



# Washington Township School District



*The mission of the Washington Township Public Schools is to provide a safe, positive, and progressive educational environment that provides opportunity for all students to attain the knowledge and skills specified in the NJ Learning Standards at all grade levels, so as to ensure their full participation in an ever-changing world as responsible, self-directed and civic-minded citizens.*

<b>Course Title:</b>	<b>AP Human Geography</b>					
<b>Grade Level(s):</b>	<b>11<sup>th</sup> &amp; 12<sup>th</sup> Grades</b>					
<b>Duration:</b>	<i>Full Year:</i>	<b>X</b>	<i>Semester:</i>		<i>Marking Period:</i>	
<b>Course Description:</b>	<p><b>AP Human Geography is an introductory college-level human geography course that introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of the Earth's surface. Students cultivate their understanding of human geography through data and geographic analyses as they explore topics like patterns and spatial organization, human impacts and interactions with their environment, and spatial processes and societal changes. They also learn about the methods and tools geographers use in their science and practice. It is an excellent course for preparing students to become geo-literate youth and adults.</b></p> <p><b>This course follows the curriculum from the most recent course and exam description by the College Board. <i>There is an opportunity for students to earn college credit by taking the AP Human Geography exam in May.</i></b></p>					
<b>Grading Procedures:</b>	<p>Numerical grades will be used. The final grade each marking period will reflect an average of:</p> <ol style="list-style-type: none"><li>1. Major Tests and benchmarks</li><li>2. Homework and classwork</li><li>3. Quizzes and reports</li><li>4. Special projects</li></ol> <p>***The BOE requires a minimum average of 70% to gain course credit.</p>					
<b>Primary Resources:</b>	<p><b>Course Textbook &amp; supporting materials</b></p> <p><b>Primary source readers</b></p> <p><b>Current Events articles</b></p> <p><b>Charts, graphs, maps</b></p> <p><b>Newspaper articles, laws, letters, speeches</b></p>					

# Washington Township Principles for Effective Teaching and Learning

- Implementing a standards-based curriculum
- Facilitating a learner-centered environment
- Using academic target language and providing comprehensible instruction
- Adapting and using age-appropriate authentic materials
- Providing performance-based assessment experiences
- Infusing 21<sup>st</sup> century skills for College and Career Readiness in a global society

**Designed by:**

Kristin Meares

**Under the Direction of:**

Jeffrey Snyder

**Written:** \_\_\_\_\_ **Summer 2021** \_\_\_\_\_

**Revised:** \_\_\_\_\_

**BOE Approval:** \_\_\_\_\_

# **AP Human Geography**

## **Units of Study Overview**

**Unit 1 Title: Thinking Geographically**

**Unit 2 Title: Population and Migration Patterns and Processes**

**Unit 3 Title: Cultural Patterns and Processes**

**Unit 4 Title: Political Patterns and Processes**

**Unit 5 Title: Agricultural and Rural Land Use Patterns & Processes**

**Unit 6 Title: Cities and Urban Land Use Patterns & Processes**

**Unit 7 Title: Industrial and Economic Development Patterns & Processes**

## Unit 1 Title: Thinking Geographically

### Unit Description:

This first unit sets the foundation for the course by teaching students how geographers approach the study of places. Students are encouraged to reflect on the “why of where” to better understand geographic perspectives. Many other high school courses ask students to read and analyze data, but for this course, students also apply a spatial perspective when reading and analyzing qualitative and quantitative data.

Students learn the ways information from data sources such as maps, tables, charts, satellite images, and infographics informs policy decisions such as voting redistricting or expanding transportation networks. They also learn about how people influence and are influenced by their environment; the resulting impact on topography, natural resources, and climate; and the differences between and consequences of environmental determinism and possibilism.

Finally, students are introduced to the language of geography, learning discipline-specific terminology and applying that language to contemporary, real-world scenarios so they can better study population processes and patterns in the next unit.

### Unit Duration: 2-3 weeks

### Standard(s) (from [National Council for Geographic Education](#)):

#### Properties and Functions of Geographic Representations

1. The advantages of coordinating multiple geographic representations—such as maps, globes, graphs, diagrams, aerial and other photographs, remotely sensed images, and geographic visualizations to answer geographic questions

1.A. Explain the advantages of using multiple geographic representations to answer geographic questions.

#### Using Geospatial Data to Construct Geographic Representations

2. The technical properties and quality of geospatial data

2.A. Identify and explain the metadata properties (e.g., resolution, date of creation, and method of collection) of geospatial data.

2.B. Evaluate the quality and quantity of geospatial data appropriate for a given purpose.

3. The appropriate and ethical uses of geospatial data and geospatial technologies in constructing geographic representations

3.A. Evaluate the appropriate and ethical uses of different geospatial technologies and methods for acquiring, producing, and displaying geospatial data.

#### Using Geographic Representations

4. The uses of geographic representations and geospatial technologies to investigate and analyze geographic questions and to communicate geographic answers

4.A. Analyze geographic representations and suggest solutions to geographic questions at local to global scales using geographic representations and geospatial technologies.

#### Developing Mental Maps

1. The locations, characteristics, patterns, and relationships of physical and human systems are the basis for mental maps at local to global scales

1.A. Identify from memory and explain the locations, characteristics, patterns, and relationships among human and physical systems.

2. Mental maps can change through experience and iterative self-reflection

2.A. Explain the development of completeness and accuracy in the student's mental map of places and regions.

#### Using Mental Maps

3. Mental maps are used to answer geographic questions about locations, characteristics, patterns, and relationships of places and regions

3.A. Identify from memory and explain the locations, characteristics, patterns, and relationships of places and regions to answer geographic questions.

#### Individual Perceptions Shape Mental Maps

4. Changing perceptions reshape mental maps of people, places, regions, and environments

4.A. Compare an individual's mental map before and after a geographic event or experience.

### Indicators:

Identify the different types of data presented in maps and in quantitative and geospatial data.

