

TRUMBULL PUBLIC SCHOOLS

Trumbull, Connecticut

ADVANCED PLACEMENT HUMAN GEOGRAPHY Grades 10-12 Social Studies Department

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**Advanced Placement Human Geography
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The Trumbull Board of Education will continue to take Affirmative Action to ensure that no persons are discriminated against in its employment.

CORE VALUES AND BELIEFS

The Trumbull School Community engages in an environment conducive to learning which believes that all students will **read** and **write effectively**, therefore communicating in an articulate and coherent manner. All students will participate in activities **that present problem-solving through critical thinking**. Students will use technology as a tool applying it to decision making. We believe that by fostering self-confidence, self-directed and student-centered activities, we will promote **independent thinkers and learners**. We believe **ethical conduct** to be paramount in sustaining the welcoming school climate that we presently enjoy.

Approved 8/26/2011

INTRODUCTION & PHILOSOPHY

Advanced Placement Human Geography introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students learn to employ spatial concepts and landscape analysis to examine human socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. Content is presented thematically rather than regionally and is organized around the discipline's main subfields: economic geography, cultural geography, political geography, and urban geography.

Advanced Placement Human Geography is offered at Trumbull High School to provide students a social studies course focusing primarily on geography. While map skills and basic geography concepts are incorporated into other social studies courses, this course's principal goal is to enhance a student's spatial conception of the world. All students entering this course will have a foundation in world history after completing Global Civilizations in grade 9. Some students (those who are 11th-graders and 12th-graders) will have an understanding of United States history, economics, and/or Political Systems based on their individual course selections in grades 10-12. Students will be encouraged to take the Advanced Placement Human Geography Exam in May.

COURSE GOALS

The following course goals derive from the 2015 Connecticut Elementary and Secondary Social Studies Frameworks.

Geographic Representations: Spatial Views of the World

It is expected that students will work individually and with others to:

GEO 9–12.1 Use geospatial and related technologies to create maps to display and explain the spatial patterns of cultural and environmental characteristics.

- GEO 9–12.2 Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their political, cultural, and economic dynamics.
- GEO 9–12.3 Use geographic data to analyze variations in the spatial patterns of cultural and environmental characteristics at multiple scales.

Human-Environmental Interaction: Places, Regions, and Culture

It is expected that students will work individually and with others to:

- GEO 9–12.4 Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.

Human Population: Spatial Patterns and Movement

It is expected that students will work individually and with others to:

- GEO 9–12.5 Analyze the reciprocal nature of how historical events and the spatial diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population.
- GEO 9–12.6 Evaluate the impact of economic activities and political decisions on spatial patterns within and among urban, suburban, and rural regions.

Global Interconnections: Changing Spatial Patterns

It is expected that students will work individually and with others to:

- GEO 9–12.7 Evaluate how changes in the environmental and cultural characteristics of a place or region influence spatial patterns of trade and land use.
- GEO 9–12.8 Evaluate the consequences of human-made and natural catastrophes on global trade, politics, and human migration.

The following course goals derive from the 2010 Connecticut Core Standards.

- CCSS.ELA-Literacy.RH.9-10.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.
- CCSS.ELA-Literacy.RH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
- CCSS.ELA-Literacy.RH.11-12.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual

evidence, acknowledging where the text leaves matters uncertain.

- CCSS.ELA-Literacy.RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
- CCSS.ELA-Literacy.RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
- CCSS.ELA-Literacy.WHST.11-12.1b Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
- CCSS.ELA-Literacy.WHST.11-12.1d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- CCSS.ELA-Literacy.WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
- CCSS.ELA-Literacy.WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.
- CCSS.ELA-Literacy.WHST.11-12.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- CCSS.ELA-Literacy.SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and

other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

CCSS.ELA-Literacy.SL.11-12.1b

Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

CCSS.ELA-Literacy.SL.11-12.1c

Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

CCSS.ELA-Literacy.SL.11-12.2

Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

CCSS.ELA-Literacy.SL.11-12.4

Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

CCSS.ELA-Literacy.SL.11-12.5

Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

The following standards derive from the 2016 International Society for Technology in Education Standards.

ISTE Knowledge
Constructor
(Standard 3)

Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts, and make meaningful learning experiences for themselves and others.

3a. Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.

3b. Students evaluate the accuracy, perspective, credibility, and relevance of information, media, data, or other resources.

	3c. Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.
	3d. Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.
ISTE Innovative Designer (Standard 4)	Students use a variety of technologies within a design process to identify and solve problems by creating new, useful, or imaginative solutions. 4d. Students exhibit a tolerance for ambiguity, perseverance, and the capacity to work with open-ended problems.
ISTE Computational Thinker (Standard 5)	Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions. 5b. Students collect data or identify relevant data sets, use digital tools to analyze them, and represent data in various ways to facilitate problem-solving and decision-making.
ISTE Creative Communicator (Standard 6)	Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats, and digital media appropriate to their goals. 6b. Students create original works or responsibly repurpose or remix digital resources into new creations. 6c. Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models, or simulations.
ISTE Global Collaborator (Standard 7)	Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally. 7b. Students use collaborative technologies to work with others, including peers, experts, or community members, to examine issues and problems from multiple viewpoints.

COURSE ENDURING UNDERSTANDINGS

Students will understand that . . .

- geographers use maps and data to depict relationships of time, space, and scale.
- geographers analyze relationships among and between places to reveal important spatial patterns.
- geographers analyze complex issues and relationships with a distinctively spatial perspective.
- where and how people live is essential to understanding global cultural, political, and economic patterns.

- changes in population are due to mortality, fertility, and migration, which are influenced by the interplay of environmental, economic, cultural, and political factors.
- changes in population have long- and short-term effects on a place's economy, culture, and politics.
- cultural practices vary across geographical locations because of physical geography and available resources.
- the interaction of people contributes to the spread of cultural practices.
- cultural ideas, practices, and innovations change or disappear over time.
- the political organization of space results from historical and current processes, events, and ideas.
- political boundaries and divisions of governance, between states and within them, reflect balances of power that have been negotiated or imposed.
- political, economic, cultural, or technological changes can challenge state sovereignty.
- the availability of resources and cultural practices influence agricultural practices and land-use patterns.
- agriculture has changed over time because of cultural diffusion and advances in technology.
- agricultural production and consumption patterns vary in different locations, presenting different environmental, social, economic, and cultural opportunities and challenges.
- industrialization, past and present, has facilitated improvements in standards of living, but it has also contributed to geographically uneven development.
- economic and social development happen at different times and rates in different places.
- environmental problems stemming from industrialization may be remedied through sustainable development strategies.
- the presence and growth of cities vary across geographical locations because of physical geography and resources.
- the attitudes and values of a population, as well as the balance of power within that population, are reflected in the built landscape.
- urban areas face unique economic, political, cultural, and environmental challenges.

COURSE ESSENTIAL QUESTIONS

- How is geography relevant to the world in which humans live?
- Why does location on Earth's surface matter?
- How is geography a key component of building global citizenship?
- How can geography be a tool in fostering multicultural viewpoints?
- How is geography a key component of building environmental stewardship?
- How do technological innovations change the nature of geography?

COURSE KNOWLEDGE & SKILLS

Students will understand . . .

- the problems associated with economic development and cultural change.

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

Students will be able to . . .

- read sophisticated texts and academic writings.
- think critically by synthesizing a variety of perspectives and information from various sources.
- analyze geographic theories, approaches, concepts, processes, and models across geographic scales to explain spatial relationships.
- discuss controversial issues with maturity and openness.
- analyze and interpret quantitative and qualitative geographic data represented in maps, tables, charts, graphs, satellite images, and infographics.
- present fieldwork and/or research using visual, oral, and written formats.
- analyze geographic theories, approaches, concepts, processes, or models in theoretical and applied contexts.
- analyze geographic patterns, relationships, and outcomes in applied contexts.

COURSE SYLLABUS

Course Name

Advanced Placement Human Geography

Level

Advanced Placement

Prerequisites

Honors Global Civilizations or teacher recommendation based on outstanding performance in ACP Global Civilizations.

Materials Required

None

General Description of the Course

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

Assured Assessments

Formative Assessments:

Formative assessments can include, but are not limited to:

- Current event summary (begun during Unit 1)
- Demographic Transition Model analysis (Unit 2)
- Google Trends study and analysis of globalization and space-time compression (Unit 3)
- Research and investigation of “nation,” “state,” and “country” (Unit 4)
- “Map Your Breakfast” (Unit 5)
- Student-led inquiry into manufacturing and manufacturing locations (Unit 6)
- Exploration into Major League Baseball’s franchise placement (Unit 7)

Summative Assessments:

- Practice AP Human Geography-style exams (all Units)

Core Texts

- Kubly, Michael, John Harner, and Patricia Gober. *Human Geography in Action*. 6th ed. New York: Wiley, 2013. Print.

- Palmer, David. *Human Geography: Preparing for the Advanced Placement Examination*. Des Moines: Perfection Learning, 2017. Print.
- Rubenstein, James M. *The Cultural Landscape: An Introduction to Human Geography*. 12th ed. Upper Saddle River, NJ: Prentice Hall. Print.

Supplemental Texts

- “American FactFinder.” <https://factfinder.census.gov/faces/nav/jsf/pages/index.xhtml>. Web.
- “AP Central: AP Human Geography: The Course.” <https://apcentral.collegeboard.org/courses/ap-human-geography/course?course=ap-human-geography/>. Web.
- BBC. <http://www.bbc.com/>. Web.
- CNN. <http://www.cnn.com/>. Web.
- CAIN Web Service: Conflict and Politics in Northern Ireland. <http://cain.ulst.ac.uk/>. Web.
- Central Intelligence Agency World Factbook. <https://www.cia.gov/library/publications/the-world-factbook/>. Web.
- Connecticut Geographic Alliance. <http://ctgeoalliance.org/>. Web.
- “Cultural Maps in American Studies.” http://xroads.virginia.edu/~MAP/map_hp.html. Web.
- Esri GeoInquiries™ for Schools. <http://education.maps.arcgis.com/home/group.html?id=39505ed571d646c8b66ecccadc386e4#overview>. Web.
- Food and Agriculture Organization of the United Nations. <http://www.fao.org/home/en/>. Web.
- Google Trends. <https://trends.google.com/trends/>. Web.
- “If It Were My Home.” <http://www.ifitweremyhome.com/>. Web.
- “Largest Religious Communities.” <http://www.adherents.com/largecom/>. Web.
- “Major World Crop Areas and Climatic Profiles.” <https://www.usda.gov/oce/weather/pubs/Other/MWCACP/>. Web.
- NASA. <https://www.nasa.gov/>. Web.
- NationMaster. <http://www.nationmaster.com/>. Web.
- “National Geographic Society: AP Human Geography.” <https://www.nationalgeographic.org/education/ap-human-geography/>. Web.
- *The New York Times*. <https://www.nytimes.com/>. Web.
- Places Online. <https://www.placesonline.com/>. Web.
- Population Reference Bureau. <https://www.census.gov/population/international/>. Web.
- “Refugee Stories: Mapping a Crisis.” <http://www.choices.edu/teaching-news-lesson/refugee-stories-mapping-crisis/>. Web.
- Scoop.it! Geography Education. <https://www.scoop.it/t/geography-education>. Web.
- Socioeconomic Data and Application Center (SEDAC). <http://sedac.ciesin.columbia.edu/>. Web.
- United Nations Department of Economic and Social Affairs Population Division. <http://www.un.org/en/development/desa/population/>. Web.

