

## Rumson-Fair Haven Regional High School

**Course:** *AP Human Geography*

**Staff Writers:** Darren Beatty and Tom Colella

**Supervisor:** Suzanne Crowley

**Board Approval:** August 2024

### **Section I: Course Description**

*AP Human Geography* introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of the Earth's surface. Students in *AP Human Geography* will employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. Emphasis is placed on the methods and tools that geographers use in their science and practice. The course is aligned with the curricular and instructional expectations detailed in College Board Course Description: AP Human Geography Course Description [Fall 2020].

### **Section II: NJSLs: New Jersey Student Learning Standards/Learning Objectives:**

1. **2020 New Jersey State Learning Standards-Social Studies:**
  - o "...Today's challenges are complex, have global implications, and are connected to people, places, and events of the past. The study of social studies focuses on deep understanding of concepts that enable students to think critically and systematically about local, regional, national, and global issues. Authentic learning experiences that enable students to apply content knowledge, develop social studies skills, and collaborate with students from around the world prepare New Jersey students for college, careers, and civic life. The natural integration of technology in social studies education allows students to overcome geographic borders, apply scientific and mathematical analysis to historical questions and contemporary issues, appreciate cultural diversity, and experience events through the examination of primary sources. The 2020 New Jersey Student Learning Standards – Social Studies (NJSLs-2020) are informed by national and state standards and other documents such as the College, Career, and Civic Life (C3) Framework for Social Studies State Standards, as well as those published by the National Center for History Education, National Council for Social Studies, National Council for Geographic Education, Center for Civic Education, National Council on Economic Education, National Assessment of Educational Progress, and the Partnership for 21st Century Skills. Social studies instruction occurs throughout the K-12 spectrum, building in the sophistication of learning about history, economics, geography, and civics at all ages."
2. **2023 New Jersey Student Learning Standards-English Language Arts**
  - o A New Jersey education in English Language Arts builds readers, writers, and communicators prepared to meet the demands of college and career and to engage as productive American citizens with global responsibilities. ...Students will [d]evelop the necessary skills in reading, writing, speaking, and listening that are the foundations for creative and purposeful expression in language[; r]ead rich, challenging texts that build their knowledge of the world, grow their confidence and identities as readers, and develop critical thinking skills and vocabulary necessary for long-term success[; e]ngage in regular, meaningful, writing authentic tasks, exploring valued topics, writing for impact and expression, and sharing their work with others (including authentic audiences)[; l]everage complex texts and digital media to develop comprehension, active listening, and discussion skills[; g]round daily writing and discussion in evidence, fostering an ability to read critically, build arguments, cite evidence, and communicate ideas to contribute meaningfully as productive citizens[; e]valuate the reliability, credibility, and perspective of authors and speakers across all forms of media[; e]xpress ideas and knowledge through a variety of modalities and media, and serve as effective communicators who purposefully read, write, and speak across multiple disciplines [and l]earn to persist in reading complex texts, establishing lifelong habits to read voluntarily for pleasure, for further education, for information on public policy, and for advancement in the workplace.
3. **Standard 8.1 (Computer Science) and 8.2 (Design Thinking) of the 2020 NJSLs:**
  - o "The 'Intent and Spirit of the Computer Science and Design Thinking Standards' is to focus on deep understanding of concepts that enable students to think critically and systematically about leveraging technology to solve local and global issues. Authentic learning experiences that enable students to apply content knowledge, integrate concepts across disciplines, develop computational thinking skills, acquire and incorporate varied perspectives, and communicate with diverse audiences about the use and effects of computing prepares New Jersey students for college and careers."
4. **Standard 9.4 (Life Literacies and Key Skills) of the 2020 NJSLs:**
  - o "This standard outlines key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy that are critical for students to develop to live and work in an interconnected global economy."  
**\*Climate Change:** The state of New Jersey has mandated instruction in, "Climate Change across all content areas, leveraging the passion students have shown for this critical issue and providing them

opportunities to develop a deep understanding of the science behind the changes and to explore the solutions our world desperately needs.”

5. **\*Amistad Law: N.J.S.A. 18A 52:16A-88:**
  - o The inclusion of lessons and resources/texts dealing with the African slave trade, slavery in America, the vestiges of slavery in this country and the contributions of African-Americans to our society will be implemented in English and Social Studies courses in accordance with state law: “Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.”
6. **\*Holocaust Law: N.J.S.A. 18A 35-28:**
  - o The inclusion of lessons and resources/texts that enable pupils to identify and analyze applicable theories concerning human nature and behavior; to understand that genocide is a consequence of prejudice and discrimination; and to understand that issues of moral dilemma and conscience have a profound impact on life will be implemented in English and Social Studies courses in accordance with state law: “Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.”
7. **\*LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35:**
  - o A transformative approach to the inclusion of lessons and resources/texts on the contributions and issues concerning the LGBTQ+ population and people with disabilities will be implemented across all core subjects in accordance with state law: “A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district’s implementation of the New Jersey Student Learning Standards (N.J.S.A.18A:35-4.36). A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.”
8. **\*Asian American and Pacific Islanders Legislation: N.J.S.A 4021/A6100:**
  - o The inclusion of lessons and resources/texts on the history and contributions of Asian Americans and Pacific Islanders, will enable New Jersey’s schools to provide a curriculum that reflects the diversity of our state. In accordance with state law: “A board of education shall include instruction on the history and contributions of Asian Americans and Pacific Islanders in an appropriate place in the curriculum of students in grades kindergarten through as part of the school district’s implementation of the New Jersey Student Learning Standards in Social Studies.”
9. Acquisition/development/refinement of the higher-order critical thinking skills aligned with the *Revised Bloom’s Taxonomy of Cognitive Objectives*

### **Section III: Curriculum Modifications**

The *AP Human Geography* curriculum is subject to case-by-case modifications to support/advance the needs of all students, including special education students, English language learners, gifted students and those at risk of school failure. These modifications are based on Individualized Learning Programs (IEPs), recommendations made by the district’s English Language Learners (ELL) coordinator, feedback from members of the Intervention & Referral Services Team (*I&RS*) for at-risk students, and 504 Plans.

Coursework and assessments will be modified on an individual basis for students when necessary. Modifications may include but are not limited to those outlined on the [Modifications/Accommodations for Social Studies Courses](#) chart.

### **Section IV: Preparation for Standardized Testing**

Instruction in *AP Human Geography* is aligned with the requirements of state and national standardized assessments, including the *NJGPA*, *NJSLA*, the *ACT*, the *PSAT* and the *SAT*. *AP Human Geography* is also aligned with the College Board Advanced Placement exam.

### **Section V: Curriculum Pacing Guide**

Curriculum Pacing Guide	
Course Title: <i>AP Human Geography</i>	Grade Level: 9-12

<b>Unit I: Thinking Geographically</b>	Weeks 1-3
<b>Unit II: Population and Migration Patterns and Processes</b>	Weeks 4-8
<b>Unit III: Cultural Patterns and Processes</b>	Weeks 9-16
<b>Unit IV: Political Patterns and Processes</b>	Weeks 17-21
<b>Unit V: Agriculture and Rural Land-Use Patterns and Processes</b>	Weeks 22-25
<b>Unit VI: Cities and Urban Land-Use Patterns and Processes</b>	Weeks 26-29
<b>Unit VII: Industrial and Economic Development Patterns and Processes</b>	Weeks 30-33
<b>Unit VIII: Post AP Exam Course Closure</b>	Weeks 34-40

### **Section VI: Primary Texts and Year Long Instructional Resources**

The following texts and instructional resources are employed for all students in *AP Human Geography*:

- Google Classroom
- Common Sense Education ([www.common sense.org](http://www.common sense.org))
- Foer, Frank. *How Soccer Explains the World: An Unlikely Theory of Globalization*. New York: HarperCollins Publishers, Inc., 2004;
- Rubenstein, James M. *The Cultural Landscape: An Introduction to Human Geography*. 11<sup>th</sup> ed. Upper Saddle River, N.J.: Pearson Education, Inc., 2014;
- [Seterra Geography Games](#)
- [NY Times Newspaper](#)
- [Population Reference Bureau](#)
- [ABC-Clio: World Geography - Understanding a Changing World](#)
- [ABC-Clio: World Religions - Belief, Culture, and Controversy](#)
- [Facts on File: World Geography and Culture Online](#)
- [AP Classroom](#)
- [Google Maps](#)
- [YouTube](#)
- [Kahoot](#)

### **Section VII: Grading Formula and Assessment Modes**

Marking period grades in *AP Human Geography* are determined via a percentage weighting model. The specific grading categories and weightings of each will be determined before the start of each academic year and will be published in the posted/distributed course syllabi.