Describe spatial patterns presented in maps and in quantitative and geospatial data.  
 Explain geographic concepts, processes, models, and theories.  
 Identify the scales of analysis presented by maps, quantitative and geospatial data, images, and landscapes.  
 Describe geographic concepts, processes, models, and theories.  
 Identify types of maps, the types of information presented in maps, and different kinds of spatial patterns and relationships portrayed in maps.  
 Identify different methods of geographic data collection.  
 Explain the geographical effects of decisions made using geographical information.  
 Define major geographic concepts that illustrate spatial relationships.  
 Explain how major geographic concepts illustrate spatial relationships.  
 Define scales of analysis used by geographers.  
 Explain what scales of analysis reveal.  
 Describe different ways that geographers define regions.

**Understandings:**

*Students will understand that...*

1. Geographers use maps and data to depict relationships of time, space, and scale
2. Types of maps include reference maps and thematic maps.
3. Types of spatial patterns represented on maps include absolute and relative distance and direction, clustering, dispersal, and elevation.
4. All maps are selective in information; map projections inevitably distort spatial relationships in shape, area, distance, and direction.
5. Data may be gathered in the field by organizations or by individuals.
6. Geospatial technologies include geographic information systems (GIS), satellite navigation systems, remote sensing, and online mapping and visualization.
7. Spatial information can come from written accounts in the form of field observations, media reports, travel narratives, policy documents, personal interviews, landscape analysis, and photographic interpretation.
8. Geospatial and geographical data, including census data and satellite imagery, are used at all scales for personal, business and organizational, and governmental decision-making purposes.
9. Geographers analyze relationships among and between places to reveal important spatial patterns.
10. Spatial concepts include absolute and relative location, space, place, flows, distance decay, time-space compression, and pattern.
11. Concepts of nature and society include sustainability, natural resources, and land use.
12. Theories regarding the interaction of the natural environment with human societies have evolved from environmental determinism to possibilism.
13. Scales of analysis include global, regional, national, and local.
14. Patterns and processes at different scales reveal variations in, and different interpretations of, data.
15. Regions are defined on the basis of one or more unifying characteristics or on patterns of activity.
16. Types of regions include formal, functional, and perceptual/vernacular.
17. Regional boundaries are transitional and often contested and overlapping.
18. Geographers apply regional analysis at local, national, and global scales.

**Essential Questions:**

What different types of maps are there?  
 What are the types of spatial patterns represented on maps?  
 How do map projections inevitably distort spatial relationships?  
 Who gathers data in the field?  
 What are geospatial technologies?  
 Where can spatial information come from?  
 How is geospatial and geographical data used at all scales for decision making processes?  
 What do spatial concepts include?  
 What do the concepts of nature and society include?  
 How have theories regarding the interaction of the natural environment with human societies evolved from environmental determinism to possibilism?  
 What do scales of analysis include?  
 How do patterns and processes at different scales reveal variations in, and different interpretations of, data?  
 How are regions defined?  
 What are the types of regions?  
 How are regional boundaries transitional and often contested and overlapping?  
 How do geographers apply regional analysis at local, national, and global scales?

## Assessment Evidence

### Performance Tasks:

Explain whether the address of a restaurant is an absolute location or a relative location.

Describe how geographic concepts help to explain the distribution of phenomena on Earth.

Describe how technology “shrinks the world” using the time-space compression model.

Compare the theories of environmental determinism and possibilism.

Explain why New Orleans’s founders decided that the advantages of the location’s situation outweighed the disadvantages of its site.

Identify and explain the reasons why it is important to sustain the Okavango River Basin.

Explain how using different scales of analysis helps geographers and other scientists understand the ways climate change is affecting the planet.

Describe how the analysis of the population of New England differs at a regional and local scale.

Quebec is a province in Canada in which 83 percent of the population speaks French as a first language.

Identify Quebec’s region type.

Compare the functional region of a pharmacy in a dense city with few drivers to the functional region of a pharmacy in a sparsely populated suburb.

Describe the role that cuisine, or style of food, might play in the understanding of a vernacular region.

Explain why geographers might have concerns about growing inequality in India.

Explain why it might be difficult for a peripheral country to become a part of the core.

Describe how world system theory is related to globalization.

Explain why sustainability is an important human geography theme.

Describe the Geo-Inquiry Process.

Explain how thinking like a geographer benefits all decision-making.

Identify three geographic questions about any environmental, social, or economic issues that interest you, and then explain how your questions might change when considering different scales of analysis.

Describe the difference between quantitative and qualitative data and provide an example of each.

Explain what GIS is and how it is used to understand spatial patterns and relationships.

Identify three ways geographers collect data.

Describe how drones have impacted the acquisition of geospatial data.

Explain why it is important to collect data at the appropriate scale.

Describe one way geographers could use GPS in their work.

Explain how geospatial technologies used for data collection have impacted geographers’ work.

Describe one example of absolute distance and one example of relative distance.

Compare the three ways scale is expressed on maps by explaining how they are alike and different.

### Other Evidence:

- Teacher observations
- Informal checks for understanding
- Independent reading/student conferences
- Independent writing/student conferences
- Class discussions
- Collaboration with others
- Group work
- Classwork
- Homework
- Teacher-created tests and quizzes
- Teacher-created multimedia projects
- AP Classroom Progress Checks
- Case studies
- Article/video reviews
- Map quizzes
- Vocabulary quizzes

Explain why the Robinson projection is one of the most commonly used map projections.  
 Choose one of the thematic maps from this lesson. Based on specific details, describe one conclusion you can draw from the map.  
 Explain similarities and differences between dot maps and graduated symbols maps. Why might one or the other be preferable for different types of data?  
 Explain how showing spatial patterns can help decision-making. Use an example from the text.  
 If you wanted to create a map that demonstrated to the public the seriousness of a certain city's homelessness problem, what type of thematic map would you use?  
 Explain your thinking.

