TRUMBULL PUBLIC SCHOOLS
Trumbull, Connecticut

ADVANCED PLACEMENT HUMAN GEOGRAPHY
Grades 10-12
Social Studies Department
2017

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Advanced Placement Human Geography Property of Trumbull Public Schools
## 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- 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
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.

Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

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.

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

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.

Draw evidence from informational texts to support analysis, reflection, and research.

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.

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 . . .

- geo-literacy fosters more human engagement in contemporary global issues.
- using geospatial technologies allows for multiculturalism.
- the associations and networks among phenomena in particular places have important implications.
- utilizing maps and analyzing geospatial data can pose and solve problems.
- relationships among patterns and processes exist at different scales of analysis.
- evaluating the regionalization process is critical to the understanding of regions.
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.
- discuss controversial issues with maturity and openness.
- analyze various forms of geospatial data.
- present fieldwork and/or research using visual, oral, and written formats.
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

**Supplemental Texts**

UNIT 1
Geography: Its Nature and Perspectives

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

• What is the importance of geography as a field of study?
• How does the way geographers look at the world differ from that of other scientists?
• What tools and techniques do geographers use to analyze the world?

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

Supplemental

Time Allotment
- Approximately 4 weeks
UNIT 2
Population and Migration

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 Curate information from multiple digital sources such as the United States Census to complete their own population pyramids.

Unit Essential Questions

- How does understanding where people live help to explain how they live?
- What are the political, social, and economic consequences of the rapid population growth of the past 200 years?
- How does migration impact society?

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

Supplemental

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 do folk and pop cultures differ in the ways they help form a society’s overall culture?
- What do the spread of and changes in languages tell about the cultures of the world?
- How do religions and ethnic groups both reflect and influence the geography of places at different scales?

Scope and Sequence
1. Concepts of culture and diffusion
   a. Analyzing culture (cultural traits, cultural complex)
   b. Origins of cultures (cultural hearth, taboos)
      i. Folk 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. Popular 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
Supplemental


Time Allotment

- Approximately 5 weeks
UNIT 4
Political Organization of Space

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

- What social, historical and economic factors have influenced modern political maps at various scales?
- How do boundaries reflect ideas of territoriality and political power on various scales?
- How has globalization changed the way people live?

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, 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 territority (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. 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
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Resources

Core

Supplemental

Time Allotment
- Approximately 5 weeks
UNIT 5
Agricultural and Rural Land Use

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 has the development of agriculture affected the spatial distribution of people?
• Why does agriculture vary so greatly around the world?
• How do farmers and others who live in rural areas decide how to use land?

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. Location of food production and facilities (economies of scale)
      iii. 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

Supplemental

Time Allotment
- Approximately 5 weeks
UNIT 6
Industrialization and Economic Development

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

- How did the diffusion of industrialism affect people around the world?
- How has growing economic interdependence changed spatial relationships among people in the world?
- What does development mean, how can it be measured, and how can it be encouraged?

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...
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**Resources**

**Core**

**Supplemental**

**Time Allotment**
- Approximately 4 weeks
UNIT 7
Cities and Urban Land Use

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

- In what ways do geographers study and understand the growth and importance of cities?
- How do geographers describe and analyze the structure and function of cities?
- What are the challenges facing cities around the world, and how are cities responding to these 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 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
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Resources

Core


Supplemental


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 and during 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 4-6 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 Rubric
- AP Human Geography Culminating Assessment & Rubric
### SCHOOL-WIDE RUBRICS