Assessments in *AP Human Geography* vary greatly in format, scope/content/skills assessed, and alternative assessments, differentiation in assessments and choice will be incorporated as appropriate. Preliminary assessments of each format will be

used as benchmarks and summative assessments will be created/revised collaboratively each year and planned by members of the *AP Human Geography* instructional team to inform future learning and to measure student growth.

### **Section VIII: Unit Templates**

The following unit templates have been established for the *AP Human Geography* curriculum by the *AP Human Geography* instructional team:

<b>Unit I: Thinking Geographically</b>	
<b>Unit Summary</b>	
<p>This first unit sets the foundation for the course by teaching students how geographers approach the study of places. Students are encouraged to reflect on the “why of where” to better understand geographic perspectives. Many other high school courses ask students to read and analyze data, but for this course, students also apply a spatial perspective when reading and analyzing qualitative and quantitative data. Students learn the ways information from data sources such as maps, tables, charts, satellite images, and infographics informs policy decisions such as voting redistricting or expanding transportation networks. They also learn about how people influence and are influenced by their environment; the resulting impact on topography, natural resources, and climate; and the differences between and consequences of environmental determinism and possibilism. Finally, students are introduced to the language of geography, learning discipline-specific terminology and applying that language to contemporary, real-world scenarios so they can better study population processes and patterns in the next unit.</p>	
<b>Standards/Core Ideas/Performance Expectations/Progress Indicators</b>	
<p>The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in <i>AP Human Geography</i>:</p> <ul style="list-style-type: none"> <li>● <i>2020 New Jersey Student Learning Standards: Social Studies</i> <ul style="list-style-type: none"> <li>○ 6.2.12.GeoSV.1.a, 6.2.12.GeoHE.1.a, 6.2.12.CivicsPR.2.b, 6.2.12.EconGE.3.a, 6.2.12.HistoryCC.3.b, 6.2.12.CivicsPI.5.a, 6.2.12.GeoPP.5.a, 6.2.12.GeoGI.5.a, 6.2.12.HistoryCC.5.c, 6.2.12.HistoryCC.5.h, 6.2.12.CivicsPI.6.a, 6.2.12.CivicsHR.6.a, 6.2.12.CivicsHR.6.b, 6.2.12.GeoPP.6.a, 6.2.12.EconGE.6.a, 6.2.12.EconGE.6.b, 6.2.12.EconGE.6.c, 6.2.12.HistoryCC.6.a</li> <li>○ 6.3.12.CivicsPD.1, 6.3.12.CivicsHR.1, 6.3.12.GeoGI.1, 6.3.12.EconGE.1, 6.3.12.HistorySE.1, 6.3.12.HistoryCA.12</li> </ul> </li> <li>● <i>2023 New Jersey Student Learning Standards: English Language Arts 11-12</i> <ul style="list-style-type: none"> <li>○ Language: L.SS.11-12.1, L.VL.11-12.3</li> <li>○ Reading: RI.CR.11-12.1, CI.11-12.2, RL.PP.11-12.5, MF.11-12.6, CT.11-12.8</li> <li>○ Writing: W.AW.11-12.1, 12.2, RW.11-12.7</li> <li>○ Speaking and Listening: SL.11-12.1, 12.2, 12.3</li> </ul> </li> <li>● <i>2020 New Jersey Student Learning Standards: Computer Science and Design Thinking</i> <ul style="list-style-type: none"> <li>○ 8.2.12.ITH.3, 8.2.12.EC.3</li> </ul> </li> <li>● <i>2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills</i> <ul style="list-style-type: none"> <li>○ 9.4.12.CI.1-3; 9.4.12.CT.1, 2, 4</li> </ul> </li> </ul> <p>This course is also aligned with the standards set out by College Board in the most updated <i>AP Human Geography</i> Course and Exam Description.</p>	
<b>Unit Essential Questions</b>	<b>Unit Enduring Understandings</b>
<ul style="list-style-type: none"> <li>● How do the images in Diego Rivera’s “Detroit Industry” capture the spirit of Detroit in the 1930’s? How do these images contrast with your understanding of what life was like for most Americans during the Great depression? How can these images be viewed as ideological works that suggest the potential of Detroit at this time in history?</li> <li>● How do “Behind Detroit’s Notorious Ruins” and “Detroit: Images of a Collapsed City” offer a modern contrast to Rivera’s murals?</li> <li>● *What are the essential points made in Daniel Okrient’s “Detroit: The Death—and Possible Life of a Great City?”</li> <li>● How do geographers describe where things</li> </ul>	<ul style="list-style-type: none"> <li>● The murals from Diego Rivera depict Detroit in a thriving light even in the times of the Great Depression. It shows Detroit as a diverse and unified city in times of trouble.</li> <li>● The images of Detroit depict Detroit as a post-apocalyptic city in ruins which contrasts greatly from Rivera’s murals.</li> <li>● *Daniel Okrient’s article emphasizes the racial issues that contributed to Detroit’s downfall and the role that the auto industry played in their economic decline.</li> <li>● Geographers use terms like toponym, site, situation, and mathematical location to describe where things are in the world using spatial analysis and patterns as well.</li> <li>● Each point on Earth is unique because each point has its own characteristics and was shaped by different cultures creating a sense of uniqueness although that seems to be changing in times of globalization.</li> </ul>

<ul style="list-style-type: none"> <li>are?</li> <li>Why is each point on Earth unique?</li> <li>Why are different places similar?</li> </ul>	<ul style="list-style-type: none"> <li>Globalization is causing places on Earth to become very similar due to increased connections between people and the ability of everyone to have access to the same technology and social influences.</li> </ul>
Evidence of Learning	
<b>Formative &amp; Alternative Assessments:</b> <ul style="list-style-type: none"> <li>Mental Map Assignment</li> <li>Where the Hell is Matt?</li> <li>Map Evaluations</li> <li>Reading Quiz</li> <li>AP Classroom Unit I Progress Check</li> <li>Individual student check-ins with teacher</li> </ul>	<b>Benchmark &amp; Summative Assessments:</b> <ul style="list-style-type: none"> <li>Summer Assignment Seminar (Benchmark)</li> <li>Chapter 1 Multiple Choice Test (Benchmark)</li> </ul>
<b>Resources Needed:</b> <ul style="list-style-type: none"> <li>Chapter 1 of <i>The Cultural Landscape</i></li> <li>YouTube</li> <li>Seterra</li> <li>AP Classroom Unit I</li> <li>Google Slides Chapter 1</li> <li>New Orleans Case Study</li> <li>Importance of Geography Article</li> <li>Ted Talk: Japanese Addresses</li> </ul>	