- United Nations Human Development Programme Human Development Reports. <http://hdr.undp.org/en/reports/default.cfm>. Web.
- UNHCR: The UN Refugee Agency. <http://www.unhcr.org/>. Web.
- United States Census Bureau. <https://www.census.gov/>. Web.
- United States Census Bureau Foreign Trade. <https://www.census.gov/foreign-trade/index.html>. Web.
- United States Census Bureau International Programs. <https://www.census.gov/population/international/>. Web.
- United States Department of Agriculture (USDA). <https://www.usda.gov/>. Web.
- USDA Census of Agriculture. <https://www.agcensus.usda.gov/>. Web.
- USDA Economic Research Service. <https://www.ers.usda.gov/home/?pubid=42785>. Web.
- United States Department of Labor Bureau of Labor Statistics. <https://www.bls.gov/>. Web.
- World Bank Open Data. <https://data.worldbank.org/>. Web.

UNIT 1

Thinking Geographically

Unit Goals

At the completion of this unit, students will:

CCSS.ELA-Literacy.RH.9-10.4	Accurately determine, while reading and viewing introductory course content, whether class vocabulary falls into economic, social, political, or environmental feature categories.
CCSS.ELA-Literacy.WHST.11-12.8	Integrate the information found in multiple news sources into summaries while on their quest for global current events.
ISTE Knowledge Constructor (Standard 3a)	Research using multiple digital sources while beginning to complete current event summaries to be integrated throughout the year.

Unit Essential Questions

- Why do geographers study relationships and patterns among and between places?
- How do geographers use maps to help them discover patterns and relationships in the world?
- How do geographers use a spatial perspective to analyze complex issues and relationships?

Scope and Sequence

1. Geography as a field of study
 - a. Physical geography vs. human geography
 - b. The history of geography
 - c. The geographic perspective
 - i. Location (absolute location, relative location, longitude, latitude, place, region, site, situation, sense of place, toponyms)
 - d. The importance of distance
 - i. Distance vs. promixity
 - ii. Time-space compression
 - iii. Spatial interaction
 - iv. Distance-decay vs. friction of distance
 - e. Density and distribution
 - i. Density vs. distribution
 - ii. Spatial association

- f. Human-environment interaction
 - i. Cultural ecology
 - ii. Environmental determinism
 - iii. Possibilism
- g. Landscape analysis
 - i. Field observation
 - ii. Spatial data
 - iii. Built environment
 - iv. Cultural landscape
- h. Four-level analysis
- 2. Patterns and processes
 - a. Maps (scale, cartographic scale, geographic scale, relative scale, scale of data)
 - i. Reference maps (political, physical, road, plot, locator)
 - ii. Thematic maps (choropleth, dot distribution, graduated symbol, isoline, topographic)
 - iii. Cartograms
 - iv. Projections (map projection, Mercator, Peters, Conic, Robinson)
 - b. Models in geography
 - i. Geographic models
 - ii. Spatial models vs. nonspatial models
 - iii. Use of models (von Thünen's model of land use)
 - c. Regionalization and regions
 - i. Types of regions (formal, uniform, homogeneous, functional, nodal, perceptual, vernacular, mental maps)
 - ii. World regions
 - iii. Large regions
 - iv. Subregions
 - v. Smaller regions
 - d. Geospatial data
 - i. Fieldwork (GPS, remote sensing, GIS)
 - ii. Quantitative vs. qualitative data

Assured Assessments

Formative Assessment:

One formative assessment that may be completed during Unit 1 is the completion of a current event summary. In this basic but foundational assessment, each student should be given a country or region of the world by the teacher. Each student should research the country or region to find a news article detailing a current event taking place. The student should read the article and write a summary of his/her findings. Within the summary, the student should begin to incorporate geographic vocabulary while analyzing economic, social, political and environmental geographic factors within the country or region of the world. This may become an

ongoing assignment in which the student is asked to complete the current event assignment (for the same country or region) monthly or at least once within a marking period. By the end of the course, and prior to the AP Human Geography Exam in May, the student will have a portfolio of current geographic material for a particular country or region of the world. This data will be useful for class activities and the free-response section of the AP Exam.

The formative assessment should be graded nominally as classwork or homework. Teachers should use the AP Human Geography Course Rubric to further assess the student's performance on the assessment. This rubric can be found as an Appendix to this curriculum guide, and can be helpful for the teacher and student. The rubric helps to determine what type of course skills the student is excelling in and with which skills the student still needs assistance. Mastery on the rubric (and formative assessment) would be a score of 3 or higher, much like a passing score on the AP Human Geography Exam would be a score of 3 or higher. Class review of the formative assessment (student presentations of the work or review of the questions asked) and differentiated course work (further reading, practice questions, research activities) for each student based on his/her assessment performance will be needed as the course progresses.

Summative Assessment:

Summative assessments in AP Human Geography are designed around the Advanced Placement Human Geography Exam that takes place in May. The AP Human Geography Exam, while similar in style to other AP exams, is different in format from other in-class tests and standardized tests. It is important that students receive plenty of routine practice in taking the Exam before the actual AP exam experience. The AP Human Geography Exam is composed of two parts: a multiple-choice section and a free-response section. The multiple-choice section contains 75 questions formatted with five answer choices per question; students receive one hour to complete this section. Points are not deducted for incorrect answers, so students are encouraged to answer all questions. These questions are designed for students to interpret and utilize the content in the course. They are not designed to be basic memorization questions. The free-response section contains three open-ended prompts to which students are given 75 minutes to respond. These prompts may require students to demonstrate an understanding of models, analyze and evaluate geographic concepts, cite and explain examples of various geographic processes, or synthesize different topics covered in the course.

Therefore, the summative assessment for Unit 1 should consist of a practice AP Human Geography-style exam. It is recommended that the summative assessment span two class periods. One class period should focus on a multiple-choice section inclusive of questions with the five-answer-choice format. The other class period should focus on a free-response section with 1-2 prompts. Teachers may use released AP Human Geography Exams to help style the questions on the in-class assessments. Further, the teacher should work to overlap content from previous units into the assessment to mimic the actual Exam in May. Last, the teacher should include as many current event examples within the questions as possible, as the actual AP Human Geography exam is hyper-current in its content.

The summative assessment should be graded with each multiple-choice question receiving one point and each free-response question receiving between 6-8 points (much like the actual exam). The summative assessment should be graded as a significant component of Unit 1, mimicking the importance of passing the AP Human Geography Exam in May to earn college credit. Teachers should use the AP Human Geography Course Rubric to further assess the student's

performance on the exam. This rubric can be found as an Appendix to this curriculum guide, and can be helpful for the teacher and student. The rubric assists in determining what type of exam questions/course skills an individual is excelling in and with which questions/skills the student still needs assistance. Mastery on the rubric (and formative assessment) would be a score of 3 or higher, much like a passing score on the AP Human Geography Exam would be a score of 3 or higher. Class review of summative assessment questions and differentiated course work (further reading, practice questions, research activities) for each student based on his/her assessment performance will be needed as the course progresses.

Resources

Core

- Kuby, Michael, John Harner, and Patricia Gober. *Human Geography in Action*. 6th ed. New York: Wiley, 2013. Print. Chp. 1.
- Palmer, David. *Human Geography: Preparing for the Advanced Placement Examination*. Des Moines: Perfection Learning, 2017. Print. Chps. 1-2.
- Rubenstein, James M. *The Cultural Landscape: An Introduction to Human Geography*. 12th ed. Upper Saddle River, NJ: Prentice Hall. Print. Chp. 1.

Supplemental

- “American FactFinder.” <https://factfinder.census.gov/faces/nav/jsf/pages/index.xhtml>. Web.
- “AP Central: AP Human Geography: The Course.” <https://apcentral.collegeboard.org/courses/ap-human-geography/course?course=ap-human-geography/>. Web.
- BBC. <http://www.bbc.com/>. Web.
- CNN. <http://www.cnn.com/>. Web.
- Connecticut Geographic Alliance. <http://ctgeoalliance.org/>. Web.
- “National Geographic Society: AP Human Geography.” <https://www.nationalgeographic.org/education/ap-human-geography/>. Web.
- *The New York Times*. <https://www.nytimes.com/>. Web.

Time Allotment

- Approximately 4 weeks

UNIT 2

Population and Migration Patterns and Processes

Unit Goals

At the completion of this unit, students will:

GEO 9–12.5	Explain contemporary and historical trends in population growth and decline while analyzing theories of population growth and decline (such as those by Thomas Malthus and Hans Rosling).
CCSS.ELA-Literacy.RH.11-12.7	Analyze, while viewing population pyramids, the distribution of human populations at different scales.
ISTE Knowledge Constructor (Standard 3c)	Curate information from multiple digital sources such as the United States Census to complete their own population pyramids.

Unit Essential Questions

- How does where and how people live impact global cultural, political, and economic patterns?
- How does the interplay of environmental, economic, cultural, and political factors influence changes in population?
- How do changes in population affect a place's economy, culture, and politics?

