MCS AP Human Geography Subject Group Overview

Unit Name	Unit 1: Thinking Geographically	Unit 2: Population and Migration	Unit 3: Cultural Patterns and Processes	Unit 4: Political Patterns and Processes	Unit 5: Agriculture and Rural Land Use	Unit 6: Cities and Urban Land Use	Unit 7: Industrial and Economic Development	Exam Review (Exam 5/5)
Time Frame	7 Days 10.5 Hours	11 Days 16.5 Hours)	11 Days 16.5 Hours	11 Days 16.5 Hours	11 Days 16.5 Hours	11 Days 16.5 Hours	10 Days 15 hours	5 Days 7.5 Hours
Standards **APHUG CED** **Information Processing Skills:** **Map and Globe Skills:** **MCS Gifted Stds:**	1.1 Intro to Maps 1.2 Geographic Data 1.3 Power of Geographic Data 1.4 Spatial Concepts 1.5 H-E-I 1.6 Scales of Analysis 1.7 Regional Analysis **Information Processing Skills:** 1, 2, 3, 4, 5, 6, 7,8, 9, 12, 14, 15, 16, **Map and Globe Skills:** 4, 6, 7, 8 **MCS Gifted Standards**	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 **Information Processing Skills:** 1, 3, 4, 5, 6, 7, 11, 13, 15, 16, 17 **Map and Globe Skills:** : 6, 10, 11 **MCS Gifted Standards**	3.1 Intro to Culture 3.2 Cultural Landscape 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 Language and Religion 3.8 Effects of Diffusion **Information Processing Skills:** 10, 11, 15, 16. **Map and Globe Skills:** 1, 3, 4, 5, 6, 7, 8, 11, 12, 17 **MCS Gifted Standards**	4.1 Intro 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 Consequence of Centrifugal and Centripetal Forces **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 **MCS Gifted Standards**	5.1 Intro 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 **Information Processing Skills:** 1, 3, 4, 5, 6, 7, 8, 11, 12, 17 **Map and Globe Skills:**	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 Structures of Cities 6.6 Density and Land Use 6.7 Infrastructure 6.8 Urban Society 6.9 Urban Data 6.10 Challenges of Urban Change 6.11 Challenges of Urban Sustainability **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, 17 **MCS Gifted Standards**	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 **Information Processing Skills:** 10, 11 15, 16. **Map and Globe Skills:** 1, 3, 4, 5, 6, 7, 8, 11, 12, 17 **MCS Gifted Standards**	All Course Standards

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					1, 3, 4, 5, 6, 7, 8, 11, 12, 17 			
Approaches To Learning Instructional Strategies	**Category:** Communication **Cluster:** Communication Skills **Skill Indicator:** In order to create original works or support claims, students must read and analyze primary and secondary sources critically. **Category:** Transfer **Cluster:** Thinking skills **Skill Indicator:** Students must use skills and knowledge to explain original works or communicate knowledge of content	**Category:** Social **Cluster:** Collaboration Skills **Skill Indicator:** Listen actively to other perspectives and ideas **Category:** Communication **Cluster:** Communication Skills **Skill Indicator:** Write for different purposes:	**Cluster:** Creating Thinking Skills **Skill Indicator:** Use brainstorming and visual diagrams to generate new ideas and inquiry **Category:** Communication **Cluster:** Exchanging Thoughts, messages, and information **Skill Indicator:** Negotiate ideas and knowledge with peers and teachers	**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	**Category:** Social **Cluster:** Collaboration Skills **Skill Indicator:** Listen actively to other perspectives and ideas **Category:** Thinking **Cluster:** Transfer Skills **Skill Indicator:** Combine knowledge, understanding and skills to create products or solutions	**Category:** Communication **Cluster:** Communication Skills **Skill Indicator:** In order to create original works or support claims, students must read and analyze primary and secondary sources critically **Category:** Transfer **Cluster:** Thinking skills **Skill Indicator:** Students must use skills and knowledge to explain original works or communicate knowledge of content	**Category:** Research **Cluster:** Information Literacy Skills **Skill Indicator:** Collect and analyze data to identify solutions and make informed decisions **Category:** Communication **Cluster:** Communication Skills **Skill Indicator:** Write for different purposes	
Statement of Inquiry	Data collection and analysis leads to understanding of systems and can result in change..	Development of a place is influenced by the diverse characteristics of its inhabitants.	Characteristics of individuals and groups may lead to conflict and impact the landscape of a place.	Centralization of power impacts the development and relationships within and outside of a place.	Knowledge and understanding of resource use and development trends provides insight to the characteristics of a place.	Development of a place has intended and unintended consequences.	Globalization and interaction among groups leads to changing perspectives and the need to address inequities.	
Global Context	**Scientific and Technological Innovation** Students will explore the natural world; the interaction between people and the natural world; how humans	**Identities and Relationships** Who am I? Who are we? Students will explore identity; beliefs and values; personal, physical, mental, social and	**Personal and Cultural Expression** What is the nature and purpose of creative expression? Students will explore the ways in which we discover and express	**Fairness and Development** What are the consequences of our common humanity? Students will explore rights and responsibilities; the	**Globalization and Sustainability** How is everything connected? Students will explore the inter-connectedness of human-made systems	**Space and Time** What is the meaning of when and where.?Students will explore personal histories; homes and journeys; turning points in	**Fairness and Development** What are the consequences of our common humanity? Students will explore rights and responsibilities; the	