Unit II: Population and Migration Patterns and Processes	
Unit Summary	
<p>This unit addresses the patterns associated with human populations. Populations may increase or decrease as a result of a combination of natural changes (births and deaths) and migration patterns (emigration and immigration). Students examine population distributions at different scales—local, national, regional, and global. Population pyramids demonstrate age-sex structures, revealing the growth or decline of generations and allowing geographers to predict economic needs based on reproductive and aging patterns. Students learn about factors that influence changes in population as well as the long- and short-term effects of those population changes on a place's economy, culture, and politics. For example, environmental degradation and natural hazards may prompt population redistribution at various scales, which in turn creates new pressures on the environment and on cultural, economic, and political institutions. The study of migration patterns allows students to examine factors contributing to voluntary and forced relocation and the impact of these migrating populations on existing settlements. Combined, the concepts and theories encountered in this unit help students develop connections and transfer their learning in upcoming units to course topics such as cultural patterns, the political organization of space, food production issues, natural resource use, and urban systems.</p>	
Standards/Core Ideas/Performance Expectations/Progress Indicators	
<p>The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in <i>AP Human Geography</i>:</p> <ul style="list-style-type: none"> <li><b>2020 New Jersey Student Learning Standards: Social Studies</b> <ul style="list-style-type: none"> <li>6.2.12.GeoSV.1.a, 6.2.12.GeoHE.1.a, 6.2.12.CivicsPR.2.b, 6.2.12.EconGE.3.a, 6.2.12.HistoryCC.3.b, 6.2.12.CivicsPI.5.a, 6.2.12.GeoPP.5.a, 6.2.12.GeoGI.5.a, 6.2.12.HistoryCC.5.c, 6.2.12.HistoryCC.5.h, 6.2.12.CivicsPI.6.a, 6.2.12.CivicsHR.6.a, 6.2.12.CivicsHR.6.b, 6.2.12.GeoPP.6.a, 6.2.12.EconGE.6.a, 6.2.12.EconGE.6.b, 6.2.12.EconGE.6.c, 6.2.12.HistoryCC.6.a</li> <li>6.3.12.CivicsPD.1, 6.3.12.CivicsHR.1, 6.3.12.GeoGI.1, 6.3.12.EconGE.1, 6.3.12.HistorySE.1, 6.3.12.HistoryCA.12</li> </ul> </li> <li><b>2023 New Jersey Student Learning Standards: English Language Arts 11-12</b> <ul style="list-style-type: none"> <li>Language: L.SS.11-12.1, L.VL.11-12.3</li> <li>Reading: RI.CR.11-12.1, CI.11-12.2, RL.PP.11-12.5, MF.11-12.6, CT.11-12.8</li> <li>Writing: W.AW.11-12.1, 12.2, RW.11-12.7</li> <li>Speaking and Listening: SL.11-12.1, 12.2, 12.3</li> </ul> </li> <li><b>2020 New Jersey Student Learning Standards: Computer Science and Design Thinking</b> <ul style="list-style-type: none"> <li>8.2.12.ITH.3, 8.2.12.EC.3</li> </ul> </li> <li><b>2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills</b> <ul style="list-style-type: none"> <li>9.4.12.CI.1-3; 9.4.12.CT.1, 2, 4</li> </ul> </li> </ul> <p>This course is also aligned with the standards set out by College Board in the most updated <i>AP Human Geography</i> Course and Exam Description.</p>	
Unit Essential Questions	Unit Enduring Understandings
<ul style="list-style-type: none"> <li>Where is the world's population distributed?</li> <li>Where has the world's population increased?</li> </ul>	<ul style="list-style-type: none"> <li>The world's population is centered around sources of water which leads to arable land and urban development. Geographically, world population clusters have appeared in every continent but Asia is the most populous.</li> <li>The world's population has grown the most in underdeveloped areas that are beginning to show signs of economic growth and political stability.</li> </ul>

<ul style="list-style-type: none"> <li>• *Why is the population increasing at different rates in different countries?</li> <li>• Why might the world face an overpopulation problem?</li> <li>• Why do people migrate?</li> <li>• Where are migrants distributed?</li> <li>• Why do migrants face obstacles?</li> <li>• Why do people migrate within a country?</li> </ul>	<p>This has occurred most dramatically in both China and India in the last century.</p> <ul style="list-style-type: none"> <li>• *Population rates vary across countries based on numerous factors including economic development, political stability, and social unity. Periods of unrest result in decreased population as a result of increased mortality and decreased birth rates.</li> <li>• The world could face an impending overpopulation problem due to increased access to food through the efficient use of advanced agricultural techniques and technologies.</li> <li>• People migrate due to both push and pull factors. Push factors are negative elements within their country of origin that encourage citizens to emigrate. Pull factors are positive elements in other countries that encourage citizens to move there for more opportunities.</li> <li>• Migrants are typically distributed in major urban centers as these have the most economic opportunity and other migrants from similar cultures.</li> <li>• Migrants face numerous obstacles including cultural disunity, social systems and norms different from their own, linguistic challenges, and economic problems that come with being in a new environment. Additionally, they face social challenges such as xenophobia, racism, and discrimination based on their ethnicity or religion.</li> <li>• People might migrate within a country for economic opportunity, familial or educational obligation, or for more social cohesion in a setting that more closely resembles their culture or political views.</li> </ul>
--	---

#### Evidence of Learning

<p><b>Formative &amp; Alternative Assessments:</b></p> <ul style="list-style-type: none"> <li>• Population Pyramids assignment</li> <li>• Reading Quizzes</li> <li>• Practice FRQ</li> <li>• Population Center Activity</li> <li>• Individual student check-ins with teacher</li> </ul>	<p><b>Benchmark &amp; Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>• Demographic Analysis Project (Benchmark)</li> <li>• Chapter 2 MC &amp; FRQ Test (Benchmark)</li> <li>• Chapter 3 MC &amp; FRQ Test</li> <li>• Summative Assessment #1</li> </ul>	<p><b>Resources Needed:</b></p> <ul style="list-style-type: none"> <li>• Chapter 2 &amp; 3 of <i>The Cultural Landscape</i> textbook</li> <li>• YouTube</li> <li>• AP Classroom</li> <li>• Pro vs. Anti-Natal Articles</li> <li>• Illegal Immigration Videos</li> <li>• <a href="#">60 Minutes: All American Canal</a></li> <li>• Google Slides Chapter 2 &amp; 3</li> </ul>
---	--	--

### Unit III: Cultural Patterns and Processes

#### Unit Summary

The main focus of this unit is on cultural patterns and processes that create recognized cultural identities. Students consider the physical environment to determine the effects of geographical location and available resources on cultural practices. Visuals representing artifacts, mentifacts and sociofacts all shed light on cultural landscapes and how they change over time. Practice in analyzing images of different places at different times for evidence of their ethnicity, language, religion, gender roles and attitudes, and other cultural attributes builds students' understanding of cultural patterns and processes. This unit also considers from a temporal and spatial perspective how culture spreads, through traditional forces such as colonialism and imperialism and through contemporary influences such as social media. Rather than emphasize the details of cultural practices associated with specific languages and religions, this unit instead focuses on the distribution of cultural practices and on the causes and effects of their diffusion. For example, students might study the distribution of Chinese versus English languages or the diffusion patterns of religions such as Hinduism and Islam, at local, national, or global scales. An understanding of the diffusion of cultural practices provides a foundation for the study of political patterns and processes in the next unit.