Scope and Sequence

1. Where people live
 - a. Physical factors influencing population distribution (midlatitudes, low-lying areas, fresh water, other resources)
 - i. Scale of analysis
 - b. Human factors influencing population distribution
 - i. Scale of analysis
 - c. Population density
 - i. Arithmetic population density
 - ii. Physiological population density (carrying capacity)
 - iii. Agricultural population density
 - iv. Population density and time
 - d. Implications of distribution and density
 - i. Economic, political (redistricting and gerrymandering), and social processes
 - ii. Environmental and natural resources (overpopulation)
 - iii. Infrastructure and urban services

- e. Population composition
 - i. Ethnicity, age, and sex
- f. Population pyramids
 - i. Age-sex composition graph
 - ii. Reading a pyramid (cohorts)
 - iii. Determining population trends
 - iv. Common patterns
 - v. Impact of war (birth deficit)
 - vi. Baby booms, busts, and echoes
 - vii. Migration and other anomalies
 - viii. Dependency ratio (potential workforce, dependent population)
 - I. Calculating dependency ratio
- 2. Population growth and decline
 - a. Measuring the number of births (crude birth rate vs. total fertility rate, infant mortality rate)
 - b. Changes in fertility
 - i. Roles of women in society
 - ii. Family planning
 - iii. Government programs to reduce births (anti-natalist vs. pro-natalist policies)
 - c. Life expectancy
 - i. Global population increase (infant mortality rate, better food production and nutrition, advances in public sanitation, improvements in health care)
 - d. The Demographic Transition Model (DTM)
 - i. Connecting the DTM to population pyramids
 - I. Expansive population pyramids vs. stationary population pyramids
 - ii. Calculating the rate of population increase
 - iii. Demographic Balancing Equation
 - iv. Population Doubling Time
 - e. Epidemiological Transition Model
 - i. Stages of the model
 - ii. Malthusian theory
 - iii. Neo-Malthusians
- 3. Causes and consequences of migration
 - a. Migration's push and pull factors (economic, social, environmental, demographic, and political factors)
 - b. Voluntary migration
 - i. Intervening obstacles
 - c. Ravenstein's Laws of Migration (distance decay, gravity model of migration, step migration, counter migration, return migration)
 - d. Global migration through history

- i. Effects of colonization
- ii. Forced migration (slavery, displaced persons, refugees, internally displaced persons)
- iii. Reversing historical trends
- iv. Historical trends in the United States
- e. Migration policies and their consequences
 - i. Policies encouraging and discouraging immigration (xenophobia)
- f. Effects of migration
 - i. Brain drain
 - ii. Remittances

Assured Assessments

Formative Assessment:

One formative assessment that may be completed during Unit 2 is an analysis of the Demographic Transition Model using teacher-created scenarios. The Demographic Transition Model is an extremely integral part of this unit. Student comprehension of the model is necessary for comprehension of population pyramids and excelling on the AP Human Geography exam in May. After students have read about the model, viewed its components, and discussed the model as a class with the teacher, students should attempt to utilize the model in solving real-life scenarios. For example, the teacher may give the student a list of human-life examples such as: “Tommy has three brothers and sisters and they all have their own bedrooms in their parent’s home.” The student would use the Demographic Transition Model to determine and explain which stage of the model the scenario falls in (in this case, stage four because the example shows an increasing birth rate, decreasing death rate, and higher economic security). To differentiate the assessment for students, the teacher may also complete the assessment in reverse. The teacher may ask the students to create the scenarios and have other students try to determine the stage of the Demographic Transition Model in which they fall. To further differentiate, the teacher can also create a large number of scenarios and give the assessment as a quiz.

The formative assessment should be graded nominally as classwork or homework. Teachers should use the AP Human Geography Course Rubric to further assess the student’s performance on the assessment. This rubric can be found as an Appendix to this curriculum guide, and can be helpful for the teacher and student. The rubric helps to determine what type of course skills the student is excelling in and with which skills the student still needs assistance. Mastery on the rubric (and formative assessment) would be a score of 3 or higher, much like a passing score on the AP Human Geography Exam would be a score of 3 or higher. Class review of the formative assessment (student presentations of the work or review of the questions asked) and differentiated course work (further reading, practice questions, research activities) for each student based on his/her assessment performance will be needed as the course progresses.

Summative Assessment:

The summative assessment for Unit 2 should consist of a practice AP Human Geography-style exam. It is recommended that the summative assessment span two class periods. One class period should focus on a multiple-choice section inclusive of questions that have the five-answer-choice format. The other class period should focus on a free-response section with 1-2

prompts. Teachers may use released AP Human Geography Exams to help style the questions on the in-class assessments. Further, the teacher should work to overlap content from previous units into the assessment to mimic the actual Exam in May. Last, the teacher should include as many current event examples within the questions as possible, as the actual AP Human Geography Exam is hyper-current in its content.

The summative assessment should be graded with each multiple-choice question receiving one point and each free-response question receiving between 6-8 points (much like the actual exam). The summative assessment should be graded as a significant component of Unit 2, mimicking the importance of passing the AP Human Geography Exam in May to earn college credit. Teachers should use the AP Human Geography Course Rubric to further assess the student's performance on the exam. This rubric can be found as an Appendix to this curriculum guide, and can be helpful for the teacher and student. The rubric assists in determining what type of exam questions/course skills an individual is excelling in and with which questions/skills the student still needs assistance. Mastery on the rubric (and formative assessment) would be a score of 3 or higher, much like a passing score on the AP Human Geography Exam would be a score of 3 or higher. Class review of summative assessment questions and differentiated course work (further reading, practice questions, research activities) for each student based on his/her assessment performance will be needed as the course progresses.

Resources

Core

- Kuby, Michael, John Harner, and Patricia Gober. *Human Geography in Action*. 6th ed. New York: Wiley, 2013. Print. Chp. 5.
- Palmer, David. *Human Geography: Preparing for the Advanced Placement Examination*. Des Moines: Perfection Learning, 2017. Print. Chps. 3-5.
- Rubenstein, James M. *The Cultural Landscape: An Introduction to Human Geography*. 12th ed. Upper Saddle River, NJ: Prentice Hall. Print. Chps. 2-3.

Supplemental

- "If It Were My Home." <http://www.ifitweremyhome.com/>. Web.
- Population Reference Bureau. <https://www.census.gov/population/international/>. Web.
- "Refugee Stories: Mapping a Crisis." <http://www.choices.edu/teaching-news-lesson/refugee-stories-mapping-crisis/>. Web.
- Socioeconomic Data and Application Center (SEDAC). <http://sedac.ciesin.columbia.edu/>. Web.
- United Nations Department of Economic and Social Affairs Population Division. <http://www.un.org/en/development/desa/population/>. Web.
- UNHCR: The UN Refugee Agency. <http://www.unhcr.org/>. Web.
- United States Census Bureau. <https://www.census.gov/>. Web.
- United States Census Bureau International Programs. <https://www.census.gov/population/international/>. Web.

Time Allotment

- Approximately 6 weeks

UNIT 3

Cultural Patterns and Processes

Unit Goals

At the completion of this unit, students will:

GEO 9–12.3	Explain the diffusion of cultural and cultural traits through time and space while analyzing geographic data.
CCSS.ELA-Literacy.RH.11-12.1	Explain, while reading multiple primary and secondary source cultural accounts from different countries, cultural patterns and landscapes as they vary by place and region.
ISTE Knowledge Constructor (Standard 3d)	Use data-gathering sites to actively explore real-world situations and explain how globalization is influencing cultural interactions and change.

Unit Essential Questions

- How does where people live and what resources they have access to impact their cultural practices?
- How does the interaction of people contribute to the spread of cultural practices?
- How and why do cultural ideas, practices, and innovations change or disappear over time?

Scope and Sequence

1. Concepts of culture and diffusion
 - a. Analyzing culture (cultural traits, cultural complex, cultural relativism, ethnocentrism)
 - b. Origins of cultures (cultural hearth, taboos)
 - i. Indigenous cultures
 - ii. The spread of culture (sense of place)
 - c. The spatial dimensions of culture
 - i. Cultural regions (formal, functional, perceptual)
 - ii. Cultural landscapes
 - iii. Ethnic enclaves
 - iv. Borders and barriers
 - v. Realms
 - d. Globalization and cultural change
 - i. Space-time compression

- ii. Globalized culture
 - iii. Geography of gender
 - iv. Resistance to globalization
- e. Diffusion of culture
 - i. Relocation diffusion
 - ii. Expansion diffusion (contagious, hierarchical, reverse hierarchical, stimulus)
 - iii. Contact between cultures (acculturation, assimilation, multiculturalism, nativism)
- 2. Language and culture
 - a. Relationships among languages
 - i. Origins of language (linguists)
 - ii. Language families (language tree)
 - iii. Indo-European languages (Romance languages)
 - iv. Accents and dialects (isoglosses, adages)
 - v. Diffusion of languages
 - vi. English as a *lingua franca*
 - b. Creating new words and languages
 - i. Slang, pidgin languages, creole languages, Swahili
 - c. Language policies and the cultural landscape
 - i. Toponyms and official languages
- 3. Religious and ethnic landscapes
 - a. Religion, ethnicity, and nationality
 - b. Cultural variation by place and region (fundamentalism, Sharia, theocracies)
 - i. Regional patterns in the United States
 - c. Globalization and religion
 - i. Religious patterns and distributions (neolocalism, monotheism, polytheism, Hinduism, Buddhism, Judaism, Christianity, Islam)
 - ii. Ethnic and universal religions (diaspora, pilgrimage)
 - iii. Influences of colonialism, imperialism, and trade
 - d. Religion's impact on laws and customs
 - e. Religion and the landscape
 - f. How religion and ethnicity shape space
 - i. Ethnic symbolic landscapes (ethnic islands)
 - ii. Urban ethnic neighborhoods
 - iii. New cultural influences (sequent occupance)

Assured Assessments

Formative Assessment:

One formative assessment that may be completed during Unit 3 is a study and analysis of globalization and space-time compression using Google Trends. In this assessment, students can be asked to use Google Trends to investigate the difference between folk and pop culture, a key

component of this unit. Further, Google Trends allows the student to get a clear visual of the globalization of pop culture. Students can also witness the importance of the internet's role in space-time compression, especially from 2004-2017. In this "web-quest" assessment, students will be asked to get "hands-on" in their use of technology and answer questions related to course content.