#### Rubric 1: Read Effectively

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<th>Category/Weight</th>
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<th>Goal</th>
<th>Working Toward Goal</th>
<th>Needs Support</th>
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<td>Demonstrates understanding of text by:</td>
<td>Demonstrates general understanding of text by:</td>
<td>Demonstrates limited or no understanding of text by:</td>
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<td>- Clearly identifying the purpose of the text</td>
<td>- Identifying the fundamental purpose of the text</td>
<td>- Partially identifying the purpose of the text</td>
<td>- Not identifying the purpose of the text</td>
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<td>- Providing initial reaction richly supported by text</td>
<td>- Providing initial reaction supported by text</td>
<td>- Providing initial reaction somewhat supported by text</td>
<td>- Providing initial reaction not supported by text</td>
</tr>
<tr>
<td></td>
<td>- Providing a perceptive interpretation</td>
<td>- Providing a clear/straightforward interpretation of the text</td>
<td>- Providing a superficial interpretation of the text</td>
<td>- Providing an interpretation not supported by the text</td>
</tr>
<tr>
<td><strong>Interpret X_____</strong></td>
<td>Demonstrates exceptional interpretation of text by:</td>
<td>Demonstrates ability to interpret text by:</td>
<td>Demonstrates general ability to interpret text by:</td>
<td>Demonstrates limited ability to interpret text as evidenced by:</td>
</tr>
<tr>
<td></td>
<td>- Extensively reshaping, reflecting, revising, and/or deepening initial understanding</td>
<td>- Reshaping, reflecting, revising, and/or deepening initial understanding</td>
<td>- Guided reflection and/or revision of initial understanding</td>
<td>- Struggle to implement guided reflection and/or revision of initial understanding</td>
</tr>
<tr>
<td></td>
<td>- Constructing insightful and perceptive ideas about the text.</td>
<td>- Summarizing main ideas of text</td>
<td>- Summarizing some of the main ideas of text</td>
<td>- Struggle to summarize any main ideas of text</td>
</tr>
<tr>
<td></td>
<td>- Actively raising critical questions and exploring multiple interpretations of the text</td>
<td>- Actively interpreting text by raising questions and looking for answers in text</td>
<td>- Guided interpretation of text by locating answers to given questions in text</td>
<td>- Struggle to answer questions by locating responses in text</td>
</tr>
<tr>
<td><strong>Connect X_____</strong></td>
<td>Demonstrates perceptive connections</td>
<td>Demonstrates specific connections</td>
<td>Demonstrates general connections</td>
<td>Struggles to make connections</td>
</tr>
<tr>
<td></td>
<td>- text-to-text</td>
<td>- text-to-text</td>
<td>- text-to-text</td>
<td>- text-to-text</td>
</tr>
<tr>
<td></td>
<td>- text-to-self</td>
<td>- text-to-self</td>
<td>- text-to-self</td>
<td>- text-to-self</td>
</tr>
<tr>
<td></td>
<td>- text-to-world</td>
<td>- text-to-world</td>
<td>- text-to-world</td>
<td>- text-to-world</td>
</tr>
<tr>
<td><strong>Evaluate X_____</strong></td>
<td>Demonstrates insightful evaluation of text by one or more of the following:</td>
<td>Demonstrates an evaluation of text by one or more of the following:</td>
<td>Demonstrates a general evaluation of text by one or more of the following:</td>
<td>Demonstrates a struggle to evaluate the text by one or more of the following:</td>
</tr>
<tr>
<td></td>
<td>- Critical analysis to create a conclusion supported by the text</td>
<td>- Critical analysis to form a conclusion from the text</td>
<td>- Formulation of a superficial conclusion from the text</td>
<td>- Formulation of a conclusion from the text</td>
</tr>
<tr>
<td></td>
<td>- Perceptive judgments about the quality of the text</td>
<td>- Thoughtful judgments about the quality of the text</td>
<td>- Assessment of the quality of the text</td>
<td>- Assessment of the quality of the text</td>
</tr>
<tr>
<td></td>
<td>- Synthesis of text</td>
<td>- Evaluation of text to express personal opinion(s)</td>
<td>- Use of text to express personal opinion(s)</td>
<td>- Use of text to express personal opinion(s)</td>
</tr>
<tr>
<td></td>
<td>- Expression of a personal opinion</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Rubric 2: Write Effectively