#### Standards/Core Ideas/Performance Expectations/Progress Indicators

The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in *AP Human Geography*:

- *2020 New Jersey Student Learning Standards: Social Studies*
  - 6.2.12.GeoSV.1.a, 6.2.12.GeoHE.1.a, 6.2.12.CivicsPR.2.b, 6.2.12.EconGE.3.a, 6.2.12.HistoryCC.3.b, 6.2.12.CivicsPI.5.a, 6.2.12.GeoPP.5.a, 6.2.12.GeoGI.5.a, 6.2.12.HistoryCC.5.c, 6.2.12.HistoryCC.5.h, 6.2.12.CivicsPI.6.a, 6.2.12.CivicsHR.6.a, 6.2.12.CivicsHR.6.b, 6.2.12.GeoPP.6.a, 6.2.12.EconGE.6.a, 6.2.12.EconGE.6.b, 6.2.12.EconGE.6.c, 6.2.12.HistoryCC.6.a

- 6.3.12.CivicsPD.1, 6.3.12.CivicsHR.1, 6.3.12.GeoGI.1, 6.3.12.EconGE.1, 6.3.12.HistorySE.1, 6.3.12.HistoryCA.12
- *2023 New Jersey Student Learning Standards: English Language Arts 11-12:*
  - Language: L.SS.11-12.1, L.VL.11-12.3
  - Reading: RI.CR.11-12.1, CI.11-12.2, RL.PP.11-12.5, MF.11-12.6, CT.11-12.8
  - Writing: W.AW.11-12.1, 12.2, RW.11-12.7
  - Speaking and Listening: SL.11-12.1, 12.2, 12.3
- *2020 New Jersey Student Learning Standards: Computer Science and Design Thinking*
  - 8.2.12.ITH.3, 8.2.12.EC.3
- *2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills*
  - 9.4.12.CI.1-3; 9.4.12.CT.1, 2, 4

This course is also aligned with the standards set out by College Board in the most updated *AP Human Geography Course and Exam Description*.

Unit Essential Questions	Unit Enduring Understandings
<ul style="list-style-type: none"> <li>● Where do folk and popular cultures originate and diffuse?</li> <li>● Why is folk culture clustered?</li> <li>● *Why is popular culture widely distributed?</li> <li>● *Why does globalization of popular culture cause problems?</li> <li>● Where are English-language speakers distributed?</li> <li>● Why is English related to other languages?</li> <li>● Where are other language families distributed?</li> <li>● Why do people preserve local languages?</li> <li>● Where are religions distributed?</li> <li>● Why do religions have different distributions?</li> <li>● Why do religions organize space in distinctive patterns?</li> <li>● Why do territorial conflicts arise among religious groups?</li> </ul>	<ul style="list-style-type: none"> <li>● Folk cultures originate in localized communities, transmitting traditions orally and through informal practices specific to ethnic groups or regions. They diffuse slowly through relocation and maintain authenticity apart from mass media influences. Popular cultures, originating in urban centers, rapidly spread globally through hierarchical and contagious diffusion via mass media, impacting fashion, music, movies, and consumer trends extensively in modern society.</li> <li>● Folk culture is clustered because it traditionally evolves within close-knit communities that share common customs, beliefs, and practices, often tied to geographic isolation and cultural continuity, preserving local identity and heritage.</li> <li>● *Popular culture is widely distributed due to its rapid diffusion through modern communication channels like media, technology, and globalized markets, reaching diverse audiences globally and constantly evolving through trends and influences from various cultural sources.</li> <li>● *The globalization of popular culture can cause problems by homogenizing local traditions, eroding cultural diversity, and marginalizing indigenous practices, leading to cultural loss, identity crises, and challenges in preserving unique cultural heritage.</li> <li>● English-language speakers are distributed widely across the world due to historical factors such as British colonialism, American cultural influence, and the economic prominence of English-speaking countries, making it a global lingua franca for commerce, diplomacy, and media.</li> <li>● English is related to other languages through historical linguistic influences, borrowing of vocabulary, and cultural exchanges, creating diverse forms of English spoken globally while impacting and being influenced by other languages, such as Spanish and French.</li> <li>● Other language families are distributed across specific regions based on historical migrations, cultural interactions, and geographical isolation, with examples including the Indo-European languages in Europe and South Asia, and the Sino-Tibetan languages in East Asia.</li> <li>● People preserve local languages to maintain cultural identity, pass down traditions and values, and foster community cohesion, resisting pressures from dominant languages and promoting linguistic diversity as a source of cultural richness and heritage.</li> <li>● Religions are distributed globally, often concentrated in regions where they originated or were historically dominant, influencing local customs, laws, and social structures, and shaping cultural identities and worldviews.</li> <li>● Religions have different distributions due to historical spread through missionary activities, conquests, migrations, and cultural diffusion, resulting in distinct regional concentrations and diverse religious landscapes globally.</li> </ul>

<ul style="list-style-type: none"> <li>Religions organize space in distinctive patterns through the establishment of sacred sites, pilgrimage routes, religious centers, and spatial segregation of religious communities, influencing urban planning, architecture, and social practices.</li> <li>Territorial conflicts arise among religious groups due to competing claims over sacred spaces, historical grievances, political aspirations, and perceived threats to religious identity and autonomy, leading to tensions, disputes, and sometimes violence.</li> </ul>		
Evidence of Learning		
<b>Formative &amp; Alternative Assessments:</b> <ul style="list-style-type: none"> <li>Pop and Folk Culture Charts</li> <li>Reading Quizzes</li> <li>McDonald's menu analysis</li> <li>Language Map and List</li> <li>NY Times Accent Test</li> <li>Universalizing and Ethnic Religions Chart</li> <li>Religious Conflict Chart</li> <li>Practice FRQs</li> <li>Individual student check-ins with teacher</li> </ul>	<b>Benchmark &amp; Summative Assessments:</b> <ul style="list-style-type: none"> <li>Chapter 4 MC Test</li> <li>Chapter 5 MC &amp; FRQ Test</li> <li>Chapter 6 MC &amp; FRQ Test</li> </ul>	<b>Resources Needed:</b> <ul style="list-style-type: none"> <li>Chapter 4, 5 &amp; 6 of <i>The Cultural Landscape</i> textbook</li> <li>Google Slides Chapter 4, 5 &amp; 6</li> <li>Amish articles and videos</li> <li><a href="#">Food Variation and Regional Differences videos</a></li> <li><a href="#">Sylbo video</a></li> <li><a href="#">Click Language video</a></li> <li><a href="#">Ted Talk: How Language Shapes the Way We Think</a></li> <li>Da Jesus Book</li> <li>Chinglish Resources</li> <li>Unusual Funeral Traditions article</li> <li><a href="#">Cannabis Churches Article</a></li> <li><a href="#">Ted Talk: Life That Does Not End With Death</a></li> <li>Myanmar Genocide resources</li> </ul>

Unit IV: Political Patterns and Processes
Unit Summary
<p>This unit addresses the political organization of the world. Building on knowledge of populations and cultural patterns learned in previous units, students examine the contemporary political map and the impact of territoriality on political power and on issues of identity for peoples. Students also look at the different types of political boundaries, how they function, and their scale, as they consider both internal and international boundaries. The interplay of political and cultural influences may cause tensions over boundaries to arise, such as sovereign states making claims on what other states consider to be international waters. Students also examine forms of government and how forces such as devolution may alter the functioning of political units and cause changes to established political boundaries. Separatist and independence movements that challenge the sovereignty of political states may arise from economic and nationalistic forces, as seen in Scotland, Northern Ireland, and Spain. The influence of supranational organizations such as the United Nations or European Union and their role in global affairs presents another challenge to nationalist sovereignty. Student understanding of cultural patterns and processes helps inform their understanding of the consequences of centrifugal and centripetal forces.</p>
Standards/Core Ideas/Performance Expectations/Progress Indicators
<p>The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in <i>AP Human Geography</i>:</p> <ul style="list-style-type: none"> <li><i>2020 New Jersey Student Learning Standards: Social Studies</i> <ul style="list-style-type: none"> <li>6.2.12.GeoSV.1.a, 6.2.12.GeoHE.1.a, 6.2.12.CivicsPR.2.b, 6.2.12.EconGE.3.a, 6.2.12.HistoryCC.3.b, 6.2.12.CivicsPI.5.a, 6.2.12.GeoPP.5.a, 6.2.12.GeoGI.5.a, 6.2.12.HistoryCC.5.c, 6.2.12.HistoryCC.5.h, 6.2.12.CivicsPI.6.a, 6.2.12.CivicsHR.6.a, 6.2.12.CivicsHR.6.b, 6.2.12.GeoPP.6.a, 6.2.12.EconGE.6.a, 6.2.12.EconGE.6.b, 6.2.12.EconGE.6.c, 6.2.12.HistoryCC.6.a</li> <li>6.3.12.CivicsPD.1, 6.3.12.CivicsHR.1, 6.3.12.GeoGI.1, 6.3.12.EconGE.1, 6.3.12.HistorySE.1, 6.3.12.HistoryCA.12</li> </ul> </li> <li><i>22023 New Jersey Student Learning Standards: English Language Arts 11-12</i> <ul style="list-style-type: none"> <li>Language: L.SS.11-12.1, L.VL.11-12.3</li> <li>Reading: RI.CR.11-12.1, CI.11-12.2, RL.PP.11-12.5, MF.11-12.6, CT.11-12.8</li> <li>Writing: W.AW.11-12.1, 12.2, RW.11-12.7</li> <li>Speaking and Listening: SL.11-12.1, 12.2, 12.3</li> </ul> </li> <li><i>2020 New Jersey Student Learning Standards: Computer Science and Design Thinking</i></li> </ul>