The formative assessment should be graded nominally as classwork or homework. Teachers should use the AP Human Geography Course Rubric to further assess the student's performance on the assessment. This rubric can be found as an Appendix to this curriculum guide, and can be helpful for the teacher and student. The rubric helps to determine what type of course skills the student is excelling in and with which skills the student still needs assistance. Mastery on the rubric (and formative assessment) would be a score of 3 or higher, much like a passing score on the AP Human Geography Exam would be a score of 3 or higher. Class review of the formative assessment (student presentations of the work or review of the questions asked) and differentiated course work (further reading, practice questions, research activities) for each student based on his/her assessment performance will be needed as the course progresses.

Summative Assessment:

The summative assessment for Unit 3 should consist of a practice AP Human Geography-style exam. It is recommended that the summative assessment span two class periods. One class period should focus on a multiple-choice section inclusive of questions that have the five-answer-choice format. The other class period should focus on a free-response section with 1-2 prompts. Teachers may use released AP Human Geography Exams to help style the questions on the in-class assessments. Further, the teacher should work to overlap content from previous units into the assessment to mimic the actual Exam in May. Last, the teacher should include as many current event examples within the questions as possible, as the actual AP Human Geography Exam is hyper-current in its content.

The summative assessment should be graded with each multiple-choice question receiving one point and each free-response question receiving between 6-8 points (much like the actual exam). The summative assessment should be graded as a significant component of Unit 2, mimicking the importance of passing the AP Human Geography Exam in May to earn college credit. Teachers should use the AP Human Geography Course Rubric to further assess the student's performance on the exam. This rubric can be found as an Appendix to this curriculum guide, and can be helpful for the teacher and student. The rubric assists in determining what type of exam questions/course skills an individual is excelling in and with which questions/skills the student still needs assistance. Mastery on the rubric (and formative assessment) would be a score of 3 or higher, much like a passing score on the AP Human Geography Exam would be a score of 3 or higher. Class review of summative assessment questions and differentiated course work (further reading, practice questions, research activities) for each student based on his/her assessment performance will be needed as the course progresses.

Resources

Core

- Kuby, Michael, John Harner, and Patricia Gober. *Human Geography in Action*. 6th ed. New York: Wiley, 2013. Print. Chp. 2.

- Palmer, David. *Human Geography: Preparing for the Advanced Placement Examination*. Des Moines: Perfection Learning, 2017. Print. Chps. 6-8.
- Rubenstein, James M. *The Cultural Landscape: An Introduction to Human Geography*. 12th ed. Upper Saddle River, NJ: Prentice Hall. Print. Chps. 4-7.

Supplemental

- “Cultural Maps in American Studies.” http://xroads.virginia.edu/~MAP/map_hp.html. Web.
- Google Trends. <https://trends.google.com/trends/>. Web.
- “Largest Religious Communities.” <http://www.adherents.com/largecom/>. Web.
- United Nations Human Development Programme Human Development Reports. <http://hdr.undp.org/en/reports/default.cfm>. Web.

Time Allotment

- Approximately 5 weeks

UNIT 4

Political Patterns and Processes

Unit Goals

At the completion of this unit, students will:

GEO 9–12.2	Evaluate, while using maps, satellite images, photographs, and other representations of political systems, the nature and function of international and internal boundaries and their relationship to culture and economics.
CCSS.ELA-Literacy.WHST.11-12.9	Compare and contrast forms of governance while examining evidence from multiple political formats.
ISTE Innovative Designer (Standard 4d)	Explain, while viewing digital political maps, the evolution and structure of political power, territoriality, and their effects on political maps while viewing

Unit 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?

Scope and Sequence

1. The shape of the political map
 - a. The structure of the contemporary political map
 - i. Independent states as building blocks
 - ii. Types of political entities (state, sovereignty, nation-state, country, multinational state, autonomous region, semi-autonomous region, stateless nation, multistate nation)
 - b. Evolution of the contemporary political map
 - i. Forces unifying and breaking apart countries (centripetal vs. centrifugal forces)
 - ii. Imperialism and colonialism
 - c. Geopolitical forces influencing today's map
 - i. Modern colonial independence movements (decolonization)
 - ii. Civil wars in the developing world (genocide)
 - iii. The Cold War and the collapse of Communism
 - iv. Newly independent states (ethnic cleansing)

- v. Changes in the balance of power
- 2. Territory, power, and boundaries
 - a. Concepts of political power and territoriality (Organic Theory, Heartland Theory, Rimland Theory)
 - i. Territoriality connects to culture and economy
 - b. International and internal boundaries
 - i. Categories of boundaries (defined, delimited, demarcated, natural, geometric, cultural)
 - ii. Limited sovereignty and international boundary disputes (definitional, locational, irredentism, operational, allocational)
 - iii. Boundaries influencing identity, interaction, and exchange
 - iv. The Law of the Sea
 - I. United Nations Convention of the Law of the Sea (territorial sea, contiguous zone, exclusive economic zone, high seas)
 - v. Voting districts, redistricting, and gerrymandering
 - I. Census, reapportionment
 - c. The effects of boundaries
 - i. Language and religion (shatterbelt)
 - ii. Military (choke point)
 - iii. Ethnicity, nationality, economy
 - d. Different forms of governance
 - i. Federal vs. unitary states
 - ii. Local powers varying by government type
 - iii. State morphology
 - e. Patterns of local and metropolitan governance (annexation)
- 3. Globalization
 - a. Globalization challenging state sovereignty
 - i. Supranationalism (economic supranationalism, transitional corporations, economy of scale, horizontal integration, vertical integration, supply chain, North Atlantic Free Trade Agreement, Organization of the Petroleum Exporting Countries, North Atlantic Treaty Organization)
 - ii. Supranationalism and the environment
 - b. Forces leading to devolution (physical, ethnic, terrorism, economic, social, irredentism)
 - c. Devolution and fragmentation
 - i. Autonomous regions
 - ii. Subnationalism
 - iii. Balkanization
 - d. Impact of technology (democratization, time-space compression)
 - e. Centrifugal and centripetal forces

- i. Centrifugal (regionalism)
- ii. Centripetal (political identity, nationalism, economic development, cultural practices)

Assured Assessments

Formative Assessment:

One formative assessment that may be completed during Unit 4 is a study of the connecting relationship between nations, states, and supranational organizations. The terms “nation,” “state,” and “country” can be very complicated for the typical student in this unit, as the terms are often used interchangeably but do not have the same definition. To help clarify these terms, the teacher may assign each student a “country” (in this case the teacher using the word “country” as a comfortable term for the student and choosing carefully the places given out as examples). The student can research and investigate the connection between the “country” and the three terms. For example, the teacher may give out Scotland to a student for further research. The student would need to determine if Scotland, as a nation, would likely remain within its state and not vote for independence because Scotland is also part of a supranational organization (in this case the European Union). To differentiate the assessment, the teacher may ask further questions such as: “Will the growth of supranational organizations lead to a decline in nations calling for statehood?”

The formative assessment should be graded nominally as classwork or homework. Teachers should use the AP Human Geography Course Rubric to further assess the student’s performance on the assessment. This rubric can be found as an Appendix to this curriculum guide, and can be helpful for the teacher and student. The rubric helps to determine what type of course skills the student is excelling in and with which skills the student still needs assistance. Mastery on the rubric (and formative assessment) would be a score of 3 or higher, much like a passing score on the AP Human Geography Exam would be a score of 3 or higher. Class review of the formative assessment (student presentations of the work or review of the questions asked) and differentiated course work (further reading, practice questions, research activities) for each student based on his/her assessment performance will be needed as the course progresses.

Summative Assessment:

The summative assessment for Unit 4 should consist of a practice AP Human Geography-style exam. It is recommended that the summative assessment span two class periods. One class period should focus on a multiple-choice section inclusive of questions that have the five-answer-choice format. The other class period should focus on a free-response section with 1-2 prompts. Teachers may use released AP Human Geography Exams to help style the questions on the in-class assessments. Further, the teacher should work to overlap content from previous units into the assessment to mimic the actual Exam in May. Last, the teacher should include as many current event examples within the questions as possible, as the actual AP Human Geography Exam is hyper-current in its content.

The summative assessment should be graded with each multiple-choice question receiving one point and each free-response question receiving between 6-8 points (much like the actual exam). The summative assessment should be graded as a significant component of Unit 2, mimicking the importance of passing the AP Human Geography Exam in May to earn college credit. Teachers should use the AP Human Geography Course Rubric to further assess the student’s

performance on the exam. This rubric can be found as an Appendix to this curriculum guide, and can be helpful for the teacher and student. The rubric assists in determining what type of exam questions/course skills an individual is excelling in and with which questions/skills the student still needs assistance. Mastery on the rubric (and formative assessment) would be a score of 3 or higher, much like a passing score on the AP Human Geography Exam would be a score of 3 or higher. Class review of summative assessment questions and differentiated course work (further reading, practice questions, research activities) for each student based on his/her assessment performance will be needed as the course progresses.

Resources

Core

- Kuby, Michael, John Harner, and Patricia Gober. *Human Geography in Action*. 6th ed. New York: Wiley, 2013. Print. Chp. 13.
- Palmer, David. *Human Geography: Preparing for the Advanced Placement Examination*. Des Moines: Perfection Learning, 2017. Print. Chps. 9-11.
- Rubenstein, James M. *The Cultural Landscape: An Introduction to Human Geography*. 12th ed. Upper Saddle River, NJ: Prentice Hall. Print. Chps. 8-9.

Supplemental

- CAIN Web Service: Conflict and Politics in Northern Ireland. <http://cain.ulst.ac.uk/>. Web.
- Central Intelligence Agency World Factbook. <https://www.cia.gov/library/publications/the-world-factbook/>. Web.
- NationMaster. <http://www.nationmaster.com/>. Web.
- Places Online. <https://www.placesonline.com/>. Web.

Time Allotment

- Approximately 5 weeks

UNIT 5

Agricultural and Rural Land Use Patterns and Processes

Unit Goals

At the completion of this unit, students will:

GEO 9–12.1	Analyze von Thünen’s model of land use and apply the model to agricultural production in the real world to evaluate the environmental consequences of agricultural practices.
CCSS.ELA-Literacy.WHST.11-12.1b	Analyze, while researching the most recent data regarding the Green Revolution and contemporary agriculture, the consequences on food supply and the environment.
ISTE Computational Thinker (Standard 5b)	Identify, while viewing national and international agricultural maps, agricultural production regions associated with major bioclimatic zones.