### Benchmarks:

Each student has been assigned 2 countries to profile throughout the school year. As we go through each unit, the students will complete related questions for their assigned countries.

Unit Culminating Poster Project

## Learning Plan

### Learning Activities:

#### Week 1

- Opening video – [“The Danger of a Single Story”](#) TEDTalk Chimamanda Ngozi Adichie and reflection.
- Student letters – how does AP Human Geography relate to your life?

#### Week 2

- Review verbs and AP skills for the course and set up of AP exam; use of SPEED analysis (social, political, economic, environmental, demographic).
- Set up AP classroom & online textbook.
- Assign & explain year-long countries project.
- Assing unit vocab – students will be quizzed biweekly on unit vocab & map skills.

#### Weeks 3-4

- Assign unit reading guide.
- Unit notes & lecture.
- Map projection activity – watch [“Why are we changing maps?”](#) from the *West Wing*, challenge students to cut an inflatable globe and make it flat
- Mental maps activity – What route do you take to school (walk, bus, drive)?
- Padlet article/video review – Read one article or watch one video and comment on how it relates to the unit. Also mention any content related to other units in the course.
- Case study analysis jigsaw
- Mini-test bellringers – 3 prompts based MCQs
- AP Classroom personal progress checks & unit test review – complete and do peer review in class
- Unit MC & FRQ exam

### Resources:

**Textbook:** National Geographic *Human Geography, A Spatial Perspective*

**Textbook Resources:** Student Writing Handbook; Student Geography Handbook; National Geographic video library; National Geographic Explorer Library; Case Study library; PowerPoint library; Handbook Answer Key; Student Companion Workbook; Teacher's Assessment Companion Workbook; National Geographic Atlas; National Geographic MapMaker; Graphic Organizer Library; Glossary; Chapter Summative Assessments & Answer Keys; Unit Summative Assessments and Answer Keys; Diagnostic AP Exam and Answer Key; Cengage/Congero online learning resources

**Supplemental Resources:** AMSCO Advanced Placement Human Geography, 2<sup>nd</sup> Edition; The Introductory Reader in Human Geography, 5 Steps to a 5 – 500 AP Human Geography Questions; 5 Steps to a 5 AP Human Geography



Review Book; Kaplan Prep Plus AP Human Geography; Barron's AP Human Geography; College Board AP Classroom; Various other readings.

**General Course Resources:**

[College Board AP Human Geography](#)  
[World Maps](#)  
[CIA World Factbook](#)  
[Country Watch](#)  
[Population Reference Bureau](#)  
[National Geographic](#)  
[United Nations](#)  
[Smithsonian Institute](#)  
[US Census Bureau](#)  
[World Health Organization](#)  
[Council on Foreign Relations – World 101](#)  
[Seterra Geography](#) – The Ultimate Map Quiz Site  
[Google Earth](#)  
[UN Data – A World of Information](#)  
[Geography Education](#) (ScoopIt! – case studies)  
[Perry-Castañeda Library Map Collection \(University of Texas\)](#)  
[Oxford Dictionary of Human Geography](#)  
[ArcGIS Online](#)  
[Geoquest](#)  
[Mapping Our World – Esri Academy](#)  
[World Atlas](#)  
[Gapminder Quizzes](#)  
[National Geographic – AP Human Geography](#)  
[Esri – Instructional Resources](#)  
[Lizard Point Geography Quizzes](#)  
[30 Models and Theories to Know for AP Human Geography](#)  
[AP Human Geography Models and Theories](#)

**Unit Specific Resources:**

[Globe Making: How the World is Made](#)  
[30+ Maps Of America That Will Make You Question Everything You Know About The USA](#)  
[Why Mt. Everest's Height Keeps Changing](#) (also colonialism & political boundaries)  
[The U.S. Map With Only 38 States](#)  
[Defining Geography: What is Where, Why There, and Why Care?](#)  
[A Map of Every Building in the US](#)  
[HOT CITIES, METHANE LEAKERS AND THE CATHOLIC CHURCH](#) - This podcast was all about how mapping can help address and mitigate climate change. It could fit into many different units.  
[World Potato Atlas](#)  
[World Sweet Potato Atlas](#)  
[Can't Find the Middle East on a Map? Here's Why.](#) – use at the end of Unit 1 – perceptual regions  
[Mercator Misconceptions: Clever Map Shows the True Size of Countries](#)  
[WordWall Unit 1 vocab review](#)  
[Scale-A-Tron](#)  
[Google Earth's New Timelapse Feature Lets You See How Our Planet Has Changed In Four Decades](#)  
[The True Size of....](#)  
[Brookings – Use for visuals to help with spatial analysis](#)  
[Our World in Data](#)  
[Bouncy Maps](#)  
[Subnational HDI Maps](#)  
[World Map Generator](#)  
[New World Map](#) - with further map links, video clip from the West Wing Cartographers for Social Responsibility, and a great story of the Buckminster Fuller Dymaxion Projection from Life Magazine in 1943.  
[Why does Geography](#) matter infographic?  
[Meander Maps](#) - It's called a "meander map". It demonstrates all the various paths that the Mississippi has taken over the millennia. The different colors represent moments in history when the river jumped her banks and changed her course dramatically. Native Americans used to move their settlements along with the river's constant shifts and changes, but Americans saw things differently. In the 1940s, the Army Corps of Engineers decided to lock down the



Mississippi River into a certain course. They built walls and levees and declared: “These are now the official boundaries of the Mississippi. She doesn’t move an inch from HERE.” Nature, of course, has had different plans.

[Navigating our reliance on maps](#)

[Great Circle Map](#)

Stuff You Should Know podcast – June 10, 2017, episode – [How Maps Work](#)

[How 2020 Remapped Your Worlds](#) - Through homemade maps, readers shared perspectives and stories from a world transformed by the coronavirus pandemic.