- 8.2.12.ITH.3, 8.2.12.EC.3
- *2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills*
  - 9.4.12.CI.1-3; 9.4.12.CT.1, 2, 4

This course is also aligned with the standards set out by College Board in the most updated *AP Human Geography* Course and Exam Description.

Unit Essential Questions		Unit Enduring Understandings	
<ul style="list-style-type: none"> <li>● Where are states located?</li> <li>● Why do boundaries between states cause problems?</li> <li>● *Why do states cooperate with each other?</li> <li>● Why has terrorism increased?</li> </ul>		<ul style="list-style-type: none"> <li>● States are located throughout the world on every continent. Although their geographic size, population, economic output, and political systems might differ, they all developed alongside one another over the course of human history and therefore have influenced one another in their emergence.</li> <li>● Boundaries between states cause problems as they compete for land and resources in common areas. Additionally, borders create areas of migration and movement which can place strain on both countries as they gain and lose citizens.</li> <li>● *States cooperate with one another in order to benefit from trade and political unity. Economic cooperation leads to gains for both countries as they can produce more resources and more diverse resources for each to take advantage of. Political unity leads to a decrease in tension which can result in catastrophic events and social instability.</li> <li>● Terrorism has increased due to an increasingly globalized world, widening economic inequality, marginalized political and religious groups, advanced technology, and the widespread adoption of media coverage.</li> </ul>	
Evidence of Learning			
<b>Formative &amp; Alternative Assessments:</b> <ul style="list-style-type: none"> <li>● School Segregation Activity</li> <li>● Map Quizzes</li> <li>● Reading Quizzes</li> <li>● Current Event Assignment</li> <li>● Chapter 8 Additional Terms sheet</li> <li>● Shapes of States chart</li> <li>● Can You Gerrymander? activity</li> <li>● Individual student check-ins with teacher</li> </ul>		<b>Benchmark &amp; Summative Assessments:</b> <ul style="list-style-type: none"> <li>● Summative Assessment #2</li> <li>● Chapter 8 MC &amp; FRQ Test</li> </ul>	
		<b>Resources Needed:</b> <ul style="list-style-type: none"> <li>● Chapter 7 &amp; 8 of <i>The Cultural Landscape</i> textbook</li> <li>● Google Slides Chapter 7 &amp; 8</li> <li>● <a href="#">Ted Talk: Whitopia</a></li> <li>● <a href="#">ESPN 30 for 30: Once Brothers</a></li> <li>● <a href="#">How Many Countries in the World video</a></li> <li>● <a href="#">Liberland article</a></li> <li>● <a href="#">Bizarre Borders video</a></li> <li>● Law of the Sea</li> </ul>	

## Unit V: Agriculture and Rural Land-Use Patterns and Processes

### Unit Summary

This unit examines the origins of agriculture and its subsequent diffusion. Students learn about the ways agricultural practices have changed over time as a result of technological innovations, such as equipment mechanization and improvements in transportation that create global markets. In addition, they examine the consequences of agricultural practices such as the use of high-yield seeds and chemicals, revisiting the human–environmental relationships studied in Unit I. Course emphasis on spatial patterns is evident in this unit as students consider the differences in what foods or resources are produced and where they are produced. These agricultural production regions are impacted by economic and technological forces that increase the size of agricultural operations and the carrying capacity of the land. This has in turn created a global system of agriculture and the interdependence of regions of agricultural consumption and production. Student understanding of this global system of agriculture based on government cooperation lays the foundation for a deeper understanding of economic development in the final unit of the course.

### Standards/Core Ideas/Performance Expectations/Progress Indicators

The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in *AP Human Geography*:

- *2020 New Jersey Student Learning Standards: Social Studies*
  - 6.2.12.GeoSV.1.a, 6.2.12.GeoHE.1.a, 6.2.12.CivicsPR.2.b, 6.2.12.EconGE.3.a, 6.2.12.HistoryCC.3.b, 6.2.12.CivicsPI.5.a, 6.2.12.GeoPP.5.a, 6.2.12.GeoGI.5.a, 6.2.12.HistoryCC.5.c, 6.2.12.HistoryCC.5.h,

- 6.2.12.CivicsPI.6.a, 6.2.12.CivicsHR.6.a, 6.2.12.CivicsHR.6.b, 6.2.12.GeoPP.6.a, 6.2.12.EconGE.6.a, 6.2.12.EconGE.6.b, 6.2.12.EconGE.6.c, 6.2.12.HistoryCC.6.a
- 6.3.12.CivicsPD.1, 6.3.12.CivicsHR.1, 6.3.12.GeoGI.1, 6.3.12.EconGE.1, 6.3.12.HistorySE.1, 6.3.12.HistoryCA.12
  - *2023 New Jersey Student Learning Standards: English Language Arts 11-12*
    - Language: L.SS.11-12.1, L.VL.11-12.3
    - Reading: RI.CR.11-12.1, CI.11-12.2, RL.PP.11-12.5, MF.11-12.6, CT.11-12.8
    - Writing: W.AW.11-12.1, 12.2, RW.11-12.7
    - Speaking and Listening: SL.11-12.1, 12.2, 12.3
  - *2020 New Jersey Student Learning Standards: Computer Science and Design Thinking*
    - 8.2.12.ITH.3, 8.2.12.EC.3
  - *2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills*
    - 9.4.12.CI.1-3; 9.4.12.CT.1, 2, 4

This course is also aligned with the standards set out by College Board in the most updated *AP Human Geography* Course and Exam Description.

