

Pilot Course Proposal

Submitted by: Jeff Wood

Building: Hazen HS

Proposed Course Title: AP Human Geography

Grade Level: 9th

Department: Social Studies

PLEASE ATTACH THE FOLLOWING:

Description of course content and how this course will meet current needs not being met by other courses. Description must also include the needs assessment data.

- Specifically, what will the student know and be able to do as a result of this course?

AP Human Geography introduces high school students to college-level introductory human geography or cultural geography. The content is presented thematically rather than regionally and is organized around the discipline's main subfields: economic geography, cultural geography, political geography, and urban geography. The approach is spatial and problem oriented. Case studies are drawn from all world regions, with an emphasis on understanding the world in which we live today. Historical information serves to enrich analysis of the impacts of phenomena such as globalization, colonialism, and human–environment relationships on places, regions, cultural landscapes, and patterns of interaction.

Specific topics with which students engage include the following:

- problems of economic development and cultural change
- consequences of population growth, changing fertility rates, and international migration
- impacts of technological innovation on transportation, communication, industrialization, and other aspects of human life.
- struggles over political power and control of territory
- conflicts over the demands of ethnic minorities, the role of women in society, and the inequalities between developed and developing economies
- explanations of why location matters to agricultural land use, industrial development, and urban problems
- the role of climate change and environmental abuses in shaping the human landscapes on Earth

The goal for the course is for students to become more geoliterate, more engaged in contemporary global issues, and more informed about multicultural viewpoints. They will develop 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 will 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.

*Source: College Board, AP Human Geography

- *Upon completion of this course students will be able to meet the following Washington State ____ss____K-12 Learning Standards:*

The National Geography Standards align with Washington State Standards.

National Geography, Washington Geography and World History Standards

- NG1. How to use maps and other geographic representations, geospatial technologies, and spatial thinking to understand and communicate information.
- Geography 3.1 Understands the physical characteristics, cultural characteristics, and location of places, regions, and spatial patterns on the Earth's surface
- NG3. How to analyze the spatial organization of people, places, and environments on Earth's surface
- NG4. The physical and human characteristics of places
- Geography 3.2 Understands human interactions with the environment.
- Geography 3.3. Understands the causes and effects of voluntary and involuntary migration in the world in the past or present.
- NG 9. The characteristics, distribution, and migration of human populations on Earth's surface.
- NG 12. The processes, patterns, and functions of human settlement
- NG16. The changes that occur in the meaning, use, distribution, and importance of resources.
- Geography 3.3 Understands the geographic context of global issues.
 - a. Understands how the geography of expansion and encounter has shaped global politics and economics in the past and present.
- NG 13. How the forces of cooperation and conflict among people influence the division and control of Earth's surface.
- NG 18. Apply geography to interpret the present and plan for the future.
- Geography 3.3 Understands the geographic context of global issues.
 - b. Understands how the geography of expansion and encounter has shaped global politics and economics in the past and present.
- 9-10 WHST 5.4 Creates a product that uses social studies content to support a thesis and presents the product in an appropriate manner to a meaningful audience.

- A. Evaluates multiple reasons or factors to develop a position paper or presentation
 - B. Creates strategies to avoid plagiarism and respects intellectual property when developing a paper or presentation
- 9/10 WHST.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation
- 9/10 WHST.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
- 9/10. WHST.9 Draw evidence from informational texts to support analysis, reflection, and research.
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Reading History Standards

- 9-10 RH.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text
- 9-10 RH.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- 9-10 RH.5 Describe how a text presents information (e.g., sequentially, comparatively, causally).
- 9-10 RH.6 Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts

Writing in History Standards

- 9/10.WHST.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
 - a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

- b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
 - c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
 - d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
 - e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
- WHST.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 9/10 WHST.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation
- 9/10 WHST.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
- 9/10. WHST.9 Draw evidence from informational texts to support analysis, reflection, and research.
- What are the assessments that will be used to determine student achievement of the goals of this course? (Attach to this proposal.)

This course will use formative and summative assessments including but not limited to:

- Formative and summative essays using the Human Geography College Board Free Response Question format.
- Formative and summative multiple-choice quizzes and tests based on the College Board AP Human Geography format.
- Project Based Learning activities
- Socratic Seminars
- Close reading of text and outside resources
- Critique Reasoning Collaboration
- Creating Representations of tables, charts, graphs and other infographics
- Structured Academic Controversies

Describe how this course will address:

- **Integration of technology**

This class will use technology in a variety of ways including but not limited to:

- Research
- Analyzing charts and graphs
- Using technology tools to manipulate and create maps
- Finding data and creating charts and graphs
- Using real time resources to understand concepts
- Presentation of research and information

- **Infusion of diversity/multicultural perspectives**

This class is designed to provide students with a global and multicultural perspective on issues facing a wide and diverse population. Students will actively investigate the impact of multiple topics on the global population.