[The Spatial Awareness Project](#) - Aotearoa New Zealand from 100 meters in 100 Seconds. From Cape Reinga to Gore, this film explores the variety of NZ landscapes. It asks an important question about the way we value and use our environment - hopefully, sparking new conversations

[40 maps that explain the Middle East](#)

[Mapping the Future of Countries](#): Many people think the lines on the map no longer matter, but Parag Khanna says they do. Using maps of the past and present, he explains the root causes of border conflicts worldwide and proposes simple yet cunning solutions for each.

[National Geographic Officially Recognizes the Southern Ocean as World’s Fifth Ocean](#)

[Slices of the Pie: Mapping Territorial Claims in Antarctica](#)

[Dying too young: Maps show little has changed in 170 years](#)

[Copyrighting Cartography with Fictional Places](#)

[Google Earth Timelapse](#)

[Living to 100 Life Expectancy Map](#) (have to register)

[Life Expectancy at Birth for U.S. States and Census Tracts, 2010-2015](#) (also unit 2 population)

[Laser Mapping Unearths 60,000 Ancient Maya Structures in Guatemalan Jungle](#)

[Geospatial Revolution](#) (video)

[The top 12 most useful Landsat Imagery Sites](#) (video)

[Can You Name a Country?](#) (video)

[Data Scientist Makes Stunning Maps of the Average Colors of the World](#)

[Re-Constructing the Map: NBC’s Geographic Imagination and the Opening Ceremony for the 2012 London Olympics](#)

[New Data Leads To Rethinking \(Once More\) Where The Pandemic Actually Began](#)

[A sense of direction: Finding your way without GPS](#)

[It’s Not Easy to Map the 100 Largest Islands in the World](#)

[Bifurcation: The secret giant islands formed when rivers split](#)

[World’s Fifth Ocean Is Officially Recognized as the ‘Southern Ocean’](#)

[Mapping the Spread of Lyme Disease](#)

## Unit Learning Goal and Scale

*(Level 2.0 reflects a minimal level of proficiency)*

### Standard(s):

Mental maps are used to answer geographic questions about locations, characteristics, patterns, and relationships of places and regions

3.A. Identify from memory and explain the locations, characteristics, patterns, and relationships of places and regions to answer geographic questions.

4.0	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Draw an accurate map of either the world, their region or neighborhood and accurately label as many continents, countries, and physical features as they know. Students will also accurately label up to 5 different political features, cultural features &amp; human migrations.</li> </ul>
3.0	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Draw an accurate map of either the world, their region or neighborhood and accurately label as many continents, countries, and physical features as they know.</li> </ul>
2.0	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Recognize and recall specific vocabulary related to mental mapping</li> </ul>
1.0	<b>With help, partial success at level 2.0 content and level 3.0 content:</b>
0.0	<b>Even with help, no success</b>

### Standard(s):

The advantages of coordinating multiple geographic representations—such as maps, globes, graphs, diagrams, aerial and other photographs, remotely sensed images, and geographic visualizations to answer geographic questions

1.A. Explain the advantages of using multiple geographic representations to answer geographic questions	
<b>4.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Complete a “Thinking Like a Geographer” analysis worksheet about an assigned primary source (map, graph, data, or document), accurately addressing the questions of what?, where?, why there? and why care?</li> </ul>
<b>3.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Complete a “Thinking Like a Geographer” analysis worksheet about an assigned primary source, partially addressing the questions of what?, where?, why there? and why care?</li> </ul>
<b>2.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Explain the importance of the questions what? Where? Why there? And why care? To geographical analysis.</li> </ul>
<b>1.0</b>	<b>With help, partial success at level 2.0 content and level 3.0 content:</b>
<b>0.0</b>	<b>Even with help, no success</b>

### Unit Modifications for Special Population Students

<b>Advanced Learners</b>	<ul style="list-style-type: none"> <li>Provide ample opportunities for creative behavior.</li> <li>Create assignments that call for original work, independent learning, critical thinking, problem solving, and experimentation.</li> <li>Show appreciation for creative efforts</li> <li>Respect unusual questions, ideas, and solutions.</li> <li>Encourage students to test their ideas.</li> <li>Provide opportunities and give credit for self-initiated learning.</li> <li>Avoid overly detailed supervision and too much reliance on prescribed curricula.</li> <li>Allow time for reflection.</li> <li>Resist immediate and constant evaluation.</li> <li>Avoid comparisons to other students.</li> </ul>
<b>Struggling Learners</b>	<ul style="list-style-type: none"> <li>Assist students in getting organized.</li> <li>Give short directions.</li> <li>Use drill exercises.</li> <li>Give prompt cues during student performance.</li> <li>Let students with poor writing skills use a computer.</li> <li>Break assignments into small segments and assign only one segment at a time.</li> <li>Demonstrate skills and have students model them.</li> <li>Give prompt feedback.</li> <li>Use continuous assessment to mark students’ daily progress.</li> <li>Prepare materials at varying levels of ability</li> </ul>
<b>English Language Learners</b>	<ul style="list-style-type: none"> <li>Use a slow, but natural rate of speech; speak clearly; use shorter sentences; repeat concepts in several ways.</li> <li>When possible, use pictures, photos, and charts.</li> <li>Corrections should be limited and appropriate. Do not correct grammar or usage errors in front of the class.</li> <li>Give honest praise and positive feedback through your voice tones and visual articulation whenever possible.</li> <li>Encourage students to use language to communicate, allowing them to use their native language to ask/answer questions when they are unable to do so in English.</li> <li>Integrate students’ cultural background into class discussions.</li> <li>Use cooperative learning where students have opportunities to practice expressing ideas without risking language errors in front of the entire class</li> <li>Coordinate with English Language Learner advisor to modify activities where appropriate: <a href="http://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf">http://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf</a></li> </ul>
<b>Learners with an IEP</b>	<p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> <li>Variation of time: adapting the time allotted for learning, task completion, or testing</li> </ul>