Unit Essential Questions	Unit Enduring Understandings	
<ul style="list-style-type: none"> <li>● Where did agriculture originate?</li> <li>● Where are agricultural regions in LDC's?</li> <li>● Where are agricultural regions in MDC's?</li> <li>● Why do farmers face economic difficulties?</li> </ul>	<ul style="list-style-type: none"> <li>● Agriculture originated in the earliest cradles of civilization including Mesopotamia, Egypt, China, India, and Mesoamerica. During the Agricultural Revolution, humans learned to cultivate plants, domesticate animals, and settle in permanent settlements.</li> <li>● Agricultural development is key in Less Developed Countries in numerous regions including Sub-Saharan Africa, South and Southeast Asia, Latin America, the Middle East, and Pacific Islands.</li> <li>● Agricultural regions characterized by advanced technology and super farms can be found in numerous regions through More Developed Countries including those in North America, Europe, Japan, and Oceania.</li> <li>● Farmers face multiple economic developments including competition at home and abroad, environmental disasters - especially those exacerbated by climate change, and an increase in both specialization and monopolization of agriculture by corporations.</li> </ul>	
Evidence of Learning		
<b>Formative &amp; Alternative Assessments:</b> <ul style="list-style-type: none"> <li>● Reading Quiz</li> <li>● Subsistence vs. Commercial Agriculture</li> <li>● Agricultural Maps activity</li> <li>● AP Classroom Unit V Check</li> <li>● Von Thunen's Model assignment</li> <li>● Individual student check-ins with teacher</li> </ul>	<b>Benchmark &amp; Summative Assessments:</b> <ul style="list-style-type: none"> <li>● Chapter 10 MC and FRQ Test</li> <li>● Summative Assessment #3</li> </ul>	<b>Resources Needed:</b> <ul style="list-style-type: none"> <li>● Chapter 10 of <i>The Cultural Landscape</i> textbook</li> <li>● Google Slides Chapter 10</li> <li>● <a href="#">A Place at the Table</a> documentary</li> <li>● AP Classroom</li> <li>● <a href="#">Agrihood</a> article</li> <li>● Agricultural Revolutions articles</li> </ul>

## Unit VI: Cities and Urban Land-Use Patterns and Processes

### Unit Summary

This unit addresses the origins and influences, particularly site and situation, of urban settlements as students explore cities across the world and the role of those cities in globalization. They examine the spatial distribution of the world's largest cities, comparing them across regions and analyzing patterns of connectivity and accessibility. Within cities, students identify patterns of development and make inferences about their economic and political influences at regional, national, and international levels of scale. Students examine the hierarchy of urban settlements on the landscape, applying the rank-size rule and central place theory at regional and national scales to evaluate mobility patterns and economic and political relationships. Statistics such as census data are used to reveal the challenges of urban places, including density, sprawl, demands of infrastructure, and mobility. Students examine patterns of change over time and modern challenges to sustainability from urban growth. On both local and global scales, they look at the ways that cities are improving sustainability through new approaches to growth, such as mixed-land use zoning, smart growth policies, and public

transportation-oriented development at local and international scales. This unit reinforces what students learned in the units on politics and culture as they consider the role cities play as key centers of global markets, culture, and politics and contrast the roles of urban and rural areas.

**Standards/Core Ideas/Performance Expectations/Progress Indicators**

The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in *AP Human Geography*:

- *2020 New Jersey Student Learning Standards: Social Studies*
  - 6.2.12.GeoSV.1.a, 6.2.12.GeoHE.1.a, 6.2.12.CivicsPR.2.b, 6.2.12.EconGE.3.a, 6.2.12.HistoryCC.3.b, 6.2.12.CivicsPI.5.a, 6.2.12.GeoPP.5.a, 6.2.12.GeoGI.5.a, 6.2.12.HistoryCC.5.c, 6.2.12.HistoryCC.5.h, 6.2.12.CivicsPI.6.a, 6.2.12.CivicsHR.6.a, 6.2.12.CivicsHR.6.b, 6.2.12.GeoPP.6.a, 6.2.12.EconGE.6.a, 6.2.12.EconGE.6.b, 6.2.12.EconGE.6.c, 6.2.12.HistoryCC.6.a
  - 6.3.12.CivicsPD.1, 6.3.12.CivicsHR.1, 6.3.12.GeoGI.1, 6.3.12.EconGE.1, 6.3.12.HistorySE.1, 6.3.12.HistoryCA.12
- *2023 New Jersey Student Learning Standards: English Language Arts 11-12:*
  - Language: L.SS.11-12.1, L.VL.11-12.3
  - Reading: RI.CR.11-12.1, CI.11-12.2, RL.PP.11-12.5, MF.11-12.6, CT.11-12.8
  - Writing: W.AW.11-12.1, 12.2, RW.11-12.7
  - Speaking and Listening: SL.11-12.1, 12.2, 12.3
- *2020 New Jersey Student Learning Standards: Computer Science and Design Thinking*
  - 8.2.12.ITH.3, 8.2.12.EC.3
- *2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills*
  - 9.4.12.CI.1-3; 9.4.12.CT.1, 2, 4

This course is also aligned with the standards set out by College Board in the most updated *AP Human Geography* Course and Exam Description.

Unit Essential Questions	Unit Enduring Understandings
<ul style="list-style-type: none"> <li>● Why do services cluster downtown?</li> <li>● Where are people distributed within urban areas?</li> <li>● *Why do inner cities face distinctive challenges?</li> <li>● Why do suburbs face distinctive challenges?</li> </ul>	<ul style="list-style-type: none"> <li>● Services cluster in downtown areas primarily for accessibility, convenience, established infrastructure and public transportation, historical significance, and access to cultural heritage and progression.</li> <li>● People are distributed according to multiple factors include socio-economic status, culture, ethnicity, language, religion, and urban infrastructure. These areas include inner cities, suburbs, downtown, central business areas, industrial areas, and enclaves.</li> <li>● *Inner cities face unique challenges including historical disinvestment and decline, poverty and social inequality, decaying infrastructure, reduced economic opportunity, environmental and hazardous health conditions, crime, and educational disparities.</li> <li>● Suburbs face distinctive challenges including transportation difficulty, social isolation and homogeneity, zoning, and access to social services.</li> </ul>

**Evidence of Learning**

Formative & Alternative Assessments:	Benchmark & Summative Assessments:	Resources Needed:
<ul style="list-style-type: none"> <li>● Reading Quiz</li> <li>● Sectors of the Economy activity</li> <li>● AP Classroom Unit Reviews</li> <li>● Individual student check-ins with teacher</li> </ul>	<ul style="list-style-type: none"> <li>● Chapter 12 &amp; 13 MC and FRQ Test</li> <li>● AP Exam Review Project</li> <li>● AP Classroom Practice Exam</li> </ul>	<ul style="list-style-type: none"> <li>● Chapter 12 &amp; 13 of <i>The Cultural Landscape</i> textbook</li> <li>● Google Slides Chapter 12 &amp; 13</li> <li>● <a href="#">Central Place Theory video</a></li> <li>● <a href="#">How Shanghai Grew article</a></li> <li>● <a href="#">Re-urbanizing Liverpool article</a></li> <li>● <a href="#">Ted Talk: Megacities</a></li> <li>● <a href="#">Inside Rio's Favelas video</a></li> </ul>

**Unit VII: Industrial and Economic Development Patterns and Processes**

**Unit Summary**

This unit addresses the origins and influences of industrial development, along with the role industrialization plays in economic development and globalization. Concepts learned in the political unit, such as territoriality, help students build an understanding of the measures of social and economic development and to explain development theories, such as dependency theory and Rostow’s Stages of Economic Growth. The theories they explore are in turn useful in explaining spatial variations in development such as core periphery relationships. Students examine contemporary spatial patterns of industrialization and the resulting geography of uneven development—for example, the differences between urban and

rural China or Brazil. They explore changes to places resulting from the growth or loss of industry and the role of industry in the world economy. Measurements of development provide the quantitative data to analyze the spatial relationships of the global market. Statistics and spatial data reveal the impact of development on individual populations, including the role of women in the labor market. Students explore strategies for sustainable development focused on women, children, health, education, the environment, and global cooperation. This final unit of the course pulls together those aspects of human geography learned in previous units to help students develop a more complete understanding of local and global geographic patterns and processes and of possibilities for the future.

