



Marietta City Schools
2024–2025 District Unit Planner

AP Human Geography

Unit title	<i>Unit 7: Industrial and Economic Development Patterns and Process</i>	Unit duration (hours)	14 days-21 hours
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Mastering Content and Skills through INQUIRY (Establishing the purpose of the Unit): *What will students learn?*

GA DoE Standards

GSE Standards

SSWG6 Examine the spatial distribution of major economic systems and analyze the role geography plays in economic development.

- Compare the levels of economic development of countries in terms of Gross Domestic Product (GDP) per capita and key demographic and social indicators (e.g., literacy rate, life expectancy, gender, access to healthcare, and UN Sustainable Development Goals for 2030).
- Explain the relationship between levels of development and economic activity in terms of primary, secondary, and tertiary activities (e.g., resource extraction, manufacturing, and services).
- Describe the factors that influence the location and spatial distribution of economic activities, including the factors of site and situation (e.g., river systems, transportation hubs, research triangles, deep seaports).
- Describe and explain causes and consequences of the worldwide trend towards urbanization in terms of development (e.g., changing employment patterns, urban sprawl, squatter settlements, and gentrification).
- Analyze the impact of trade across international borders and its impact on government relationships among countries (e.g., legal trade: NAFTA, EU, and OPEC; illegal trade: human trafficking, drug trade, and counterfeiting/black market goods).

SSWG1 Explain why physical characteristics of place such as landforms, bodies of water, climate, and natural resources act as contributing factors to world settlement patterns.

SSWG2 Evaluate how the physical and human characteristics of places and regions are connected to human identities and cultures.

SSWG3 Evaluate how cooperation and conflict among people influence the division and control of the earth's surface.

SSWG4 Assess the characteristics, spatial distribution, and migration of human populations on the earth's surface.

SSWG5 Analyze human interactions with the world's environments.

College Board Subtopics of Unit 7:

TOPIC 7.1 The Industrial Revolution

TOPIC 7.2 Economic Sectors and Patterns

TOPIC 7.3 Measures of Development


TOPIC 7.4 Women and Economic Development

TOPIC 7.5 Theories of Development

TOPIC 7.6 Trade and the World Economy

TOPIC 7.7 Changes as a Result of the World Economy

TOPIC 7.8 Sustainable Development

 MCS Gifted Standards K-12.pdf

APHUG CED

Concepts/Skills to be Mastered by Students:

SS Reading Standards for Literacy:

Information Processing Skills:

1, 3, 4, 5, 6, 7, 11, 15, 16, 17

Map and Globe Skills:

1, 3, 4, 5, 6, 7, 8, 11, 12

Category: Creative Thinking

Cluster: Thinking Skills

Skill Indicator: In order to construct an argument, students must use specific claims and relevant evidence from historical sources while acknowledging competing views

Category: Transfer

Cluster: Thinking skills

Skill Indicator: Students must use skills and knowledge to explain original works or communicate knowledge of content

Essential Questions

- Why does economic and social development happen at different times and rates in different places?
- How might environmental problems stemming from industrialization be remedied through sustainable development strategies?
- Why has industrialization helped improve standards of living while also contributing to geography?

Assessment Tasks

List of common formative and summative assessments.

Formative Assessment(s):

Concept Check Gallery Walk

- Topic: Sectors of the economy, Weber's Least Cost Theory, Rostow's Stages of Development, Wallerstein's World Systems Theory. Post visuals or quotes from each theory around the room. Students rotate and leave sticky notes analyzing or questioning each.

Geo Inquiry: "Why Is That Factory There?"

- Task: Students pick a real-world factory or industrial hub (e.g., Detroit, Shenzhen, Ruhr Valley) and answer: What factors led to its development there? What changes is it facing now.

Summative Assessment(s):

Mini Free Response Question- a shortened FRQ stem (just 2 parts) based on a specific concept (e.g., “Explain the impact of agglomeration on industry location”).

Timed Document Based Question.

