition pages 386 - 388

- "The Story of a Maquiladora Worker", editors Bigelow, Bill & Peterson, Bob Rethinking Globalization: Teaching For Justice in an Unjust World, Rethinking School Press, 2002 pages 146 – 150
- "Electronic Offices and Decentralization", Knox, Paul L.; Marston, Sallie A.; & Nash, Alan E.; Human Geography (Canadian Edition) page 32
- Film: Roger and Me (1989)
- Industrialization and Economic Development in Advanced Placement Human Geography (Adrian Bailey 2000)
- Power of Place Series: Geography for the 21st Century Episode: Episode Twenty Developing Countries Cote d'Ivoire Cocoa and Change

Accommodations / Modifications / Extensions

- Use of available technology, extra time, using computers for written assignments, access to electronic versions of notes.
- Students may map the chain of supply for their favorite candy (including all ingredients, wrapping materials, and production and manufacturing locations)
- Students may analyze the "fourth industrial revolution" using - <https://www.weforum.org/agenda/2016/01/the-fourth-industrial-revolution-what-it-means-and-how-to-respond/>

Technology Integration

- Students will use the course Google classroom to post definitions to key vocabulary and to collaborate with classmates.
- Students will create infographics using Google drawings to display information related to the United Nations' Millennium Development Goals

2020 NJSLs:

- 6.1.12.GeoGI.1.a
- 6.1.12.EconEM.2.b
- 6.1.12.GeoGM.6.a
- 6.1.12.EconNE.9.a
- 6.1.12.EconGE.16.a
- 6.2.12.GeoGE.1.b
- 6.2.12.GeoGE.1.c
- 6.2.12.GeoGE.1.d

Unit 7- Cities and Urban Land Use (2 weeks)

Why is this unit important?

Students learn about two subfields of urban geography. The first is the study of systems of cities, focusing on the location of cities and why cities are where they are. This study involves an examination of such topics as the current and historical distribution of cities; the political, economic, and cultural functions of cities; reason for differential growth among cities; and types of transportation and communication linkages among cities. Theories of settlement geography, such as Christaller's central place theory, the rank-size rule, and the gravity model, are introduced. Quantitative information on such topics as population growth, migration, zones of influence, and employment is used to analyze changes in the urban hierarchy. The second subfield of urban geography focuses on the form, internal structure, and landscapes of cities and emphasizes what cities are like as places to live and work. Students are introduced to topics such as the analysis of patterns of urban land use, ethnic segregation, types of intracity transportation, architectural traditions (e.g., neoclassical, modern, and postmodern), cycles of uneven development, and environmental justice.

Enduring Understandings:

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

Essential Questions:

- What are urban systems and how do they function?
- How do geographers describe and analyze the structure of cities?
- What problems do people face when living in a city?

Acquired Knowledge (students will know that...):

- Site and situation influence the origin, function, and growth of cities.
- 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.
- The gravity model is useful in explaining interactions among networks of cities
- 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 presents challenges in addressing urban issues.
- 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 brown fields, farmland protection, and energy use.

Acquired Skills (students will be able to...):

- Explain the factors that initiate and drive urbanization and suburbanization.
- Apply models to explain the hierarchy and interaction patterns of urban settlements.
- Explain the models of internal city structure and 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 and political organization of urban areas.
- 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.