### Standards/Core Ideas/Performance Expectations/Progress Indicators

The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in *AP Human Geography*:

- *2020 New Jersey Student Learning Standards: Social Studies*
  - 6.2.12.GeoSV.1.a, 6.2.12.GeoHE.1.a, 6.2.12.CivicsPR.2.b, 6.2.12.EconGE.3.a, 6.2.12.HistoryCC.3.b, 6.2.12.CivicsPI.5.a, 6.2.12.GeoPP.5.a, 6.2.12.GeoGI.5.a, 6.2.12.HistoryCC.5.c, 6.2.12.HistoryCC.5.h, 6.2.12.CivicsPI.6.a, 6.2.12.CivicsHR.6.a, 6.2.12.CivicsHR.6.b, 6.2.12.GeoPP.6.a, 6.2.12.EconGE.6.a, 6.2.12.EconGE.6.b, 6.2.12.EconGE.6.c, 6.2.12.HistoryCC.6.a
  - 6.3.12.CivicsPD.1, 6.3.12.CivicsHR.1, 6.3.12.GeoGI.1, 6.3.12.EconGE.1, 6.3.12.HistorySE.1, 6.3.12.HistoryCA.12
- *2023 New Jersey Student Learning Standards: English Language Arts 11-12*
  - Language: L.SS.11-12.1, L.VL.11-12.3
  - Reading: RI.CR.11-12.1, CI.11-12.2, RL.PP.11-12.5, MF.11-12.6, CT.11-12.8
  - Writing: W.AW.11-12.1, 12.2, RW.11-12.7
  - Speaking and Listening: SL.11-12.1, 12.2, 12.3
- *2020 New Jersey Student Learning Standards: Computer Science and Design Thinking*
  - 8.2.12.ITH.3, 8.2.12.EC.3
- *2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills*
  - 9.4.12.CI.1-3; 9.4.12.CT.1, 2, 4

This course is also aligned with the standards set out by College Board in the most updated *AP Human Geography Course and Exam Description*.

Unit Essential Questions	Unit Enduring Understandings
<ul style="list-style-type: none"> <li>● Why does development vary among countries?</li> <li>● Where are MDC's and LDC's distributed?</li> <li>● *Where does level of development vary by gender?</li> <li>● Why do LDC's face obstacles to development?</li> <li>● Where is industry distributed?</li> <li>● Why are situation factors important?</li> <li>● Why are site factors important?</li> <li>● Why are location factors changing?</li> <li>● Where did services originate?</li> <li>● Where are contemporary services located?</li> <li>● Why are consumer services distributed in a regular pattern?</li> <li>● Why do business services cluster in large settlements?</li> </ul>	<ul style="list-style-type: none"> <li>● Development varies among countries due to differences in historical legacies, natural resource endowments, political stability, economic policies, educational attainment, and access to technology and infrastructure, all of which impact a country's capacity for economic growth and social progress.</li> <li>● More Developed Countries (MDCs) are primarily distributed across North America, Western Europe, Japan, Australia, and other parts of the developed world, characterized by high levels of industrialization, technological advancement, and economic prosperity. Less Developed Countries (LDCs) are mainly located in Sub-Saharan Africa, South Asia, Southeast Asia, and parts of Latin America, facing challenges such as poverty, limited infrastructure, and lower levels of human development.</li> <li>● *The level of development varies by gender primarily in terms of access to education, healthcare, economic opportunities, and political representation, with disparities often more pronounced in LDCs where women may face greater barriers to empowerment and participation in the workforce and decision-making processes.</li> <li>● LDCs face obstacles to development including factors like limited access to education and healthcare, political instability, inadequate infrastructure, high levels of poverty, reliance on primary industries with volatile commodity prices, and external debt burdens, all of which hinder economic growth and social progress.</li> <li>● Industry is distributed globally but tends to concentrate in regions with abundant natural resources, skilled labor, favorable government policies, and proximity to markets and transportation networks, influencing patterns of industrialization and economic development.</li> <li>● Situation factors, including proximity to markets, transportation networks, labor availability, and energy sources, are crucial for businesses in determining the optimal location for industrial activities.</li> </ul>

	<p>affecting operational efficiency, cost effectiveness, and market competitiveness.</p> <ul style="list-style-type: none"> <li>• Site factors such as land quality, climate, availability of water resources, and environmental considerations impact the physical suitability of a location for industrial development, influencing decisions regarding the construction and operation of manufacturing facilities and infrastructure.</li> <li>• Location factors are changing due to technological advancements, shifts in global supply chains, changes in consumer preferences, and evolving economic policies, leading to reevaluations of traditional factors and new considerations in determining optimal business locations and investment opportunities.</li> <li>• Services originated historically in urban centers as societies became more complex and specialized, with early examples including administrative functions, trade exchanges, and religious ceremonies, laying the foundation for the development of modern service industries.</li> <li>• Contemporary services are located predominantly in urban areas globally, where population density, economic activity, infrastructure, and access to a skilled workforce support a wide range of service sectors such as finance, healthcare, education, tourism, and information technology.</li> <li>• Consumer services are distributed in a regular pattern to ensure accessibility and convenience for residential populations, often following residential neighborhoods and catering to daily needs such as retail shopping, dining, personal services, and entertainment options.</li> <li>• Business services cluster in large settlements due to their reliance on proximity to corporate headquarters, financial institutions, legal services, consulting firms, and other professional services, facilitating collaboration, networking, and access to specialized expertise and resources.</li> </ul>
--	---

**Evidence of Learning**

<p><b>Formative &amp; Alternative Assessments:</b></p> <ul style="list-style-type: none"> <li>• Reading Quiz</li> <li>• Gender Inequality Index activity</li> <li>• HDI activity</li> <li>• Rostow vs Wallerstein activity</li> <li>• Quick and Dirty Research on WTO, IMF, Fair Trade, World Bank</li> <li>• Industrial Regions worksheet</li> <li>• Industrial pollution worksheet</li> <li>• Practice FRQs</li> <li>• Individual student check-ins with teacher</li> </ul>	<p><b>Benchmark &amp; Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>• Chapter 9 MC and FRQ Test</li> <li>• Chapter 11 MC and FRQ Test</li> </ul>	<p><b>Resources Needed:</b></p> <ul style="list-style-type: none"> <li>• Chapter 9 &amp; 11 of <i>The Cultural Landscape</i> textbook</li> <li>• Google Slides Chapter 9 &amp; Chapter 11</li> <li>• <a href="#">Human Development Index Report from United Nations</a></li> <li>• <a href="#">Hans Rosling 200 video</a></li> <li>• <a href="#">If It Were My Home website</a></li> <li>• <a href="#">The True Story of the Gender Pay Gap Freakonomics podcast</a></li> <li>• <a href="#">Grameen Bank article</a></li> <li>• <a href="#">Planet Money Makes a T Shirt video from NPR</a></li> </ul>
---	--	--

**Unit VIII: Post AP Exam Course Closure**

**Unit Summary**

In this unit, students will conclude their study of human geography by applying their knowledge from the entirety of the course. Review of the preceding units will culminate in preparation for the College Board AP exam which will test both content understanding and skill acquisition. Students will then apply their course knowledge beyond the scope of the class as they examine cultural, environmental, political, economic, and social concepts in media and the real world through thorough film analysis, original research, and real world application seen in their everyday lives. Students will explore additional concepts that interest and engage them, but were not discussed in detail throughout the course, in order to further deepen their understanding and enthusiasm for this field.

