



Marietta City Schools

District Unit Planner

AP Human Geography

Unit title	Unit 3: Cultural Patterns and Processes	Unit duration (hours)	11 Days 16.5 Hours (10/9- 11/8)
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Mastering Content and Skills through INQUIRY (Establishing the purpose of the Unit): *What will students learn?*

GA DoE Standards

Standards

[APHUG CED](#)

Concepts/Skills to be Mastered by Students

- 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

Essential Questions

How do folk and popular cultures differ in how they help form a society's overall culture?

What can the spread and changes in languages tell us about the world's cultures?

How do religious and ethnic groups both reflect and influence the geography of places at different scales?

Why is folk culture clustered?

Why and how is pop culture widely distributed?

Why does globalization of popular culture cause problems?

Where are English language speakers distributed?

Why is English related to other languages?

Why do people preserve local languages?

Where are religions distributed?

Why do religions have different distributions?

Why do religions organize space in distinctive patterns?

Why do territorial conflicts arise among religious groups?

Assessment Tasks

List of common formative and summative assessments.

Formative Assessment(s):

The World in Balance <https://docs.google.com/document/d/1Mi4id2iZCZyRj23ML-MQm3oAgFd5hU7i/edit?usp=sharing&oid=115715265187495615346&rtpof=true&sd=true>

Guided Unit 3 Notes and Reading: <https://drive.google.com/file/d/1tAbnDNEhO2QFHPJLxldzHhhN2unxl4wo/view?usp=sharing>

Summative Assessment(s):

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.

Ethnographic Mapping Project: <https://docs.google.com/document/d/1B2LEZgFzJpCtVYo48QPwMONTqn5ZLBin/edit?usp=sharing&oid=115715265187495615346&rtpof=true&sd=true>

MHS Nationalism Project: https://docs.google.com/document/d/1jkVfUIm7M0jWL6xKKrRW_unWvhQanlv/edit?usp=sharing&oid=115715265187495615346&rtpof=true&sd=true

One FRQ from bank of 2001-2018.

Learning Experiences

Add additional rows below as needed.

Objective or Content	Learning Experiences	Personalized Learning and Differentiation All information included by PLC in the differentiation box is the responsibility and ownership of the local school to review and approve per Board Policy IKB.
Topic 3.2	Notes Unit 3: https://docs.google.com/presentation/d/1tOICbL2yd6hGBOLLpRkno7rp48Fcr7ln/edit?usp=sha	Small group instruction Pair-Shares

Cultural Landscapes	5187495615346&rtpof=true&sd=true Discussion Group Arrange students into small groups (4–6 students per group is recommended) and have them analyze a set of images from a place. Have groups look for evidence of different languages, religions, and ethnicities in the landscape. If students are not accustomed to “reading” images, you may first want to demonstrate reading the cultural landscape with a set of images from the community surrounding the school and walk students through the analytical process as a whole class. If student groups are given different places to analyze, you may ask each group to share with the rest of the class.	Read aloud
Topic 3.3 Cultural Patterns	Look for a Pattern Using different data sets, have students analyze regional patterns associated with religions and languages. Have students hypothesize as to the reasons behind the existence of the patterns they identify along with the consequences of the observed patterns. Students will confirm or alter their reasons and consequences as they progress through the unit. They can also reflect back on Topic 3.2 and predict how the cultural landscape would reflect the identified patterns.	Higher order thinking . Provide hard-copies of readings Utilize small group instruction Preview new vocabulary Provide a partially completed graphic organizer or word bank
Topic 3.6 Contemporary Causes of Diffusion	Fishbowl Using secondary sources about the current spread of different phenomena and the process of globalization, ask students to discuss how we became so connected globally. The inner group models discussion while the outer group listens, responds, and evaluates. Then the groups switch roles. You might also ask students to reflect back on Topic 3.5 and explain why the historical causes of diffusion have changed.	Higher order thinking . Preview new vocabulary Provide a graphic organizer Independent learning
Content Resources		
AMSCO textbook  CHall APHG Resources		