Timed Multiple Choice Test on Unit 7- AP Classroom

<p><u>Learning Experiences</u></p> <p>Add additional rows below as needed.</p>		
Objective or Content	Learning Experiences	<p>Personalized Learning and Differentiation</p> <p>All information included by PLC in the differentiation box is the responsibility and ownership of the local school to review and approve per Board Policy IKB.</p>
<p>TOPIC 7.1 The Industrial Revolution</p> <p>TOPIC 7.2 Economic Sectors and Patterns</p>	<p>Then vs. Now – Interactive Timeline</p> <ul style="list-style-type: none"> • Students build a comparative timeline between the 1st Industrial Revolution, 2nd Industrial Revolution, and the Digital Age. • Use tools like Padlet, Sutori, or Google Slides. Each entry includes: <ul style="list-style-type: none"> ○ Tech innovations ○ Labor impacts 	<p>Grouping for Technique presentations via random or self-selected</p> <p>Jigsaw technique</p> <p>Pre-teach academic vocabulary through flipped learning homework</p>

	<ul style="list-style-type: none"> ○ Global diffusion <p>"A Day in the Life" Writing Prompt</p> <ul style="list-style-type: none"> ● Prompt: "Write a narrative of a worker in each economic sector. How does their environment, tools, and daily routine differ?" 	
<p>TOPIC 7.3 Measures of Development</p> <p>TOPIC 7.4 Women and Economic Development</p>	<p>Development Data Dashboard</p> <ul style="list-style-type: none"> ● Students choose 3–5 countries (mix of core, semi-periphery, and periphery).and Use Gapminder, World Bank Data, or CIA World Factbook. Data points to compare on development level include: HDI, GDP per capita, GNI, Life expectancy, Literacy rate. Access to healthcare or internet. Create a comparative chart, infographic, or mini-report explaining disparities and hypothesizing causes. <p>Development Model Carousel</p> <ul style="list-style-type: none"> ● Groups: Rostow’s Stages of Economic Growth, Wallerstein’s World Systems Theory, Dependency Theory. Groups rotate through model stations. At each, they apply the model to a real-world country using data or case studies. <p>Gender Inequality Index (GII) Deep Dive</p> <ul style="list-style-type: none"> ● Students explore the GII for various countries and create a short case study. ● Data Points for comparison: <ul style="list-style-type: none"> ○ Labor force participation ○ Maternal mortality ○ Adolescent birth rate 	<p>Teacher centered notes with guided notes and class discussion built in.</p> <p>Self-directed learning by way of problem-based learning</p>

	<ul style="list-style-type: none"> ○ Female parliamentary representation ● Students have academic dialogue on Schoology Discussion Board on how gender inequality is linked to broader development issues in the country using these data points for their argument. 	
<p>TOPIC 7.5 Theories of Development</p> <p>TOPIC 7.6 Trade and the World Economy</p>	<p>Class Jigsaw: Compare theories and models of development, including Rostow's, Wallerstein's, and Dependency Theory and group rotations lead to a FRQ Practice Prompt: "Compare how Wallerstein's World Systems Theory and Rostow's Stages of Economic Growth would interpret the development of a semi-periphery country such as India.</p> <p>Evaluate which theory best explains its development pathway — and which fails.</p> <p>Trade Block Debate: Debate Question: "Do trade agreements help or hurt developing countries?" Groups: One group represents WTO, another represents a small developing country, another is a multinational corporation. Students follow the CER FRQ writing strategy to makes its case with evidence from real trade policies or events (e.g., banana wars, NAFTA protests).</p>	<p>Teacher provides individual comments on research to ensure students have the opportunity to apply corrective feedback to the presentation.</p> <p>Jigsaw technique</p>
<p>TOPIC 7.7 Changes as a Result of the World Economy</p> <p>TOPIC 7.8 Sustainable Development</p>	<p>Offshoring + Outsourcing Map Story: Task: Students pick an MNC (e.g., Apple, Nike, Samsung) and map its production process. They should examine Headquarters vs. manufacturing locations, Transportation infrastructure and Labor cost patterns. Students create a Map + short write-up answering: How has this company reshaped the geography of industry and labor? Project these on bulletin post it board paper and have a gallery walk followed by class discussion to</p> <p>United Nations Sustainable Development Goal Project</p>	<p>Scaffolded learning via chunking information</p> <p>Grouping for Technique presentations via random or self-selected</p>

	<p>Students pick one Sustainable Development Goal (especially #7, #12, or #13). They create a speech to persuade classmate their SDG is the most impactful and why while responding to these three questions:</p> <ul style="list-style-type: none">○ What is the goal?○ How is it being implemented in a real-world country?○ How successful has it been so far?	
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Content Resources		
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AMSCO Textbook

Notes for Unit 7: https://docs.google.com/presentation/d/1c6eYEnwEtXVe3y9sGf-rXqY7tIrBe5P4r1li3qqx8_4/edit?usp=sharing

[APHG Resources](#)

Active Classroom