Published: 8,2025 Resources, materials, assessments not linked to SGO or unit planner will be reviewed at the local school level.

		use their understanding of scientific principles; the impact of scientific and technological advances on communities and environments; the impact of environments on human activity; how humans adapt environments to their needs.	spiritual health; human relationships including families, friends, communities and cultures; what it means to be human.	ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.	relationship between communities; sharing finite resources with other people and with other living things; access to equal opportunities; peace and conflict resolution.	and communities; the relationship between local and global processes; how local experiences mediate the global; the opportunities and tensions provided by world inter-connectedness; the impact of decision-making on humankind and the environment	humankind; discoveries; explorations and migrations of humankind; the relationships between, and the interconnectedness of, individuals and civilizations, from personal, local and global perspective	relationship between communities; sharing finite resources with other people and with other living things; access to equal opportunities; peace and conflict resolution.	
Key Concepts	**Systems** are sets of interacting or interdependent components. Systems thinking provides a powerful tool for understanding both natural and human environments, and the role of individuals within them. Social and natural systems rely on a state of equilibrium and are vulnerable to change from internal and external forces.	**Time, place and space** refers to the absolute or relative position of people, objects and ideas. Time is not simply the measurement of years or time periods but is a continuum of significant events of the past, present and future. Place and space are complex concepts, the definitions of which are fluid. Place is socially constructed and can be explored in terms of constraints and opportunities afforded by location. Places have value and meaning defined by humans. Space relates to where and why places and landscapes are located. This	**Change** is a conversion, transformation, or movement from one form, state or value to another. Inquiry into change involves understanding and evaluating causes, processes and consequences. The concept of change allows examination of the forces that shape the world: past, present and future. The causes and effects of change can be natural and artificial; intentional and unintentional; positive, negative or neutral. The subject group explores the role of individuals and societies in shaping change	**Systems** are sets of interacting or interdependent components. Systems thinking provides a powerful tool for understanding both natural and human environments, and the role of individuals within them. Social and natural systems rely on a state of equilibrium and are vulnerable to change from internal and external forces.	**Global interactions** focuses on the dependence of the larger human community, including the many ways that people come into conflict with and cooperate with each other, and live together in a highly interconnected world to share finite resources.	**Change** is a conversion, transformation, or movement from one form, state or value to another. Inquiry into change involves understanding and evaluating causes, processes and consequences. The concept of change allows examination of the forces that shape the world: past, present and future. The causes and effects of change can be natural and artificial; intentional and unintentional; positive, negative or neutral. The subject group explores the role of individuals and societies in shaping change	**Time, place and space** refers to the absolute or relative position of people, objects and ideas. Time is not simply the measurement of years or time periods but is a continuum of significant events of the past, present and future. Place and space are complex concepts, the definitions of which are fluid. Place is socially constructed and can be explored in terms of constraints and opportunities afforded by location. Places have value and meaning defined by humans. Space relates to where and why places and landscapes are located. This	

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Related Concepts	Causality (cause and consequence) Scale Patterns and Trends	Management and Intervention Diversity Causality (cause and consequence)	Culture Diversity Perspective	Power Ideologies Perspective	Patterns and Trends Sustainability Scarcity	Management and Intervention Disparity and Equity	Globalization Scarcity Disparity and Equity	
Design Cycle Trans- disciplinary **SS Reading Skills:** **SS Writing Skills:**	RHSS4, RHSS5, RHSS5, RHSS7, RHSSS8, RHSS9 WHSS7, WHSS8, WHSS9	RHSS1, RHSS2, RHSS3, RHSS8 WHSS1, WJSS4, WHSS5, WHSS9	WHSS7, WHSS8	RHSS1, RHSS2, RHSS3, RHSS6, RHSS8 WHSS1, WHSS2, WHSS5, WHSS9	WHSS7, WHSS8	RHSS1, RHSS2, RHSS3, RHSS6, RHSS8 WHSS1, WHSS 2, WJSS4, WHSS5, WHSS9	WHSS7, WHSS8	WHSS7, WHSS8

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MYP Assessments and Performance Tasks	Introduction to the FRQ for AP Human Geography	Mini-Qs in World Geography- *China's One Child Policy: Was it a Good Idea?* This task will also examine MYP Criterion B and D. Summative Unit 2.	Students will complete a constructed response to the prompt of their choice in connection to their observations of their cultural connections to the global world. Criterion A and D.	Mini-Qs in World Geography- *The European Union: Do the Benefits of Membership Outweigh the Costs?* Mini-Qs in World Geography- *The Syrian Civil War: What Has Fueled the Violence?*	Unit 5 Summative. Unit 5 FRQ with Document Based Inquiry Practice for Information Processing Assessment.	Mini-Qs in World Geography- *Is Gentrification Good for Vancouver's Downtown Eastside?* Mini-Qs in World Geography- *What is Driving China;s Water-Scarcity Crisis?* This task will also examine MYP Criterion A and C.	Final Summative with both Selected Response and constructed response practice for FRQ. Industrial and Economic Current Events Research project -Students pick a topic based on modern and current events and create a Multi-Media Presentation of the expose investigation. Criterion B: Investigating Criterion C: Communicating	
Differentiation For Tiered Learners	Marietta City Schools teachers provide specific differentiation of learning experiences for all students. Details for differentiation for learning experiences are included on the district unit planners.							