<table>
<thead>
<tr>
<th>Category/Weight</th>
<th>Exemplary 4 Student work:</th>
<th>Goal 3 Student work:</th>
<th>Working Toward Goal 2 Student work:</th>
<th>Needs Support 1-0 Student work:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purpose X_______</td>
<td>Establishes and maintains a clear purpose</td>
<td>Establishes and maintains a purpose</td>
<td>Establishes a purpose</td>
<td>Does not establish a clear purpose</td>
</tr>
<tr>
<td></td>
<td>Demonstrates an insightful understanding of audience and task</td>
<td>Demonstrates an accurate awareness of audience and task</td>
<td>Demonstrates an awareness of audience and task</td>
<td>Demonstrates limited/no awareness of audience and task</td>
</tr>
<tr>
<td>Organization X_____</td>
<td>Reflects sophisticated organization throughout</td>
<td>Reflects organization throughout</td>
<td>Reflects some organization throughout</td>
<td>Reflects little/no organization</td>
</tr>
<tr>
<td></td>
<td>Demonstrates logical progression of ideas</td>
<td>Demonstrates logical progression of ideas</td>
<td>Demonstrates logical progression of ideas at times</td>
<td>Lacks logical progression of ideas</td>
</tr>
<tr>
<td></td>
<td>Maintains a focus</td>
<td>Maintains a focus</td>
<td>Maintains a vague focus</td>
<td>Maintains little/no focus</td>
</tr>
<tr>
<td></td>
<td>Utilizes effective transitions</td>
<td>Utilizes transitions</td>
<td>May utilize some ineffective transitions</td>
<td>Utilizes ineffective or no transitions</td>
</tr>
<tr>
<td>Content X_______</td>
<td>Is accurate, explicit, and vivid</td>
<td>Is accurate and relevant</td>
<td>May contain some inaccuracies</td>
<td>Is inaccurate and unclear</td>
</tr>
<tr>
<td></td>
<td>Exhibits ideas that are highly developed and enhanced by specific details and examples</td>
<td>Exhibits ideas that are developed and supported by details and examples</td>
<td>Exhibits ideas that are partially supported by details and examples</td>
<td>Exhibits limited/no ideas supported by specific details and examples</td>
</tr>
<tr>
<td>Use of Language X_______</td>
<td>Demonstrates excellent use of language</td>
<td>Demonstrates competent use of language</td>
<td>Demonstrates use of language</td>
<td>Demonstrates limited competency in use of language</td>
</tr>
<tr>
<td></td>
<td>Demonstrates a highly effective use of standard writing that enhances communication</td>
<td>Demonstrates effective use of standard writing conventions</td>
<td>Demonstrates use of standard writing conventions</td>
<td>Demonstrates limited use of standard writing conventions</td>
</tr>
<tr>
<td></td>
<td>Contains few or no errors. Errors do not detract from meaning</td>
<td>Contains few errors. Most errors do not detract from meaning</td>
<td>Contains errors that detract from meaning</td>
<td>Contains errors that make it difficult to determine meaning</td>
</tr>
</tbody>
</table>
**Rubric 4: Social and Civic Expectations**

<table>
<thead>
<tr>
<th>Category/Weight</th>
<th>Exemplary 4</th>
<th>Goal 3</th>
<th>Working Toward Goal 2</th>
<th>Needs Support 1-0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responsibility for Self</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Highly self-directed</td>
<td>• Self-directed</td>
<td>• Occasionally self-directed</td>
<td>• Rarely self-directed</td>
</tr>
<tr>
<td></td>
<td>• Consistently displays ethical conduct in the classroom and on campus</td>
<td>• Displays ethical conduct in the classroom and on campus</td>
<td>• At times displays ethical conduct in the classroom and on campus</td>
<td>• Seldom displays ethical conduct in the classroom and on campus</td>
</tr>
<tr>
<td></td>
<td>X__________</td>
<td>______</td>
<td>________</td>
<td>________</td>
</tr>
<tr>
<td>Respects Others</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Sensitive and considerate to others</td>
<td>• Considerate to others</td>
<td>• At times consider to others</td>
<td>• Insensitive to others</td>
</tr>
<tr>
<td></td>
<td>X__________</td>
<td>______</td>
<td>________</td>
<td>________</td>
</tr>
<tr>
<td>Practices Interpersonal Skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Champions discussions to resolve differences through active listening and offers opinions without prompting in a positive and rational manner</td>
<td>• Actively discusses avenues to resolve differences when appropriate, and offers encouraging opinions when prompted</td>
<td>• At times, appears indifferent to others, does not seek avenues to resolve differences, and is inflexible in his or her own opinions</td>
<td>• Demonstrates intolerance and lacks social interaction skills</td>
</tr>
<tr>
<td></td>
<td>X__________</td>
<td>______</td>
<td>________</td>
<td>________</td>
</tr>
<tr>
<td>Cultural Understanding</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Demonstrates a high level of cultural understanding and respect for the uniqueness of others, their practices and perspectives</td>
<td>• Demonstrates an appreciation of cultural understanding and respect for the uniqueness of others, their practices and perspectives</td>
<td>• Demonstrates little appreciation of cultural understanding and respect for the uniqueness of others, their practices and perspectives</td>
<td>• Demonstrates a lack of appreciation of cultural understanding and respect for the uniqueness of others, their practices and perspectives</td>
</tr>
<tr>
<td></td>
<td>X__________</td>
<td>______</td>
<td>________</td>
<td>________</td>
</tr>
</tbody>
</table>
# AP HUMAN GEOGRAPHY COURSE RUBRIC