Unit Essential Questions

- How do a people’s culture and the resources available to them influence how they grow food?
- How does what people produce and consume vary in different locations?
- What kinds of cultural changes and technological advances have impacted the way people grow and consume food?

Scope and Sequence

1. The development of agriculture
 - a. Neolithic Revolution, Second Agricultural Revolution, Third Agricultural Revolution
 - i. The Columbian Exchange
 - b. Centers of plant and animal domestication
 - c. Physical geography and agriculture
 - d. Humans altering the landscape for agriculture
 - i. Terrace farming, irrigation, carrying capacity, deforestation, desertification, slash and burn agriculture, commercial agriculture, subsistence farming
 - e. Impact of the Second Agricultural Revolution
 - i. Enclosure Acts
 - f. Third Agricultural Revolution
 - i. Green Revolution, hybrids, GMOs, machinery
 - ii. Positive impacts (higher yield, money for research, food prices)

- iii. Negative impacts
 - iv. Impacts on gender
 - v. The Green Revolution's poor success in Africa
- 2. Agricultural regions
 - a. Climate and agricultural production (pastoral nomadism, ranching, subsistence)
 - b. Agricultural regions associated with bioclimatic zones
 - i. Shifting cultivation, plantation, mixed crop farming, livestock farming, grain farming, commercial gardening, market gardening, truck farming, dairy farming, Mediterranean agriculture, transhumance)
 - c. Economic forces that influence agriculture
 - i. Extensive land use, intensive land use, double cropping, intercropping, beef industry, feed lots
 - d. Commercial agriculture and agribusiness
 - e. Impact of large-scale farms (supply chain)
 - i. Large-scale farms replacing small-scale farms (monoculture, suitcase farm, commodity chain, technological improvements, cool chains)
 - f. Regional interdependence
 - i. Luxury crops, colonialism, neocolonialism, Fair Trade Movement, subsidies
- 3. Rural land use patterns
 - a. The cultural landscape of rural settlements
 - i. Clustered settlements, dispersed settlements
 - ii. Establishing property boundaries (metes and bounds, townships, French long-lot system)
 - b. von Thünen's Land Use Model Zones
 - i. Isotropic plains, market, horticulture, forest, grain, livestock
 - ii. Land value
 - iii. The Bid Rent Curve
 - iv. Applying the model (non-isotropic plains, comparative advantage, multiple markets, changes in transportation and technology, greenbelt)
 - c. Modification of natural ecosystems
 - i. Side effects of modern food production
 - d. Agricultural innovations
 - i. GMOs, organic foods, aquaculture, Blue Revolution
 - e. Environmental issues related to agriculture
 - i. Chemicals, fossil fuels, depletion of water supplies
 - ii. Loss of biodiversity (monocropping)
 - iii. Soil degradation and erosion (overgraze, migratory husbandry, animal waste)
 - iv. Sustainability and agriculture
 - f. Changes in food production and consumption
 - i. Fair Trade and Local Trade

- ii. Urban farming and community-supported agriculture (CSA)
- iii. Location of food production and facilities (economies of scale)
- iv. Gender roles in the food system

Assured Assessments

Formative Assessment:

One formative assessment that may be completed during Unit 5 is a “Map Your Breakfast” activity. In this assessment, students can be asked to compile a list of foods they ate for breakfast (or lunch if that is a better fit). With their compiled list, students can use databases such as the USDA website to determine where their food came from. The use of mapping software can also be utilized by students. While this activity is fairly basic, there are many differentiated versions and extensions that a teacher may use. This activity can also be used during a lesson on agricultural innovations such as GMOs and organic foods, with the students determining exactly what goes into the food they eat. This can continue into a class debate on the benefits and detriments of the current Green Revolution if the teacher chooses. Another version of this assignment can request that the student visit a grocery store for a scavenger hunt finding specific foods from specific countries. Regardless, the student is taking an analytical approach to agriculture, food production, human dependency, and globalization.

The formative assessment should be graded nominally as classwork or homework. Teachers should use the AP Human Geography Course Rubric to further assess the student’s performance on the assessment. This rubric can be found as an Appendix to this curriculum guide, and can be helpful for the teacher and student. The rubric helps to determine what type of course skills the student is excelling in and with which skills the student still needs assistance. Mastery on the rubric (and formative assessment) would be a score of 3 or higher, much like a passing score on the AP Human Geography Exam would be a score of 3 or higher. Class review of the formative assessment (student presentations of the work or review of the questions asked) and differentiated course work (further reading, practice questions, research activities) for each student based on his/her assessment performance will be needed as the course progresses.

Summative Assessment:

The summative assessment for Unit 5 should consist of a practice AP Human Geography-style exam. It is recommended that the summative assessment span two class periods. One class period should focus on a multiple-choice section inclusive of questions that have the five-answer-choice format. The other class period should focus on a free-response section with 1-2 prompts. Teachers may use released AP Human Geography Exams to help style the questions on the in-class assessments. Further, the teacher should work to overlap content from previous units into the assessment to mimic the actual Exam in May. Last, the teacher should include as many current event examples within the questions as possible, as the actual AP Human Geography Exam is hyper-current in its content.

The summative assessment should be graded with each multiple-choice question receiving one point and each free-response question receiving between 6-8 points (much like the actual exam). The summative assessment should be graded as a significant component of Unit 2, mimicking the importance of passing the AP Human Geography Exam in May to earn college credit.

Teachers should use the AP Human Geography Course Rubric to further assess the student’s performance on the exam. This rubric can be found as an Appendix to this curriculum guide, and

can be helpful for the teacher and student. The rubric assists in determining what type of exam questions/course skills an individual is excelling in and with which questions/skills the student still needs assistance. Mastery on the rubric (and formative assessment) would be a score of 3 or higher, much like a passing score on the AP Human Geography Exam would be a score of 3 or higher. Class review of summative assessment questions and differentiated course work (further reading, practice questions, research activities) for each student based on his/her assessment performance will be needed as the course progresses.

Resources

Core

- Kuby, Michael, John Harner, and Patricia Gober. *Human Geography in Action*. 6th ed. New York: Wiley, 2013. Print. Chp. 8.
- Palmer, David. *Human Geography: Preparing for the Advanced Placement Examination*. Des Moines: Perfection Learning, 2017. Print. Chps. 12-14.
- Rubenstein, James M. *The Cultural Landscape: An Introduction to Human Geography*. 12th ed. Upper Saddle River, NJ: Prentice Hall. Print. Chp. 10.

Supplemental

- Food and Agriculture Organization of the United Nations. <http://www.fao.org/home/en/>. Web.
- “Major World Crop Areas and Climatic Profiles.” <https://www.usda.gov/oce/weather/pubs/Other/MWCACP/>. Web.
- United States Department of Agriculture (USDA). <https://www.usda.gov/>. Web.
- USDA Census of Agriculture. <https://www.agcensus.usda.gov/>. Web.
- USDA Economic Research Service. <https://www.ers.usda.gov/home/?pubid=42785>. Web.

Time Allotment

- Approximately 5 weeks

UNIT 6

Industrial and Economic Development Patterns and Processes

Unit Goals

At the completion of this unit, students will:

GEO 9–12.6	Examine spatial patterns of economic and social development while analyzing models such as Rostow’s Stages of Economic Growth and Wallerstein’s World System Theory, and explain the factors that initiate and drive urbanization and suburbanization.
CCSS.ELA-Literacy.WHST.11-12.1d	Analyze the causes and consequences of international trade and growing interdependence in the world economy while completing written reflections on international trading blocs.
ISTE Knowledge Constructor (Standard 3b)	Explain, while reading and viewing digital sources regarding outsourcing and international divisions of labor, how economic restructuring and deindustrialization are transforming the contemporary economic landscape.

Unit Essential Questions

- Why does economic and social development happen at different times and rates in different places?
- How might environmental problems stemming from industrialization be remedied through sustainable development strategies?
- Why has industrialization helped improve standards of living while also contributing to geographically uneven development?

Scope and Sequence

1. Industrialization and economic structure
 - a. The growth and diffusion of industrialization
 - i. Diffusion of the Industrial Revolution, colonialism, and imperialism (growth of population and cities)
 - ii. Fordism and Post-Fordism
 - b. Economic sectors
 - i. Primary, secondary, tertiary (quaternary and quinary)
 - ii. Changing employment sectors and economic development (multiplier effect)
 - c. Theories on industrial location
 - i. Least cost theory

- ii. The importance of weight (bulk-reducing industry, weight-losing industry, raw material-oriented industry, raw material-dependent industry, bulk-gaining industry, weight-gaining industry, market-oriented industry, market-dependent industry)
 - iii. The importance of energy (energy-oriented and energy-dependent industries)
 - iv. Weber's Least Cost Model (agglomeration economies, locational triangle, labor-oriented industries, and labor-dependent industries)
 - I. Applying the theory
 - II. Additional models (August Losch and Harold Hotelling)
 - III. Factors in locating a manufacturing facility
 - IV. Other locational issues (locational interdependence, just-in-time delivery, government)
 - v. Tertiary and quaternary considerations (flexible locations, footloose, prestige, front and back offices, offshoring, outsourcing)
2. Economic interdependence
- a. Trade
 - i. Complementary and comparative advantage
 - ii. International trade and trading blocs
 - iii. Manufacturing in newly industrialized countries
 - iv. Consumption patterns
 - b. The changing global economy
 - i. Transnational corporations, new international division of labor
 - ii. Transnationals and export processing zones (maquiladoras)
 - iii. Ethics
 - c. The Postindustrial Landscape (brownfields, Rust Belt, corporate parks, technopoles, growth poles, spin-off benefits, backwash effects)
 - i. Government development initiatives (tax breaks, loans, direct assistance, changes in regulations)
3. Measures of development
- a. GNP, GDP, GNI, and the per capita
 - b. Terms of development (economic level, economic development, level of industrialization, Human Development Index, World Systems Theory, stages of economic growth)
 - i. Measuring economic development (purchasing power parity)
 - ii. Income inequality (Gini coefficient)
 - iii. Measuring social development
 - iv. Gender gap and Gender Inequality Index
 - c. Analyzing spatial patterns of development
 - i. Rostow's stages of economic development (including criticisms of model)
 - ii. Wallerstein's World System Theory (dependency model)

- I. Core-Periphery model (core dominance)
- d. The UN Millennium Development Goals
- e. Sustainable development (ecotourism)
- f. Economic development and gender equity (non-governmental organizations, microloans)

Assured Assessments

Formative Assessment:

One formative assessment that may be completed during Unit 6 is a student-led inquiry into manufacturing and manufacturing locations. This unit is largely comprised of economic theories that deal with industrial location and economic interdependence around the world. This assessment would allow students to see firsthand how they participate in the economic interdependence of the global society and also the reasoning behind the production of the common goods they use. Students can first choose one high-tech and/or low-tech product that they use or would like to use. Then, using the internet, the student would determine where this product is manufactured and assess why the product is manufactured there. The student would hypothesize where production of the good is in its production cycle, where production may shift to in the future, and how long it might take for production costs to decrease substantially.