Major Assessments

Formative Assessments

- World Urbanization. This assignment has the students using data to construct three different line graphs that illustrate the changing level of world urbanization between 1400 – 2000, levels of urbanization between 1800 – 2000 among MDCs and LDCs, and the levels of urbanization between 1800 – 2000 among the 5 major continents. The students also have to discuss the implications of the trends they observe.
- Social Geography of Regina, Atlanta, and other North American Cities (Proper use of Statistics in Human Geography, ArcView GIS and Google Earth). This activity has 2 separate components to it. The students start with an assignment called the “Use of Statistics in Human Geography” in which they use Statistics Canada census tract data (% of non-English mother tongue) for the city of Regina to construct a choropleth map. They then describe and analyze the resulting spatial pattern to determine where ESL teachers should be placed within the city’s school system. They also identify and explain why the resulting pattern (concentric rings) exists. The second part of the activity involves the use of ArcView GIS. The students work with census tract data from the U.S. census for the city of Atlanta. With the use of ArcView they produce 4 different choropleth maps of Atlanta based upon different variables (race, age, gender, and income). From the maps they determine and describe any spatial patterns evident. If possible, they relate it to one of the standard models of the internal structure of cities. They then attempt to explain any particularly interesting oddities in the patterns. The explanation of the oddities leads to wonderful class discussion on a wide range of topics related to the social structure and the spatial patterns of cities. Topics such as gentrification, zones of transitions, buffer zones, social and ethnic clustering, homosexual neighborhoods, and zones of discard all work their way into this discussion. Once we have considered all possible explanations we then attempt to narrow down the options until we are left with the best possible answer. In some cases, Google Earth can then be used to verify/nullify the answer.
- Ideal cities (planned community). This assignment gives the students a chance to explore an aspect of urban planning that interests them, and then present their findings to their peers. The concept of what makes a town plan ideal is examined. Possibilities include defensive towns (old walled towns/cities), gated communities, crime free cities (CPTED), grand manner cities, Radburn plan communities, environmentally friendly communities, etc..

Summative Assessments

- **Unit Test:** Cities and Urban Land Use: multiple choice, short answer and long essay responses

Instructional Materials

- An Introduction to Human Geography: The Cultural Landscape (Rubenstein) – Chapters 12 & 13
- "Toward the perfect Crimeless Town" (CPTED), Wachtel, Eleanor Maclean's, March 1992 pages 52 - 53
- "Crime Prevention Through Environmental Design", Birenbaum, Rhonda Habitat (Canadian Central Mortgage and Housing Corporation) date ?
- "Futureville: Is Vancouver Becoming the Ideal Sustainable City ?" Montgomery, Charles Canadian Geography May/June 2006 pages 44 – 60
- Power of Place Series: Geography for the 21st Century Episode: Episode Sixteen Urban and Rural Contrasts Delhi: Bursting at the Seams

Accommodations / Modifications / Extensions

- Use of available technology, extra time, using computers for written assignments, access to electronic versions of notes.
- Students may read about cities of the future:
<http://www.bbc.com/news/technology-20770518>

Technology Integration

- Students will use the course Google classroom to post definitions to key vocabulary and to collaborate with classmates.
- Students will use Google maps to look at an international city. They will outline each sector (housing, central business district, industry, etc.). Once they have created this outline they should determine which urban model the city fits and provide a brief justification. More than one model may apply.

List of Applicable NJSLs and Standards/CPIs

- 6.1.12.GeoPP.13.a
- 6.1.12.GeoHE.5.a
- 6.1.12.GeoPP.14.b
- 6.2.12.HistoryCC.3.b
- 6.2.12.GeoPP.6.a

Resources

Text:

Rubenstein, James M. *Cultural Landscape*. 12th ed. Harlow: Pearson Education Limited, 2015. Print.

Supplemental Texts:

Diamond, Jared M. *Guns, Germs, and Steel: The Fates of Human Societies*. New York: W.W. Norton & Company, 2017. Print.

Fouberg, Erin Hogan. *Human Geography: People, Place, and Culture*. Hoboken: John Wiley & Sons, 2015. Print.

Knox, Paul L., and Sallie A. Marston. *Human Geography: Places and Regions in Global Context*. 4th ed. Upper Saddle River: Pearson Prentice Hall, 2007. Print.

Wilkerson, Isabel. *The Warmth of Other Suns: The Epic Story of America's Great Migration*. New York: Random House, 2010. Print.

Video Series:

Guns, Germs, and Steel series. Video.N.p.: National Geographic, 2005.

Jungletown series. Interloper Films: Vice, 2017

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

LGBTQ/Disabilities Resources

Smithsonian. [This Interactive Map Visualizes the Queer Geography of 20th-Century America](#). 2020.

Geographical UK. [Sexuality and the city: the changing geography of LGBTQ spaces](#). 2022.

National Park Service. [LGBTQ America: A Theme Study of Lesbian, Gay, Bisexual, Transgender, and Queer History](#). 2016.