**Assignment Name:**
____________________________

**Student Name:**
________________________

---

<table>
<thead>
<tr>
<th>Skills and Practices</th>
<th>Exceptional (A Range)</th>
<th>Proficient (B Range)</th>
<th>Developing (C Range)</th>
<th>Needs Support (D Range)</th>
<th>Unacceptable (F)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asking Geographic Questions</td>
<td>Student expertly comprehends vocabulary and can use it to formulate questions regarding economic, social, political and environmental geographic elements of study.</td>
<td>Student competently comprehends vocabulary and can use it to formulate questions regarding economic, social, political and environmental geographic elements of study.</td>
<td>Student adequately comprehends vocabulary and can use it in a limited way to formulate questions regarding economic, social, political and environmental geographic elements of study.</td>
<td>Student attempts to comprehend vocabulary and cannot use it to formulate questions regarding economic, social, political and environmental geographic elements of study.</td>
<td>Student does not comprehend vocabulary and cannot use it to formulate questions regarding economic, social, political and environmental geographic elements of study.</td>
</tr>
<tr>
<td>Acquiring Geographic Information</td>
<td>Student expertly researches geographic data using various digitized and non-digitized sources.</td>
<td>Student competently researches geographic data using various digitized and non-digitized sources.</td>
<td>Student adequately researches geographic data using various digitized and non-digitized sources.</td>
<td>Student attempts to research geographic data using various digitized and non-digitized sources.</td>
<td>Student does not research geographic data using various digitized and non-digitized sources.</td>
</tr>
<tr>
<td>Organizing Geographic Information</td>
<td>Student expertly organizes research and thinking into graphs, charts, plots, and maps.</td>
<td>Student competently organizes research and thinking into graphs, charts, plots, and maps.</td>
<td>Student adequately organizes research and thinking into graphs, charts, plots, and maps.</td>
<td>Student attempts to organize research and thinking into graphs, charts, plots, and maps.</td>
<td>Student does not organize research and thinking into graphs, charts, plots, and maps.</td>
</tr>
<tr>
<td>Answering Geographic Questions</td>
<td>Student expertly uses map/data/theory analysis to solve various problems.</td>
<td>Student competently uses map/data/theory analysis to solve various problems.</td>
<td>Student adequately uses map/data/theory analysis to solve various problems.</td>
<td>Student attempts to use map/data/theory analysis to solve various problems.</td>
<td>Student does not use map/data/theory analysis to solve various problems.</td>
</tr>
</tbody>
</table>

---

**Total Grade:**

**Teacher Comments:**
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.
    - 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. 😊

Brown, Dan. *Inferno.*
Brown, Dee. *Bury My Heart at Wounded Knee: An Indian History of the American West.*
Conrad, Joseph. *Heart of Darkness.*
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.*
Giardina, Denise. *Storming Heaven.*
Hamner, Earl. *The Homecoming* and/or *Spencer’s Mountain.*
Jennings, Ken. *Maphead.*
Joubert, Elsa. *Poppie Nongena.*
Kipling, Rudyard. *Plain Tales from the Hills.*
Laird, Elizabeth. *Kiss the Dust.*
Lapierre, Dominique. *City of Joy.*
Lord, Bette Bao. *Spring Moon.*
Markandaya, Kamala. *Nectar in a Sieve.*
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

<table>
<thead>
<tr>
<th>Visual 20 points</th>
<th>Presentation 10 Points</th>
<th>Application of Content 25 Points</th>
<th>Analysis of Content 25 Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Visual is clear, professionally produced, and demonstrates the chosen book completely.</td>
<td>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.</td>
<td>The student demonstrates that he/she has completely read and analyzed the chosen book. Student has a clear understanding of the subject matter.</td>
<td>The student exceptionally applies geographical content to his/her chosen topic.</td>
</tr>
<tr>
<td>B Visual is basically clear, professionally produced, and generally demonstrates the chosen book.</td>
<td>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.</td>
<td>The student demonstrates that he/she has read and analyzed the chosen book. Student has a fairly clear understanding of the subject matter.</td>
<td>The student applies geographical content to his/her chosen topic.</td>
</tr>
<tr>
<td>C Visual is somewhat clear, professionally produced, and attempts to convey the chosen book.</td>
<td>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.</td>
<td>The student demonstrates that he/she has somewhat read and analyzed the chosen book. Student has a fairly clear understanding of the subject matter.</td>
<td>The student somewhat applies geographical content to his/her chosen topic.</td>
</tr>
<tr>
<td>D Visual is lacking in clarity and/or could be more professionally produced. It loosely demonstrates the chosen book.</td>
<td>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.</td>
<td>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.</td>
<td>The student minimally attempts to apply geographical content to his/her chosen topic.</td>
</tr>
<tr>
<td>F Visual is not clear or professionally produced. Visual is lacking in support OR is completely unrelated to the chosen book.</td>
<td>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.</td>
<td>The student demonstrates that he/she has not read or analyzed the chosen book. Student has no understanding of the subject matter.</td>
<td>The student fails to apply geographical content to his/her chosen topic.</td>
</tr>
</tbody>
</table>

**For teacher use only:**
Points awarded:
1. Visual: __________
2. Presentation: __________
3. Application: __________
4. Analysis: __________

**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.

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OTHER RESOURCES


iScore5 App.