The formative assessment should be graded nominally as classwork or homework. Teachers should use the AP Human Geography Course Rubric to further assess the student's performance on the assessment. This rubric can be found as an Appendix to this curriculum guide, and can be helpful for the teacher and student. The rubric helps to determine what type of course skills the student is excelling in and with which skills the student still needs assistance. Mastery on the rubric (and formative assessment) would be a score of 3 or higher, much like a passing score on the AP Human Geography Exam would be a score of 3 or higher. Class review of the formative assessment (student presentations of the work or review of the questions asked) and differentiated course work (further reading, practice questions, research activities) for each student based on his/her assessment performance will be needed as the course progresses.

Summative Assessment:

The summative assessment for Unit 6 should consist of a practice AP Human Geography-style exam. It is recommended that the summative assessment span two class periods. One class period should focus on a multiple-choice section inclusive of questions that have the five-answer-choice format. The other class period should focus on a free-response section with 1-2 prompts. Teachers may use released AP Human Geography Exams to help style the questions on the in-class assessments. Further, the teacher should work to overlap content from previous units into the assessment to mimic the actual Exam in May. Last, the teacher should include as many current event examples within the questions as possible, as the actual AP Human Geography Exam is hyper-current in its content.

The summative assessment should be graded with each multiple-choice question receiving one point and each free-response question receiving between 6-8 points (much like the actual exam). The summative assessment should be graded as a significant component of Unit 2, mimicking the importance of passing the AP Human Geography Exam in May to earn college credit. Teachers should use the AP Human Geography Course Rubric to further assess the student's performance on the exam. This rubric can be found as an Appendix to this curriculum guide, and

can be helpful for the teacher and student. The rubric assists in determining what type of exam questions/course skills an individual is excelling in and with which questions/skills the student still needs assistance. Mastery on the rubric (and formative assessment) would be a score of 3 or higher, much like a passing score on the AP Human Geography Exam would be a score of 3 or higher. Class review of summative assessment questions and differentiated course work (further reading, practice questions, research activities) for each student based on his/her assessment performance will be needed as the course progresses.

Resources

Core

- Kuby, Michael, John Harner, and Patricia Gober. *Human Geography in Action*. 6th ed. New York: Wiley, 2013. Print. Chp. 7.
- Palmer, David. *Human Geography: Preparing for the Advanced Placement Examination*. Des Moines: Perfection Learning, 2017. Print. Chps. 15-17.
- Rubenstein, James M. *The Cultural Landscape: An Introduction to Human Geography*. 12th ed. Upper Saddle River, NJ: Prentice Hall. Print. Chps. 11-12.

Supplemental

- United States Census Bureau. <https://www.census.gov/>. Web.
- United States Census Bureau Foreign Trade. <https://www.census.gov/foreign-trade/index.html>. Web.
- United States Department of Labor Bureau of Labor Statistics. <https://www.bls.gov/>. Web.
- World Bank Open Data. <https://data.worldbank.org/>. Web.

Time Allotment

- Approximately 4 weeks

UNIT 7

Cities and Urban Land Use Patterns and Processes

Unit Goals

At the completion of this unit, students will:

GEO 9–12.7	Explain the models of internal city structure and urban development, and describe the planning and design issues and political organization of urban areas, while analyzing classic models of city structure (such as the Burgess concentric zone model).
CCSS.ELA-Literacy.WHST.11-12.10	Write routinely for a range of discipline-specific tasks, purposes, and audiences while completing free-response questions in preparation for the upcoming Advanced Placement Examination.
ISTE Creative Communicator (Standard 6c)	Analyze, while viewing sustainable design and planning initiatives, the demographic composition and population characteristics of cities using quantitative and qualitative data.

Unit Essential Questions

- How do physical geography and resources impact the presence and growth of cities?
- How are the attitudes, values, and balance of power of a population reflected in the built landscape?
- How are urban areas affected by unique economic, political, cultural, and environmental challenges?

Scope and Sequence

1. Urban location theory and interaction
 - a. Ecumene, urban, suburban, and rural
 - b. Factors driving urbanization and suburbanization
 - c. Urbanization
 - d. Suburbanization
 - i. Causes
 - ii. Shifting trends (reurbanization, exurbanization, satellite city)
 - e. Influence of site and situation on cities (centers for services)
 - f. Defining cities
 - i. Legal definition, metro area, metropolitan statistical area, micropolitan statistical area, nodal region, social heterogeneity)
 - g. Transportation

- i. Borchert's Model
 - ii. Infrastructure (pedestrian cities, streetcar suburbs)
- h. Distribution and interaction of cities
 - i. Gravity model
 - ii. Rank-size rule
 - iii. Primate city
- i. Christaller's Central Place Theory (hexagonal hinterlands, threshold, range)
- j. Megacities, metacities, and global cities
 - i. Megalopolis
- 2. Urban Land Use Models
 - a. Urban models
 - i. Functional zonation, central business district
 - b. Models of North American cities
 - i. Concentric zone model, zone of transition, Burgess Model, sector model, Hoyt's Model, multiple-nuclei model, peripheral model
 - ii. Galactic cities and the galactic city model (edge cities)
 - c. World Regional Models
 - i. Latin American cities (Griffen-Ford Model, mall, spine, shantytowns, favelas, varrios, disamenity zones)
 - ii. European cities
 - iii. African cities (squatter settlements)
 - iv. Middle Eastern and Islamic cities
 - v. Southeast Asian cities (McGee Model)
 - d. Local regulations on land use (residential zones, ordinances, residential density gradient)
 - i. Changes in urban and suburban areas (filtering, invasion and succession, gated communities, big-box retail, suburbanization of business)
 - e. Political organization of cities
 - i. Municipality, annexation, incorporation, bedroom communities
 - ii. Patterns of municipal government (consolidation, special districts, unincorporated areas)
 - iii. Population data in urban areas (census tracts, census block, social area analysis)
- 3. Urban challenges
 - a. Economic problems in cities
 - i. Inner cities, underclass, culture of poverty, urban decay, redlining, urban redevelopment, eminent domain
 - b. Social and cultural problems in cities
 - i. Housing, gentrification, scattered site, homelessness, services, food deserts, racial segregation, blockbusting, ghettos, urban colonies
 - c. Political issues in cities

- i. Public transportation, other infrastructure, informal economy, shadow economy, crime, terrorism
- d. Environmental problems in cities
 - i. Urban canyons, urban heat island, urban wildlife, pollution, rush hour, urban sprawl, leapfrogging
- e. Sustainability and the future
 - i. Greenbelts, smart growth, new urbanism, mixed-use neighborhoods, urban infill, counter-urbanization, deurbanization, exurbs

Assured Assessments

Formative Assessment:

One formative assessment that may be completed during Unit 7 is an exploration into where Major League Baseball should put its next franchise. A key to understanding this unit is to recognize that cities perform economic functions as well as social and political. Further, these functions often link together with geographic and environmental factors. The goal of this assessment is for the student to understand the geography of cities and towns as a system rather than as a haphazard distribution. One example of such an assessment is the lab “Take Me Out to the Ball Game” in Kuby’s *Human Geography in Action* (6th ed., New York: Wiley, 2013). To differentiate this assessment, the teacher can also ask questions related to the urban land use models studied in the unit.

The formative assessment should be graded nominally as classwork or homework. Teachers should use the AP Human Geography Course Rubric to further assess the student’s performance on the assessment. This rubric can be found as an Appendix to this curriculum guide, and can be helpful for the teacher and student. The rubric helps to determine what type of course skills the student is excelling in and with which skills the student still needs assistance. Mastery on the rubric (and formative assessment) would be a score of 3 or higher, much like a passing score on the AP Human Geography Exam would be a score of 3 or higher. Class review of the formative assessment (student presentations of the work or review of the questions asked) and differentiated course work (further reading, practice questions, research activities) for each student based on his/her assessment performance will be needed as the course progresses.

Summative Assessment:

The summative assessment for Unit 7 should consist of a practice AP Human Geography-style exam. It is recommended that the summative assessment span two class periods. One class period should focus on a multiple-choice section inclusive of questions that have the five-answer-choice format. The other class period should focus on a free-response section with 1-2 prompts. Teachers may use released AP Human Geography Exams to help style the questions on the in-class assessments. Further, the teacher should work to overlap content from previous units into the assessment to mimic the actual Exam in May. Last, the teacher should include as many current event examples within the questions as possible, as the actual AP Human Geography Exam is hyper-current in its content.

The summative assessment should be graded with each multiple-choice question receiving one point and each free-response question receiving between 6-8 points (much like the actual exam). The summative assessment should be graded as a significant component of Unit 2, mimicking

the importance of passing the AP Human Geography Exam in May to earn college credit. Teachers should use the AP Human Geography Course Rubric to further assess the student's performance on the exam. This rubric can be found as an Appendix to this curriculum guide, and can be helpful for the teacher and student. The rubric assists in determining what type of exam questions/course skills an individual is excelling in and with which questions/skills the student still needs assistance. Mastery on the rubric (and formative assessment) would be a score of 3 or higher, much like a passing score on the AP Human Geography Exam would be a score of 3 or higher. Class review of summative assessment questions and differentiated course work (further reading, practice questions, research activities) for each student based on his/her assessment performance will be needed as the course progresses.

Resources

Core

- Kuby, Michael, John Harner, and Patricia Gober. *Human Geography in Action*. 6th ed. New York: Wiley, 2013. Print. Chp. 9.
- Palmer, David. *Human Geography: Preparing for the Advanced Placement Examination*. Des Moines: Perfection Learning, 2017. Print. Chps. 18-20.
- Rubenstein, James M. *The Cultural Landscape: An Introduction to Human Geography*. 12th ed. Upper Saddle River, NJ: Prentice Hall. Print. Chp. 13.