	<ul style="list-style-type: none"> <li>• Variation of input: adapting the way instruction is delivered</li> <li>• Variation of output: adapting how a student can respond to instruction</li> <li>• Variation of size: adapting the number of items the student is expected to complete</li> <li>• Modifying the content, process or product</li> </ul> <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed <a href="#">here</a>.</p> <p>Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here <a href="http://www.udlguidelines.cast.org">www.udlguidelines.cast.org</a></p>
<b>Learners with a 504</b> <ul style="list-style-type: none"> <li>• Refer to page four in the <a href="#">Parent and Educator Guide to Section 504</a> to assist in the development of appropriate plans.</li> </ul>	

## Interdisciplinary Connections

### Indicators:

**Visual and Performing Arts:** 1.3.2.c.1, 1.3.2.c.2, 1.3.5.c.2, 1.3.12.c.1

**Comp. Health & Physical Ed:** 2.2.6.B.3, 2.2.8.B.1, 2.2.12.C.2

**English Language Arts (ELA) Common Core:** WHST. 11.12.1, WHST. 11.12.2, WHST. 11.12.4, WHST. 11.12.5, WHST. 11.12.6, WHST. 11.12.7, WHST. 11.12.8, WHST. 11.12.9, WHST. 11.12.10, RH.11-12.1, RH.11.12.2, RH.11-12.3, RH.11.12-4, RH.11.12-5, RH.11.12-6, RH.11.12-8, RH.11.12-9, RH.11.12-10

**Mathematics Common Core:** 4.1.8.C, 4.4.8.A, 4.5.A, 4.5.D, 4.1.8.C, 4.4.8.A, 4.5.F

**Science:** 5.1.4.B.4, 5.1.12.C.3, 5.1.8.D.1, 5.1.12.D.1

**World Languages:** 7.1.NM.A.3, 7.1.NM.A.4

**Technology:** 8.1.8.A.1, 8.1.8.A.2, 8.1.8.A.3, 8.1.8.A.4, 8.1.8.A.5, 8.1.8.B.1, 8.1.8.C.1, 8.1.8.D.1, 8.1.8.E.1, 8.1.8.F.1

**21<sup>st</sup> Century Life and Careers (Includes Financial Literacy 9.2):** 9.1.8.A.1, 9.1.8.A.2, 9.1.8.A.3, 9.1.8.A.4, 9.1.12.A.2, 9.1.12.A.4, 9.1.8.B.2, 9.1.8.C.2, 9.1.8.D.2, 9.1.8.D.4, 9.1.8.D.5, 9.1.8.E.1, 9.1.8.E.4, 9.1.8.E.5

## Integration of 21<sup>st</sup> Century Skills

### Indicators:

**Within the context of key knowledge instruction, students must also learn the essential skills for success in today's world, such as critical thinking, problem solving, communication and collaboration. Standards are taken from:**

[http://www.p21.org/storage/documents/docs/P21\\_Framework\\_Definitions\\_New\\_Logo\\_2015.pdf](http://www.p21.org/storage/documents/docs/P21_Framework_Definitions_New_Logo_2015.pdf)

**The curriculum includes not only a focus on mastery of key subjects, but also promote understanding of academic content at much higher levels by weaving 21st century interdisciplinary themes into key subjects:**

**Themes:**

Global Awareness  
Civic Literacy  
Environmental Literacy  
Information, Media, and Technology

**Skills:**

Think Creatively  
Work Creatively with Others  
Implement Innovations  
Critical Thinking and Problem Solving  
Communication and Collaboration  
Information, Media and Technology Skills

**Unit 2 Title: Population and Migration Patterns and Processes****Unit Description:**

This unit addresses the patterns associated with human populations. Populations may increase or decrease as a result of a combination of natural changes (births and deaths) and migration patterns (emigration and immigration). Students examining population distributions at different scales - local, national, regional, and global. Population pyramids demonstrate age-sex structures, revealing the growth or decline of generations and allowing geographers to predict economic needs based on reproductive and aging patterns.

Students learn about factors that influence changes in population as well as the long- and short-term effects of those population changes on a place's economy, culture, and politics. For example, environmental degradation and natural hazards may prompt population redistribution at various scales, which in turn creates new pressures on the environment and on cultural, economic, and political institutions. The study of migration patterns allows students to examine factors contributing to voluntary and forced relocation and the impact of these migrating populations on existing settlements. Combined, the concepts and theories encountered in this unit help students develop connections and transfer their learning in upcoming units to course topics such as cultural patterns, the political organization of space, food production issues, natural resource use, and urban systems.

**Unit Duration: 4-5 weeks****Desired Results**

**Standard(s):** (from [National Council for Geographic Education](#)):

**Characteristics of Population**

- Culture, economics, and politics influence the changing demographic structure of different populations

*Therefore, the student is able to:*

A. Explain the demographic history of countries using the demographic transition model, as exemplified by being able to

- Compare the experiences of European countries that underwent the demographic transition in the 18th and 19th centuries and Asian countries experiencing the demographic transition in the 20th and 21st centuries.
- Explain how the demographic transition model may be used to predict population trends in different countries (e.g., when moving from a subsistence agricultural economy to a more diverse market economy).
- Describe and explain the effects of changing dependency ratios in a country during the demographic transition (e.g., slowing population growth requires proportionately fewer people to support more people in the upper ages of a population, faster growing populations have more workers to support aging populations).

B. Evaluate the effects of governmental policies on population characteristics, as exemplified by being able to

- Describe and evaluate the possible effects of a nation's policies in terms of population growth (e.g., immigration limits, tax incentives or penalties influencing the number of births, foreign policy agreements affecting migration for documented workers).
- Describe and explain possible obstacles a country or government might encounter in establishing limited population growth policies (e.g., cultural and religious beliefs, traditional beliefs about family size, gender roles in the society).
- Explain and evaluate the effects of public health programs on population growth in different countries (e.g., Sweden, China, Saudi Arabia, Germany, Kenya).

