



## Marietta City Schools

### District Unit Planner

*AP Human Geography*

<b>Unit title</b>	<b>Unit 4: Political Patterns and Processes</b>	<b>Unit duration (hours)</b>	10 Days 15 Hours (11/11 - 12/13)
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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](#)

Identify the different types of information presented in visual sources.

Explain what maps or data imply or illustrate about geographic principles, processes, and outcomes.

Explain spatial relationships across various geographic scales using geographic concepts, processes, models, or theories.

Describe a relevant geographic concept, process, model, or theory in a specified context.

Explain the degree to which a geographic concept, process, model, or theory effectively explains geographic effects across various geographic scales.

Identify the scales of analysis presented by maps, quantitative and geospatial data, images, and landscapes.

Describe spatial patterns, networks, and relationships.

Explain what maps or data imply or illustrate about geographic principles, processes, and outcomes.

Compare geographic characteristics and processes at various scales.

Compare geographic characteristics and processes at various scales.

RHSS1, RHSS2, RHSS3, RHSS6, RHSS8

WHSS1, WHSS2, WHSS5, WHSS9

[MCS Gifted Standards](#)

**Concepts/Skills to be Mastered by Students:**

[SS Reading Standards for Literacy:](#)

**Information Processing Skills:**

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

[Map and Globe Skills:](#)

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

**Category:** Creative Thinking

**Cluster:** Thinking Skills

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

**Category:** Transfer

**Cluster:** Thinking skills

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

**Essential Questions**

How do historical and current events influence political structures around the world?

How are balances of power reflected in political boundaries and government power structures?

How can political, economic, cultural, or technological changes challenge state sovereignty?

**Assessment Tasks**

*List of common formative and summative assessments.*

**Formative Assessment(s): [Chapter 4 Guided Reading](#)**

[Political Geography Stations.](#)

Game called Fan [Geopolitics](#)

**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.

United National Statehood [Simulation](#)

**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.
4.6 Internal Boundaries	Think Pair Share Reading- <a href="#">World without Borders</a> Have students individually think through the question, How can the way voting district boundaries are drawn impact election outcomes? Then have students gather evidence/examples to refine and/or support their thoughts. Students can then discuss their response with a peer. A whole-class discussion can follow focused on the issue of scale and how, due to internal political boundaries, it can appear that a subnational unit is in support of one candidate or party when in fact changing the scale may reveal variation in candidate or	* Students can work in groups or individual learning. *Notes and graphic organizers *Students can go further with a debate
4.8 Defining Devolutionary Factors	Guided Discussion This umbrella strategy allows a teacher to use multiple techniques with students in a lesson. For this topic, use brainstorming and quickwrite as strategies to help students understand	*Students can have class/group discussions on the evolution of the geopoliticla boundaries.

	how division of groups by physical geography, ethnic separatism, ethnic cleansing, terrorism, economic and social problems, and irredentism may prompt devolutionary movements in a state.	*primary document analysis *combination of teacher driven and group *reading comprehension and expansion of vocabulary
4.10 Consequences of Centrifugal and Centripetal Forces	Graphic Organizer Students should use a cause-and-effect graphic organizer to learn about the differing potential results of centrifugal and centripetal forces. Once students have identified the consequences of each, you can then ask them to look for contemporary examples of the consequences, which may be negative or positive. Ask students to discuss how different groups might have different interpretations of the nature of the consequences. For example, the breakup of a state will be viewed negatively by the formal state government but positively by separatists.	Activity reaches a multitude of learners. This could be printed out, or completed electronically.  Activity can be done in part or in whole for the individual student needs.

**Content Resources**

**AMSCO Textbook**

[APHG Resources](#)

**Active Classroom**

[Notes 4.1](#)

[Notes 4.2, 4.3, 4.7](#)

[Notes 4.4, 4.5, 4.6](#)

[Notes 4.8](#)

[Notes 4.9 and 4.10](#)