Supplemental

- Esri GeoInquiries™ for Schools. <http://education.maps.arcgis.com/home/group.html?id=39505ed571d646c8b66ecccadbc386e4#overview>. Web.
- Food and Agriculture Organization of the United Nations. <http://www.fao.org/home/en/>. Web.
- NASA. <https://www.nasa.gov/>. Web.
- Scoop.it! Geography Education. <https://www.scoop.it/t/geography-education>. Web.

Time Allotment

- Approximately 4 weeks

CULMINATING ACTIVITIES

Advanced Placement Examination

All students enrolled in Advanced Placement Human Geography are encouraged to take the Advanced Placement Examination, given each May. While the course focuses on issues and concepts most likely to be seen on the Advanced Placement exam, the course is not a test-prep course per se. While much of the in-class work and at-home assignments coalesce with the assessment goals of the exam, it is incumbent upon the student to also take responsibility for test preparation.

Culminating Assessment

After completing the Advanced Placement Human Geography Examination in May, students will be required to complete a comprehensive book review and presentation. This will be completed on an individual basis to show students' knowledge and mastery of content covered in the course. Presentations will occur before the final exam block for the course. Prior to the due date, in-class time will be dedicated to preparation.

The purpose of this culminating assessment is to allow the student the ability to use all of the geographic terms and knowledge learned throughout the course in an individualized and meaningful way. This assessment is meant to be an extension and projection of the student's past, current, and future relationship with geographic education.

The directions and rubric for this culminating assessment can be found as an Appendix to this curriculum guide.

Time Allocation: Approximately 2-4 weeks

COURSE CREDIT

One credit in social studies
One class period daily for a full year

PREREQUISITES

Honors Global Civilizations or teacher recommendation based on outstanding performance in ACP Global Civilizations.

ASSURED STUDENT PERFORMANCE RUBRICS

- Trumbull High School School-Wide Reading Rubric
- Trumbull High School School-Wide Writing Rubric
- Trumbull High School School-Wide Social and Civic Expectations Rubric
- AP Human Geography Course Skills Rubric
- AP Human Geography Culminating Assessment & Rubric

Trumbull High School School-Wide Reading Rubric

Category/ Weight	Exemplary 4	Goal 3	Working Toward Goal 2	Needs Support 1-0
Respond X_____	Demonstrates exceptional understanding of text by: <ul style="list-style-type: none"> Clearly identifying the purpose of the text Providing initial reaction richly supported by text Providing a perceptive interpretation 	Demonstrates understanding of text by: <ul style="list-style-type: none"> Identifying the fundamental purpose of the text Providing initial reaction supported by text Providing a clear/straightforward interpretation of the text 	Demonstrates general understanding of text by: <ul style="list-style-type: none"> Partially identifying the purpose of the text Providing initial reaction somewhat supported by text Providing a superficial interpretation of the text 	Demonstrates limited or no understanding of text by: <ul style="list-style-type: none"> Not identifying the purpose of the text Providing initial reaction not supported by text Providing an interpretation not supported by the text
Interpret X_____	Demonstrates exceptional interpretation of text by: <ul style="list-style-type: none"> Extensively reshaping, reflecting, revising, and/or deepening initial understanding Constructing insightful and perceptive ideas about the text. Actively raising critical questions and exploring multiple interpretations of the text 	Demonstrates ability to interpret text by: <ul style="list-style-type: none"> Reshaping, reflecting, revising, and/or deepening initial understanding Summarizing main ideas of text Actively interpreting text by raising questions and looking for answers in text 	Demonstrates general ability to interpret text by: <ul style="list-style-type: none"> Guided reflection and/or revision of initial understanding Summarizing some of the main ideas of text Guided interpretation of text by locating answers to given questions in text 	Demonstrates limited ability to interpret text as evidenced by: <ul style="list-style-type: none"> Struggle to implement guided reflection and/or revision of initial understanding Struggle to summarize any main ideas of text Struggle to answer questions by locating responses in text
Connect X_____	Demonstrates perceptive connections <ul style="list-style-type: none"> text-to-text text-to-self text-to-world 	Demonstrates specific connections <ul style="list-style-type: none"> text-to-text text-to-self text-to-world 	Demonstrates general connections <ul style="list-style-type: none"> text-to-text text-to-self text-to-world 	Struggles to make connections <ul style="list-style-type: none"> text-to-text text-to-self text-to-world
Evaluate X_____	Demonstrates insightful evaluation of text by one or more of the following: <ul style="list-style-type: none"> Critical analysis to create a conclusion supported by the text Perceptive judgments about the quality of the text Synthesis of text Expression of a personal opinion 	Demonstrates an evaluation of text by one or more of the following: <ul style="list-style-type: none"> Critical analysis to form a conclusion from the text Thoughtful judgments about the quality of the text Evaluation of text to express personal opinion(s) 	Demonstrates a general evaluation of text by one or more of the following: <ul style="list-style-type: none"> Formulation of a superficial conclusion from the text Assessment of the quality of the text Use of text to express personal opinion(s) 	Demonstrates a struggle to evaluate the text by one or more of the following: <ul style="list-style-type: none"> Formulation of a conclusion from the text Assessment of the quality of the text Use of text to express personal opinion(s)

Trumbull High School School-Wide Writing Rubric

Category/ Weight	Exemplary 4 Student work:	Goal 3 Student work:	Working Toward Goal 2 Student work:	Needs Support 1-0 Student work:
Purpose X_____	<ul style="list-style-type: none"> • Establishes and maintains a clear purpose • Demonstrates an insightful understanding of audience and task 	<ul style="list-style-type: none"> • Establishes and maintains a purpose • Demonstrates an accurate awareness of audience and task 	<ul style="list-style-type: none"> • Establishes a purpose • Demonstrates an awareness of audience and task 	<ul style="list-style-type: none"> • Does not establish a clear purpose • Demonstrates limited/no awareness of audience and task
Organization X_____	<ul style="list-style-type: none"> • Reflects sophisticated organization throughout • Demonstrates logical progression of ideas • Maintains a clear focus • Utilizes effective transitions 	<ul style="list-style-type: none"> • Reflects organization throughout • Demonstrates logical progression of ideas • Maintains a focus • Utilizes transitions 	<ul style="list-style-type: none"> • Reflects some organization throughout • Demonstrates logical progression of ideas at times • Maintains a vague focus • May utilize some ineffective transitions 	<ul style="list-style-type: none"> • Reflects little/no organization • Lacks logical progression of ideas • Maintains little/no focus • Utilizes ineffective or no transitions
Content X_____	<ul style="list-style-type: none"> • Is accurate, explicit, and vivid • Exhibits ideas that are highly developed and enhanced by specific details and examples 	<ul style="list-style-type: none"> • Is accurate and relevant • Exhibits ideas that are developed and supported by details and examples 	<ul style="list-style-type: none"> • May contain some inaccuracies • Exhibits ideas that are partially supported by details and examples 	<ul style="list-style-type: none"> • Is inaccurate and unclear • Exhibits limited/no ideas supported by specific details and examples
Use of Language X_____	<ul style="list-style-type: none"> • Demonstrates excellent use of language • Demonstrates a highly effective use of standard writing that enhances communication • Contains few or no errors. Errors do not detract from meaning 	<ul style="list-style-type: none"> • Demonstrates competent use of language • Demonstrates effective use of standard writing conventions • Contains few errors. Most errors do not detract from meaning 	<ul style="list-style-type: none"> • Demonstrates use of language • Demonstrates use of standard writing conventions • Contains errors that detract from meaning 	<ul style="list-style-type: none"> • Demonstrates limited competency in use of language • Demonstrates limited use of standard writing conventions • Contains errors that make it difficult to determine meaning

Trumbull High School School-Wide Social and Civic Expectations Rubric

Category/ Weight	Exemplary 4	Goal 3	Working Toward Goal 2	Needs Support 1-0
Responsibility for Self X_____	<ul style="list-style-type: none"> • Highly self-directed • Consistently displays ethical conduct in the classroom and on campus 	<ul style="list-style-type: none"> • Self-directed • Displays ethical conduct in the classroom and on campus 	<ul style="list-style-type: none"> • Occasionally self-directed • At times displays ethical conduct in the classroom and on campus 	<ul style="list-style-type: none"> • Rarely self-directed • Seldom displays ethical conduct in the classroom and on campus
Respects Others X_____	<ul style="list-style-type: none"> • Sensitive and considerate to others 	<ul style="list-style-type: none"> • Considerate to others 	<ul style="list-style-type: none"> • At times considerate to others 	<ul style="list-style-type: none"> • Insensitive to others
Practices Interpersonal Skills X_____	<ul style="list-style-type: none"> • Champions discussions to resolve differences through active listening and offers opinions without prompting in a positive and rational manner 	<ul style="list-style-type: none"> • Actively discusses avenues to resolve differences when appropriate, and offers encouraging opinions when prompted 	<ul style="list-style-type: none"> • At times, appears indifferent to others, does not seek avenues to resolve differences, and is inflexible in his or her own opinions 	<ul style="list-style-type: none"> • Demonstrates intolerance and lacks social interaction skills
Cultural Understanding X_____	<ul style="list-style-type: none"> • Demonstrates a high level of cultural understanding and respect for the uniqueness of others, their practices and perspectives 	<ul style="list-style-type: none"> • Demonstrates an appreciation of cultural understanding and respect for the uniqueness of others, their practices and perspectives 	<ul style="list-style-type: none"> • Demonstrates little appreciation of cultural understanding and respect for the uniqueness of others, their practices and perspectives 	<ul style="list-style-type: none"> • Demonstrates a lack of appreciation of cultural understanding and respect for the uniqueness of others, their practices and perspectives