For example:

- students will examine the global impact of wealth disparity when looking at population growth and its impact on urban societies
- students will understand that immigration is a global issue and the push and pull factors that lead to forced migration.
- students will research the impact of worldwide climate change and its greater impact on poorer regions of the world compared to wealthier regions.

- **Integration with other subject areas**

This class will provide a basis of understanding that can be applied to AP Environmental Studies, World and US History, and Contemporary World Issues. The themes of AP Human Geography such as political processes, migration processes and industrial and economic process are all common themes throughout the social studies curriculum. The discussion of the impact of climate change is a concurrent idea to Environmental Science classes. The writing component required for AP Human Geography will also strengthen the students analytical, reading and writing skills benefiting them across all disciplines.

- **Provision of appropriate experiences for learners of varying abilities**

While this class is an AP level class the expectation is that students can take this course and be successful. To create the best opportunity for the success of all students a variety practices will be used. For example, Students will have access to teacher notes. Group practice of writing skills will be common. Scaffolding will be used to help all students better understand complex themes and ideas. In addition to tests and quizzes, students will be able to show mastery of material in multiple ways such as projects, oral presentations, and graphically.

- **Development of higher-level thinking and processing skills**

This class consistently asks student to analyze date, analyze sources, compare different pieces of information and apply that to real world situations.

Below are the skill development expectations for this class as listed from College Board

AP Human Geography Course Skills

Skill Category 1-Concepts and Processes

*Analyze geographic theories, approaches, concepts, processes, or models in theoretical and applied contexts.

- 1.A Describe geographic concepts, processes, models, and theories.
- 1.B Explain geographic concepts, processes, models, and theories.
- 1.C Compare geographic concepts, processes, models, and theories.
- 1.D Describe a relevant geographic concept, process, model, or theory in a specified context.
- 1.E Explain the strengths, weaknesses, and limitations of different geographic models and theories in a specified context.

Skill Category 2- Spatial Relationships

*Analyze geographic patterns, relationships, and outcomes in applied contexts.

- 2.A Describe spatial patterns, networks, and relationships.
- 2.B Explain spatial relationships in a specified context or region of the world, using geographic concepts, processes, models, or theories.
- 2.C Explain a likely outcome in a geographic scenario using geographic concepts, processes, models, or theories.
- 2.D Explain the significance of geographic similarities and differences among different locations and/or at different times.
- 2.E Explain the degree to which a geographic concept, process, model, or theory effectively explains geographic effects in different contexts and regions of the world.

Skill Category 3 - Data Analysis

*Analyze and interpret qualitative geographic information represented in maps, images (e.g., satellite, photographs, cartoons), and landscapes.

- 3.A Identify the different types of data presented in maps and in quantitative and geospatial data.
- 3.B Describe spatial patterns presented in maps and in quantitative and geospatial data.
- 3.C Explain patterns and trends in maps and in quantitative and geospatial data to draw conclusions.
- 3.D Compare patterns and trends in maps and in quantitative and geospatial data to draw conclusions.
- 3.E Explain what maps or data imply or illustrate about geographic principles, processes, and outcomes.
- 3.F Explain possible limitations of the data provided.

Skill Category 4- Source Analysis

*Analyze and interpret quantitative geographic data represented in maps, tables, charts, graphs, satellite images, and infographics. Analyze and interpret qualitative geographic information represented in maps, images (e.g., satellite, photographs, cartoons), and landscapes.

- 4.A Identify the different types of information presented in visual sources.
- 4.B Describe the spatial patterns presented in visual sources.
- 4.C Explain patterns and trends in visual sources to draw conclusions.
- 4.D Compare patterns and trends in visual sources to draw conclusions.
- 4.E Explain how maps, images, and landscapes illustrate or relate to geographic principles, processes, and outcomes.
- 4.F Explain possible limitations of visual sources provided.

Skill Category 5- Scale Analysis

*Analyze geographic theories, approaches, concepts, processes, and models across geographic scales to explain spatial relationships.

- 5.A Identify the scales of analysis presented by maps, quantitative and geospatial data, images, and landscapes.
- 5.B Explain spatial relationships across various geographic scales using geographic concepts, processes, models, or theories.
- 5.C Compare geographic characteristics and processes at various scales.
- 5.D Explain the degree to which a geographic concept, process, model, or theory effectively explains geographic effects across various geographic scales.