### Standards/Core Ideas/Performance Expectations/Progress Indicators

The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in *AP Human Geography*:

- *2020 New Jersey Student Learning Standards: Social Studies*
  - 6.2.12.GeoSV.1.a, 6.2.12.GeoHE.1.a, 6.2.12.CivicsPR.2.b, 6.2.12.EconGE.3.a, 6.2.12.HistoryCC.3.b, 6.2.12.CivicsPI.5.a, 6.2.12.GeoPP.5.a, 6.2.12.GeoGI.5.a, 6.2.12.HistoryCC.5.c, 6.2.12.HistoryCC.5.h, 6.2.12.CivicsPI.6.a, 6.2.12.CivicsHR.6.a, 6.2.12.CivicsHR.6.b, 6.2.12.GeoPP.6.a, 6.2.12.EconGE.6.a, 6.2.12.EconGE.6.b, 6.2.12.EconGE.6.c, 6.2.12.HistoryCC.6.a
  - 6.3.12.CivicsPD.1, 6.3.12.CivicsHR.1, 6.3.12.GeoGI.1, 6.3.12.EconGE.1, 6.3.12.HistorySE.1, 6.3.12.HistoryCA.12
- *2023 New Jersey Student Learning Standards: English Language Arts 11-12*
  - Language: L.SS.11-12.1, L.VL.11-12.3
  - Reading: RI.CR.11-12.1, CI.11-12.2, RL.PP.11-12.5, MF.11-12.6, CT.11-12.8
  - Writing: W.AW.11-12.1, 12.2, RW.11-12.7
  - Speaking and Listening: SL.11-12.1, 12.2, 12.3
- *2020 New Jersey Student Learning Standards: Computer Science and Design Thinking*
  - 8.2.12.ITH.3, 8.2.12.EC.3
- *2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills*
  - 9.4.12.CI.1-3; 9.4.12.CT.1, 2, 4

This course is also aligned with the standards set out by College Board in the most updated *AP Human Geography* Course and Exam Description.

Unit Essential Questions	Unit Enduring Understandings	
<ul style="list-style-type: none"> <li>● How does human civilization continue to evolve over time and across nations?</li> <li>● *How are the issues from this course presented in both entertainment and by the media?</li> <li>● What are the most pressing issues on human behavior, migration, and interaction in the globalized 21st century?</li> <li>● How can students engage in this material in a more personal manner in order to develop both interest and understanding?</li> </ul>	<ul style="list-style-type: none"> <li>● As the world continues to globalize, migration and interconnection causes cultures to spread and diffuse more than ever. Humanity is becoming more connected economically, politically, socially, and culturally. Additionally, environmental issues and global terrorism continue to create multinational problems that require cooperative solutions.</li> <li>● *Commons issues from this course include global catastrophes and disasters as well as international strife and competition. Additionally, the media has become a multinational organization that can present international news in a 24/7 newscycle.</li> <li>● Climate change, terrorism, increased political conflict, economic competition, and mass migration are the most pressing issues facing humanity in the 21st century. Additionally, various human rights issues including those for women, children, minorities, immigrants, and LGBTQ+ are present in almost every country today.</li> <li>● Students can engage in this material by becoming more digitally savvy and literate using critical analysis in their research and media consumption. They can participate in local and state politics to various degrees in order to pursue topics that they are passionate about.</li> </ul>	
Evidence of Learning		
<b>Formative &amp; Alternative Assessments:</b> <ul style="list-style-type: none"> <li>● AP Human Geography at the movies worksheet</li> <li>● AP Human Geography music analysis</li> <li>● AP Human Geography travel activity</li> <li>● Individual student check-ins with teacher</li> </ul>	<b>Benchmark &amp; Summative Assessments:</b> <ul style="list-style-type: none"> <li>● <i>Lion</i> Film Questions</li> <li>● <i>Slumdog Millionaire</i> Film Questions</li> <li>● Cumulative Film Seminar</li> <li>● AP Final Project</li> </ul>	<b>Resources Needed:</b> <ul style="list-style-type: none"> <li>● <i>Lion</i></li> <li>● <i>Slumdog Millionaire</i></li> <li>● <i>Avatar</i></li> <li>● <i>The Kite Runner</i></li> <li>● <i>Elysium</i></li> </ul>

### **Section IX: Unit Reflection**

The *AP Human Geography* instructional team must confer upon the completion of each instructional unit in the *AP Human Geography* curriculum and rate the degrees to which the instructional units meet performance criteria established by the New Jersey Department of Education using the Unit Reflection Form. Completed unit reflection forms must be submitted to the

Department Supervisor for approval upon completion of curriculum implementation with a complementing list of suggested modifications to the *AP Human Geography* curriculum.

<b>Unit Reflection Form: <i>AP Human Geography</i></b>			
<b>Lesson Activities:</b>	<b>Strongly</b>	<b>Moderately</b>	<b>Weakly</b>
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills;			
Are challenging and require higher order thinking and problem-solving skills;			
Allow for student choice;			
Provide scaffolding for acquiring targeted knowledge/skills;			
Integrate modern, global perspectives, especially those regarding diversity, genocide, global issues, and historical ones regarding racial relations;			
Integrate 21 <sup>st</sup> century skills;			
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills;			
Are varied to address different student learning styles and preferences;			
Are differentiated based on student needs;			
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process;			
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives;			
Provide opportunities for student reflection and self-assessment;			
Provide data to inform and adjust instruction to better meet the varying needs of learners.			

### **Appendix** ***Writing Instruction and the RFH Community***

Writing instruction should happen across the RFH Community. Writing across the curriculum is a philosophy that advances the belief that writing is a method of learning. Since all departments are committed to helping students learn, writing must be used as a methodology to advance student learning.

Each academic discipline has its own unique conventions, formats and structures. It is the responsibility of each department to agree upon domain-specific writing praxes, model them for students, and require them to utilize them on a consistent basis. Students must understand that acceptable writing in one domain may not be acceptable writing in another area. The development of domain-specific writing skills supports the overall development of the student writer because all writing is grounded in the writing situation: audience, context, purpose, subject, and writer. Representatives from the academic

disciplines must share their domain-specific writing praxes with each other, identify intersections, and determine how to address perceived gaps that limit student learning.

Students must experience writing situations that help them learn how to think creatively and critically and communicate effectively in the academic disciplines. Writing instruction, regardless of the academic discipline, must always reinforce student understanding of the writing situation. When students experience writing situations, they must study examples of domain-specific writing in order to understand how writers communicate in discipline-related contexts. This does not mean information embedded in textbooks. Domain-specific writing is writing that is used to inform and influence readers as it draws them into an established circle of discourse. Students must use these non-fiction texts to develop the close reading skills that will shape their own writing. Focused engagement with domain-specific writing should not be limited to basic reading comprehension and topical understanding. It must also include the analysis of the writing situation that is represented in the text: audience, context, purpose, subject, and writer. The close reading of well-written texts—regardless of the domain—will show students the importance of writing mechanics, diction, and syntax. The development of close reading skills will also help the students grow in terms of their ability to construct and advance independent and original claims that are well-supported by evidence. Domain-specific writing is grounded in positioning of claims and the effective use of evidence.

The final written product is important; nevertheless, the learning that results in this production must not be devalued. The writing process is not limited to the basic steps of planning, drafting, revising, and editing/proofreading. It is a complex sequence of critical and creative thinking and writing that leads to the production of a text that provides evidence of learning and understanding. Students must ultimately develop the ability to self-assess the effectiveness of their writing as a representation of the writing situation. Without the use of models that evidence learning and understanding, students will not develop the ability to self-assess their own work—the true outcome of the writing process.

#### **What types of writing situations should RFH students engage in?**

RFH students should engage in writing situations across the curriculum that require them to:

- write to improve mechanical proficiency, diction usage, and syntactical sophistication
- write to narrate, describe, and reflect
- write to summarize and report
- write to classify and define
- write to explain how process leads to an outcome
- write to compare, contrast and evaluate
- write to speculate on cause and effect
- write to propose solutions and solve problems
- write to analyze

These writing situations should be positioned in a coordinated, developmental sequence that extends across the academic disciplines.

Upon Completion of Grade 12, RFH students must be ready to transition to the following writing situations:

- write to analyze
- write to persuade (argument)

The core foci of first-year college writing courses are analysis and argument. These courses orient the students to the demands and expectations of writing for the academic culture of college. At colleges/universities with carefully coordinated writing programs, students must demonstrate proficiency in analysis and argument before they transition to upper level courses that require them to engage in the following writing situation:

- write to investigate (research)