AP HUMAN GEOGRAPHY COURSE SKILLS RUBRIC

Assignment Name: _____ Student Name: _____

Skills and Practices		Level of Student Comprehension				
		Exceptional (A Range) 5	Proficient (B Range) 4	Developing (C Range) 3	Needs Support (D Range) 2	Unacceptable (F) 1
Concepts and Processes	Points/# of questions:	Student explains the strengths, weaknesses, and limitations of different geographic models and theories in a specified context.	Student explains and/or compares relevant geographic concepts, processes, models, or theories in a specified context.	Student describes geographic concepts, processes, models, and theories.	Student identifies geographic concepts, processes, models, and theories.	Student does not identify geographic concepts, processes, models, and theories.
Spatial Relationships	Points/# of questions:	Student explains the degree to which a geographic concept, process, model, or theory effectively explains geographic effects in different contexts and regions of the world. Student explains the significance of geographic similarities and differences among different locations and/or at different times.	Student explains and/or compares likely outcomes in a geographic scenario using geographic concepts, processes, models, or theories.	Student describes spatial relationships in a specified context or region of the world, using geographic concepts, processes, models, or theories.	Student identifies spatial patterns, networks, and relationships.	Student does not identify spatial patterns, networks, and relationships.
Data Analysis	Points/# of questions:	Student explains possible limitations of the data provided. Student explains what maps or data imply or illustrate about geographic principles, processes, and outcomes.	Student explains and/or compares patterns and trends in maps and in quantitative and geospatial data to draw conclusions.	Student describes spatial patterns presented in maps and in quantitative and geospatial data.	Student identifies the different types of data presented in maps and in quantitative and geospatial data.	Student does not identify the different types of data presented in maps and in quantitative and geospatial data.
Source Analysis	Points/# of questions:	Student explains possible limitations of visual sources provided. Student explains how maps, images, and landscapes illustrate or relate to geographic principles, processes, and outcomes.	Student explains and/or compares patterns and trends in visual sources to draw conclusions.	Student describes the spatial patterns presented in visual sources.	Student identifies the different types of information presented in visual sources.	Student does not identify the different types of information presented in visual sources.
Scale Analysis	Points/# of questions:	Student explains the degree to which a geographic concept, process, model, or theory effectively explains geographic effects across various geographic scales.	Student explains and/or compares geographic characteristics and processes at various scales.	Student describes spatial relationships across various geographic scales using geographic concepts, processes, models, or theories.	Student identifies the scales of analysis presented by maps, quantitative and geospatial data, images, and landscapes.	Student does not identify the scales of analysis presented by maps, quantitative and geospatial data, images, and landscapes.
Total Grade:		Teacher Comments:				

Name: _____

Period: _____

AP Human Geography Culminating Assessment

DUE DATE: _____

In-class preparation time: _____

Purpose:

The culminating assessment in AP Human Geography is designed to evaluate students' knowledge and understanding of the discipline of Geography, as well as practice applying the content to their own academic interests. Students will choose a book from the attached list, read the text, and analyze the book based on the criteria below. During this investigation students will write a book review, create a presentation of 10-15 minutes, and review the presentations of their peers.

Students must analyze and write on the following topics/questions in their book review:

- **Introduction.**
 - Students should write an introduction about the text. The introduction should cover why the student has chosen this particular book, biographical information on the author, and a brief history of the text itself.
 - Approximately one page in length.

- **What do you feel are the major points addressed in this book?**
 - Students should be sure to explain at least three main ideas.
 - Approximately one page in length.

- **What is the significance of this book as it relates to geographical concepts and themes?**
 - Students should be sure to detail the connection between the book and at least three concepts/units in the course.
 - Approximately one page in length.

- **Do you feel this book would be a worthwhile read for somebody else taking this course? Why or why not?**
 - Students should defend their position with at least three reasons/examples from the text.
 - Approximately one page in length.

Proper in-text citations and a Works Cited page is required for the book report. Failure to quote and cite sources will result in a loss of points.

Guidelines for student presentations:

Students are expected to present their findings to the class in a 10-15 minute presentation.

- Students are expected to have a visual to support their presentation; the visual should be well-designed and professional.
 - Within the presentation include:
 - Background information on your chosen book and author that you believe that class would find interesting.
 - An analysis of your chosen book using geographic content covered in your book review.
 - NOTE: Not ALL content from your book review must be included in your presentation.
 - Be CREATIVE when developing your presentation:
 - Your visual can be any medium (technological or other).
 - Video, images and music are encouraged.

Project Submission:

Students are expected to submit their culminating assessments (both the book review and presentation) digitally by the due date.

- Please submit/share to: _____.

Book Choices:

*NOTE: If there is a book you would like to read that is not on this list, please see me for approval. No two students may analyze the same book. Book choices are first come, first choice. ☺

Achebe, Chinua. *Things Fall Apart*.

Ambrose, Stephen E. *Undaunted Courage: Meriweather Lewis, Thomas Jefferson, and the Opening of the American West*.

Brown, Dan. *Inferno*.

Brown, Dee. *Bury My Heart at Wounded Knee: An Indian History of the American West*.

Conrad, Joseph. *Heart of Darkness*.

Diamond, Jared. *Guns, Germs, and Steel: The Fates of Human Societies*.

Frazier, Charles. *Cold Mountain*.

Friedman, Thomas L. *The Lexus and the Olive Tree: Understanding Globalization* and/or *Longitudes and Attitudes: The World in the Age of Terrorism*.

Garrett, Laurie. *The Coming Plague: Newly Emerging Diseases in a World Out of Balance*.

Giardina, Denise. *Storming Heaven*.

Gordon, Sheila. *Waiting for the Rain*.

Hamner, Earl. *The Homecoming* and/or *Spencer's Mountain*.

Herzog, Brad. *States of Mind: A Search for Faith, Hope, Inspiration, Harmony, Unity, Friendship, Love, Pride, Wisdom, Honor, Comfort, Joy, Bliss, Freedom, Justice, Glory, Triumph, and Truth or Consequences in America*.

Hugo, Victor. *Les Miserables*.

Jackson, Kenneth. *Crabgrass Frontier: The Suburbanization of the United States*.

Jennings, Ken. *Maphead*.

Joubert, Elsa. *Poppie Nongena*.

Kipling, Rudyard. *Plain Tales from the Hills*.

Kuntsler, James Howard. *The Geography of Nowhere: The Rise and Fall of America's Man-Made Landscape*.

Laird, Elizabeth. *Kiss the Dust*.

Lapierre, Dominique. *City of Joy*.

Lord, Bette Bao. *Spring Moon*.

Markandaya, Kamala. *Nectar in a Sieve*.

Marshall, James Vance. *Walkabout*.

Ngor, Haing. *Cambodian Odyssey*.

Orwell, George. *1984*.

Paton, Alan. *Cry, the Beloved Country: A Story of Comfort in Desolation*.

Renault, Mary. *The Persian Boy*.

Schlosser, Eric. *Fast Food Nation*.

Singh, Khushwant. *Train to Pakistan*.

Steinbeck, John. *Grapes of Wrath* and/or *Travels with Charley: In Search of America* and/or *Cannery Row*.

Stilgoe, John R. *Outside Lies Magic: Regaining History and Awareness in Everyday Places*.

Uris, Leon. *Exodus* and/or *The Haj*.

Vance, J.D. *Hillbilly Elegy*.

****Note:** While this culminating assessment counts as the final exam grade for the course (20% of the students' overall grade in the course), this project **DOES NOT** exempt students from the final exam block time. Along with class time, the exam block will be used for student presentations. All students must attend the exam block to complete a review of their peers' presentations. This will ensure that all students receive full credit for their project.

AP Human Geography Culminating Assessment Rubric

	Visual 20 points	Presentation 10 Points	Application of Content 25 Points	Analysis of Content 25 Points
A	Visual is clear, professionally produced, and demonstrates the chosen book completely.	Presentation is excellent. The student speaks clearly, audibly and makes eye contact with the audience for the entire time requirement. He/she has notes prepared for the presentation.	The student demonstrates that he/she has completely read and analyzed the chosen book. Student has a clear understanding of the subject matter.	The student exceptionally applies geographical content to his/her chosen topic.
B	Visual is basically clear, professionally produced, and generally demonstrates the chosen book.	Presentation is good. The student speaks fairly clearly, audibly, and makes eye contact with the audience for the entire time requirement. He/she has notes prepared for the presentation.	The student demonstrates that he/she has read and analyzed the chosen book. Student has a fairly clear understanding of the subject matter.	The student applies geographical content to his/her chosen topic.
C	Visual is somewhat clear, professionally produced, and attempts to convey the chosen book.	Presentation is fair. The student speaks fairly clearly, audibly, and makes eye contact with the audience for some of the time requirement. He/she has some notes prepared for the presentation.	The student demonstrates that he/she has somewhat read and analyzed the chosen book. Student has a fairly clear understanding of the subject matter.	The student somewhat applies geographical content to his/her chosen topic.
D	Visual is lacking in clarity and/or could be more professionally produced. It loosely demonstrates the chosen book.	Presentation is poor. The student does not speak clearly or audibly nor make eye contact with the audience for the entire time requirement. He/she has some notes prepared for the presentation.	The student demonstrates that he/she has minimally read and analyzed the chosen book. Student does not have a clear understanding of the subject matter.	The student minimally attempts to apply geographical content to his/her chosen topic.
F	Visual is not clear or professionally produced. Visual is lacking in support OR is completely unrelated to the chosen book.	Presentation is very poor. Student does not speak clearly or audibly to the audience. Student does not make eye contact. He/she does not have notes prepared for the presentation and does not present for the entire time requirement.	The student demonstrates that he/she has not read or analyzed the chosen book. Student has no understanding of the subject matter.	The student fails to apply geographical content to his/her chosen topic.
For teacher use only: Points awarded: 1. Visual: _____ 2. Presentation: _____ 3. Application: _____ 4. Analysis: _____		For teacher use only: Comments:		

****NOTE: 20 points** of your final assessment grade will come from completing a review of your peers' presentations. Further information and documents will be given to you by the instructor at the start of presentations.

OTHER RESOURCES

de Blij, H.J., and Alexander B. Murphy. *Human Geography: Culture, Society, and Space*. 11th ed. New York: John Wiley, 2015. Print.

Degree Confluence Project. www.confluence.org/. Web.

Gapminder. www.gapminder.org. Web.

GeoGuessr. www.geoguessr.com. Web.

Google Earth. <https://www.google.com/earth/>. Web.

iScore5 App.

Jennings, Ken. *Maphead: Charting the Wide, Weird World of Geography Wonks*. New York: Scribner, 2012. Print.

MapView 5. Golden, Colorado: Golden Software, 2002.
www.goldensoftware.com/faq/mapviewer5-faq.shtml. Web.

National Council for Geographic Education. www.ncge.org. Web.

“Teaching Geography.” www.learner.org/resources/series161.html. Web.

TerraFly: Geospatial Big Data Platform and Solutions. www.terrafly.com. Web.