**Spatial Distribution of Population**

2. Population distribution and density are a function of historical, environmental, economic, political, and technological factors

*Therefore, the student is able to:*

A. Identify and explain how historical, environmental, economic, political, and technological factors have influenced the current population distribution, as exemplified by being able to

- Identify and explain the role technology plays in increasing the population density in cities (e.g., high-rise structures, sanitation, public transportation systems, concentration of business activities).
- Identify and explain the factors contributing to the changing distribution of population in developing countries (e.g., growth of cities in eastern Africa as a result of drought in agricultural areas, growth in cities in India due to high-tech industries).
- Explain how transportation routes create corridors of higher population-density clusters in rural areas and in between major cities (e.g., railroad access and routes, interstate highway systems, river and canal access).

B. Analyze demographic data and identify trends in the spatial distribution of population, as exemplified by being able to

- Analyze US Census data and immigration tables to predict demographic changes that might influence future electoral politics in a state or region (e.g., Hispanic population growth in some regions, redistricting changing the number of congressional districts, shifts in retirement destinations).
- Analyze the population growth rate for several countries and describe the pattern of population distribution that would most likely occur in each country as it grows over time.
- Analyze the possible effects of climate change on the growth and distribution of people in areas such as the Sahel, Pakistan, China, etc.

### **Migration**

3. Migration is one of the driving forces for shaping and reshaping the cultural and physical landscape of places and regions

*Therefore the student is able to:*

A. Compare and explain different examples of migrations in terms of the “laws of migration,” as exemplified by being able to

- Explain situations where the migration flow also produces a “counter-flow” in the opposite direction (e.g., stream of workers who return to their original locations, money sent back to original locations by migrant workers).
- Compare examples of recent migrations that are rural to urban (e.g., rural residents into fast-growing cities in developing countries, workers in the suburbs moving into the cities to reduce commute times and expenses).
- Explain reasons why most migrants traveling long distances usually settle initially in urban areas.

B. Evaluate and explain the impact of international migration on physical and human systems, as exemplified by being able to

- Identify areas where transborder forced migrations have occurred and explain the effects on both areas (e.g., movements from Afghanistan into Pakistan, movements from central African nations, movements of Kurds among Turkey, Iran, and Iraq).
- Explain the potential effects of cross-border migration to an area that is not able to easily absorb an influx of people (e.g., increased demand for food production, shortages of fresh water, shortages of sanitation services, pressure on medical facilities).
- Analyze and evaluate the impacts of post-Soviet migrants on places such as Europe, the Middle East, and North America.

C. Compare and explain the ways in which different groups and governments adjust to the departure and arrival of migrants, as exemplified by being able to

- Describe the benefits and challenges migrants face in bridging cultures and adjusting to a new place (e.g., resolving conflicts between old and new traditions, resolving differences between rates of adjustment when children may learn the language and adjust faster than parents, resolving differences in access to food items and traditional cooking methods in a new place).
- Compare the immigration policies of different countries and explain the reasons contributing to the development of these policies (e.g., shortage of workers, high unemployment rates, concerns about cultural differences).
- Explain the reasons for and effects of policies designed to deal with the results of diaspora (e.g., Israel's Law of Return, the origins of Liberia and Sierra Leone as colonies for freed enslaved persons).

**Indicators:**



Identify the different types of data presented in maps and in quantitative and geospatial data.  
 Explain a likely outcome in a geographic scenario using geographic concepts, processes, models, or theories.  
 Describe spatial patterns, networks, and relationships.  
 Explain patterns and trends in maps and in quantitative and geospatial data to draw conclusions.  
 Describe spatial patterns presented in maps and in quantitative and geospatial data.  
 Explain spatial relationships in a specified context or region of the world, using geographic concepts, processes, models, or theories.  
 Identify the factors that influence the distribution of human populations at different scales.  
 Define methods geographers use to calculate population density.  
 Explain the differences between and the impact of methods used to calculate population density.  
 Explain how population distribution and density affect society and the environment.  
 Describe elements of population composition used by geographers.  
 Explain ways that geographers depict and analyze population composition.  
 Explain factors that account for contemporary and historical trends in population growth and decline.  
 Explain theories of population growth and decline.  
 Explain the intent and effects of various population and immigration policies on population size and composition.  
 Explain how the changing role of females has demographic consequences in different parts of the world.  
 Explain the causes and consequences of an aging population.  
 Explain how different causal factors encourage migration.  
 Describe types of forced and voluntary migration.  
 Explain historical and contemporary geographic effects of migration.

### **Understandings:**

*Students will understand that...*

1. The three methods for calculating population density are arithmetic, physiological, and agricultural.
2. The method used to calculate population density reveals different information about the pressure the population exerts on the land.
3. Physical factors (e.g., climate, landforms, water bodies) and human factors (e.g., culture, economics, history, politics) influence the distribution of population.
4. Factors that illustrate patterns of population distribution vary according to the scale of analysis.
5. Population distribution and density affect political, economic, and social processes, including the provision of services such as medical care.
6. Population distribution and density affect the environment and natural resources; this is known as carrying capacity.
7. Patterns of age structure and sex ratio vary across different regions and may be mapped and analyzed at different scales.
8. Population pyramids are used to assess population growth and decline and to predict markets for goods and services.
9. Demographic factors that determine a population's growth and decline are fertility, mortality, and migration.
10. Geographers use the rate of natural increase and population-doubling time to explain population growth and decline.
11. Social, cultural, political, and economic factors influence fertility, mortality, and migration rates.
12. The demographic transition model can be used to explain population change over time.
13. The epidemiological transition explains causes of changing death rates.
14. Malthusian theory and its critiques are used to analyze population change and its consequences.