▪ **Articulation of scope and sequences across grades K-12. Will this course replace an existing curriculum? If so, which course?**

This class will be a freshman focused class and will be an addition to the social studies curriculum. This class will provide students with the opportunity to take an AP class as freshmen and will create a four-year opportunity for students to take a social studies AP class. Freshman AP Human Geo, Sophomore AP World, Junior AP US, and Seniors AP Government.

- AP Human Geography Scope and Sequence

UNIT 1: Thinking Geographically

- 1.1 Introduction to Maps
- 1.2 Geographic Data
- 1.3 The Power of Geographic Data
- 1.4 Spatial Concepts
- 1.5 Human–Environmental Interaction
- 1.6 Scales of Analysis
- 1.7 Regional Analysis

Unit 2: Population and Migration Patterns and Processes

- 2.1 Population Distribution
- 2.2 Consequences of Population Distribution
- 2.3 Population Composition
- 2.4 Population Dynamics
- 2.5 The Demographic Transition Model
- 2.6 Malthusian Theory
- 2.7 Population Policies
- 2.8 Women and Demographic Change
- 2.9 Aging Populations
- 2.10 Causes of Migration
- 2.11 Forced and Voluntary Migration
- 2.12 Effects of Migration

Unit 3: Cultural Patterns and Processes

- 3.1 Introduction to Culture
- 3.2 Cultural Landscapes
- 3.3 Cultural Patterns
- 3.4 Types of Diffusion
- 3.5 Historical Causes of Diffusion
- 3.6 Contemporary Causes of Diffusion
- 3.7 Diffusion of Religion and Language
- 3.8 Effects of Diffusion

Unit 4: Political Patterns and Processes

- 4.1 Introduction to Political Geography
- 4.2 Political Processes
- 4.3 Political Power and Territoriality
- 4.4 Defining Political Boundaries
- 4.5 The Function of Political Boundaries
- 4.6 Internal Boundaries
- 4.7 Forms of Governance
- 4.8 Defining Devolutionary Factors
- 4.9 Challenges to Sovereignty
- 4.10 Consequences of Centrifugal and Centripetal Forces

Unit 5: Agriculture and Rural Land-Use Patterns and Processes

- 5.1 Introduction to Agriculture

- 5.2 Settlement Patterns and Survey Methods
- 5.3 Agricultural Origins and Diffusions
- 5.4 The Second Agricultural Revolution
- 5.5 The Green Revolution
- 5.6 Agricultural Production Regions
- 5.7 Spatial Organization of Agriculture
- 5.8 Von Thünen Model
- 5.9 The Global System of Agriculture
- 5.10 Consequences of Agricultural Practices
- 5.11 Challenges of Contemporary Agriculture
- 5.12 Women in Agriculture

Unit 6: Cities and Urban Land-Use Patterns and Processes

- 6.1 The Origin and Influences of Urbanization
- 6.2 Cities Across the World
- 6.3 Cities and Globalization
- 6.4 The Size and Distribution of Cities
- 6.5 The Internal Structure of Cities
- 6.6 Density and Land Use
- 6.7 Infrastructure
- 6.8 Urban Sustainability
- 6.9 Urban Data
- 6.10 Challenges of Urban Changes
- 6.11 Challenges of Urban Sustainability

Unit 7: Industrial and Economic Development Patterns and Processes

- 7.1 The Industrial Revolution
- 7.2 Economic Sectors and Patterns
- 7.3 Measures of Development
- 7.4 Women and Economic Development
- 7.5 Theories of Development
- 7.6 Trade and the World Economy
- 7.7 Changes as a Result of the World Economy
- 7.8 Sustainable Development

*Source: College Board AP Human Geography scope and sequence

- Statement of impact:

This class will provide freshman with the opportunity to take an intro level AP. This class will also provide incoming freshman with reading, writing and analytical skills that will benefit them in future social studies classes as well all disciplines offered throughout the school.

- Instructional materials and cost (include titles, names of publishers and copyright).
Instructional materials will be decided on at a later time. It is expected we would need two class sets of AP Human Geo textbooks (70)

SIGN-OFF FOR PILOT COURSE RECOMMENDATION

	<u>Signature</u>	<u>Date</u>
1. Department Head (Secondary) Accepts ☐ Rejects ☐		
2. Principal Accepts ☐ Rejects ☐		
3. District Content Facilitator Accepts ☐ Rejects ☐		
4. Curriculum Director Accepts ☐ Rejects ☐		

Return original to the Director of Curriculum and Instruction. Copies to Principal and Course Originator.