### **Essential Questions:**

What physical factors (e.g., climate, landforms, water bodies) and human factors (e.g., culture, economics, history, politics) influence the distribution of population?  
 How do factors that illustrate patterns of population distribution vary according to the scale of analysis?  
 What are the three methods for calculating population density?  
 How does the method used to calculate population density reveal different information about the pressure the population exerts on the land?  
 How do population distribution and density affect political, economic, and social processes, including the provision of services such as medical care?  
 How do population distribution and density affect the environment and natural resources?  
 How do the patterns of age structure and sex ratio vary across different regions and may be mapped and analyzed at different scales?  
 How are population pyramids used to assess population growth and decline and to predict markets for goods and services?  
 What demographic factors determine a population's growth and decline?  
 How do geographers use the rate of natural increase and population-doubling time to explain population growth and decline?  
 What social, cultural, political, and economic factors influence fertility, mortality, and migration rates?  
 How can the demographic transition model be used to explain population change over time?  
 How can the epidemiological transition explain causes of changing death rates?  
 How are Malthusian theory and its critiques used to analyze population change and its consequences?  
 What are the definitions of different types of population policies, such as pronatalist, anti-natalist, and immigration policies?  
 How have changing social values and access to education, employment, health care, and contraception led to reduced fertility rates in most parts of the world?

<p>15. Types of population policies include those that promote or discourage population growth, such as pronatalist, anti-natalist, and immigration policies.</p> <p>16. Changing social values and access to education, employment, health care, and contraception have reduced fertility rates in most parts of the world.</p> <p>17. Changing social, economic, and political roles for females have influenced patterns of fertility, mortality, and migration, as illustrated by Ravenstein's laws of migration.</p> <p>18. Population aging is determined by birth and death rates and life expectancy.</p> <p>19. An aging population has political, social, and economic consequences, including the dependency ratio.</p> <p>20. Migration is commonly divided into push factors and pull factors.</p> <p>21. Push/pull factors and intervening opportunities/obstacles can be cultural, demographic, economic, environmental, or political.</p> <p>22. Forced migrations include slavery and events that produce refugees, internally displaced persons, and asylum seekers.</p> <p>23. Types of voluntary migrations include transnational, transhumance, internal, chain, step, guest worker, and rural-to-urban.</p> <p>24. Migration has political, economic, and cultural effects.</p>	<p>How can Ravenstein's law of migration illustrate how changing social, economic, and political roles for females have influenced patterns of fertility, mortality, and migration?</p> <p>How do birth and death rates and life expectancy determine population aging?</p> <p>What political, social and economic consequence does an aging population cause?</p> <p>What is the dependency ratio and how does it relate to an aging population?</p> <p>What are the causes of migration?</p> <p>What are push/pull factors?</p> <p>How are push/pull factors and intervening opportunities/obstacles related?</p> <p>What type of events cause forced migrations and what are the results of forced migration?</p> <p>What are the various types of voluntary migrations and what causes them?</p> <p>What are the effects of migration?</p>
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### Assessment Evidence

<p><b>Performance Tasks:</b></p> <p>Explain the historical and contemporary geographic effects of migration.</p> <p>Explain how physical and environmental factors influence population distribution.</p> <p>Identify an example of how human factors influence population distribution.</p> <p>Describe how population distribution differs from population density.</p> <p>Explain how physical and human factors may have contributed to Taiwan's waste management success.</p> <p>Describe how population density can negatively and positively influence society.</p> <p>Identify which of the three methods for calculating population density would be most helpful in assessing a country's carrying capacity.</p> <p>Describe how the population density maps provide a truer picture of each country's population density than arithmetic density data may provide.</p> <p>Describe the possible limitations of dependency ratios.</p> <p>Identify three factors that may cause an imbalance in a country's sex ratio.</p> <p>Explain why the sex ratios of a population is an important social indicator.</p> <p>Explain what factors may cause TFRs to be lower in core countries.</p> <p>Describe how China's population will change in the long term, according to its 2017 TFR of 1.6.</p> <p>Identify what technological, economic, and social factors might cause levels of mortality to change.</p> <p>Choose a population pyramid and explain Russia's, Japan's or Democratic Republic of Congo's current</p>	<p><b>Other Evidence:</b></p> <ul style="list-style-type: none"> <li>• Teacher observations</li> <li>• Informal checks for understanding</li> <li>• Independent reading/student conferences</li> <li>• Independent writing/student conferences</li> <li>• Class discussions</li> <li>• Collaboration with others</li> <li>• Group work</li> <li>• Classwork</li> <li>• Homework</li> <li>• Teacher-created tests and quizzes</li> <li>• Teacher-created multimedia projects</li> <li>• AP Classroom Progress Checks</li> <li>• Case studies</li> <li>• Article/video reviews</li> <li>• Map quizzes</li> <li>• Vocabulary quizzes</li> </ul>
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needs for goods and services and how these needs may change in the future.

Identify which factors affected population growth beginning in the mid-1700s, and explain which factors had the greatest influence.

Explain whether population projections are more likely to be accurate over the short term or the long term.

Compare cultural perceptions of the role of women in different parts of the world; explain how they affect a country's RNI.

Explain how Malthus's theory was affected by the time and place in which he lived.

Explain the degree to which the Demographic Transition Model effectively explains population changes.

Describe limitations of the Epidemiological Transition Model.

Explain how the present-day Ebola outbreaks fit into Stage 5 of the Epidemiological Transition Model.

Explain whether the spread of the Zika virus challenges aspects of the Epidemiological Transition Model.

Identify the ways in which China's One-Child Policy was both successful and unsuccessful.

Describe some of the positive, negative and unintended consequences of pronatalist policies.

Describe some of the positive, negative, and unintended consequences of anti-natalist policies.

Explain which policy or policies Neo-Malthusians would most likely support.

Identify the stages in the Demographic Transition Model where you expect to find countries with a high elderly dependency ratio. Explain what the DTM helps you understand about these countries.

Compare the positive and negative economic effects of an aging population.

Explain how changes in a country's working-age population can affect the country both economically and culturally.

Compare human migration and circulation.

Describe factors that might encourage young adults to migrate more often than families.

Describe the types of factors that influence people's decision to migrate.

Explain how people's perceptions affect migration.

Explain why different communities have different push and pull factors.

Describe how migration data may help identify patterns and trends among vulnerable groups of migrants.

Explain how a region's climate, economy, politics, and culture might affect migration to and from the area.

Explain the degree to which friction of distance might explain the decisions of Irish people considering chain migration in the late 1800s.

Explain whether the migration patterns of people coming from Central American countries to the United States are examples of forced or voluntary migration.

Compare an internally displaced person and a refugee

Identify three reasons – one political, one social, and one environmental – why refugees flee their homeland.

Describe the predicted impacts of climate change on migration patterns.

Explain the degree to which distance decay and the gravity model apply to the pattern of Syrian displacement.

Identify the consequences that a border wall along the entire 2,000-mile US-Mexico border could have on the United States and on Mexico.

Explain how migration policy created to meet labor market needs reflects Ravenstein's laws.

Identify what factors may cause a country to create a stricter immigration policy. Give examples.

Explain the degree to which changes in immigration policy affected the number of Asian immigrants entering the United States over time.

Compare how step migration and chain migration play a role in the resettlement of refugees.

Explain how remittances act as both a benefit and a cost to countries of origin and destination.

Compare the positive and negative economic effects of migration for countries of origin and destination.

Describe how the ethnic diversity resulting from migration benefits the destination country.

Explain how Ravenstein's laws are represented by the large-scale immigration of Cubans to Miami.

#### **Benchmarks:**

Continue to update assigned countries' profiles to reflect what you learned in the population unit.

Population Pyramid Analysis

## **Learning Plan**

### **Learning Activities:**

#### **Weeks 1-2**

- Assign & explain population & migration portion of year-long countries project.
- Assign unit vocab – students will be quizzed biweekly on unit vocab & map skills.
- Assign unit reading guide.
- Unit notes & lecture.

#### **Weeks 3-4**

- Population density activity
- Refugee & Migrant Crisis Stations activity
- Population Pyramids analysis activity.
- Padlet article/video review – Read one article or watch one video and comment on how it relates to the unit. Also mention any content related to other units in the course.

#### **Week 5**

- Case study analysis jigsaw
- Mini-test bellringers – 3 prompts based MCQs
- AP Classroom personal progress checks & unit test review – complete and do peer review in class
- Unit MC & FRQ exam

### **Resources:**

**Textbook:** National Geographic *Human Geography, A Spatial Perspective*

**Textbook Resources:** Student Writing Handbook; Student Geography Handbook; National Geographic video library; National Geographic Explorer Library; Case Study library; PowerPoint library; Handbook Answer Key; Student Companion Workbook; Teacher's Assessment Companion Workbook; National Geographic Atlas; National Geographic MapMaker; Graphic Organizer Library; Glossary; Chapter Summative Assessments & Answer Keys; Unit Summative Assessments and Answer Keys; Diagnostic AP Exam and Answer Key; Cengage/Conger online learning resources

**Supplemental Resources:** AMSCO Advanced Placement Human Geography, 2<sup>nd</sup> Edition; The Introductory Reader in Human Geography, 5 Steps to a 5 – 500 AP Human Geography Questions; 5 Steps to a 5 AP Human Geography

Review Book; Kaplan Prep Plus AP Human Geography; Barron's AP Human Geography; College Board AP Classroom; Various other readings.

**General Course Resources:**

[College Board AP Human Geography](#)  
[World Maps](#)  
[CIA World Factbook](#)  
[Country Watch](#)  
[Population Reference Bureau](#)  
[National Geographic](#)  
[United Nations](#)  
[Smithsonian Institute](#)  
[US Census Bureau](#)  
[World Health Organization](#)  
[Council on Foreign Relations – World 101](#)  
[Seterra Geography](#) – The Ultimate Map Quiz Site  
[Google Earth](#)  
[UN Data – A World of Information](#)  
[Geography Education](#) (ScoopIt! – case studies)  
[Perry-Castañeda Library Map Collection \(University of Texas\)](#)  
[Oxford Dictionary of Human Geography](#)  
[ArcGIS Online](#)  
[Geoquest](#)  
[Mapping Our World – Esri Academy](#)  
[World Atlas](#)  
[Gapminder Quizzes](#)  
[National Geographic – AP Human Geography](#)  
[Esri – Instructional Resources](#)  
[Lizard Point Geography Quizzes](#)  
[30 Models and Theories to Know for AP Human Geography](#)  
[AP Human Geography Models and Theories](#)

**Unit Specific Resources:**

[Where the Girls Are \(and aren't\)](#)  
[Singapore Population Policy Website](#)  
[The Global Flow of People](#)  
[War & Famine could wipe out the next generation of Yemenis](#)  
[COVID-19 "baby bust" an acceleration of longer-term trend](#)  
[Long Slide Looms for World Population, With Sweeping Ramifications](#)  
[How America's 'Places to Be' have shifted over the past 100 years](#)  
[China to allow couples to have up to three children to cope with aging society](#)  
[Population Pyramids of the World from 1950 to 2100](#)  
[Fertility Rate – Our World in Data](#)  
[The Real Reason Behind China's Three-Child Policy](#)  
[Demographic Transition Model \(DTM\) Story website](#)  
[Mapped: The Median Age of the Population on Every Continent](#)  
[Aging population to hit U.S. economy like a 'ton of bricks' -U.S. commerce secretary](#)  
[How COVID-19 Has Influenced Internal Migration](#)  
[Driven by covid deaths, U.S. life expectancy dropped by 1.5 years in 2020](#)  
[Ranked: The States Where Americans Don't Want To Live](#)  
[China offers baby bonuses, with births on track for new low in 2021](#)  
[Visualizing 70 years of refugee journeys](#)  
[Pandemic cut U.S. life expectancy by largest amount since WWII, CU Boulder researchers find](#)  
[China's economy: what's its weak spot? | The Economist](#) (video)  
[Visualizing the World's Population by Age Group](#)  
[The dark history of the Chinese Exclusion Act](#) (video)  
[The 2 Ways to Raise a Country's Birth Rate](#)  
[As migrants arrive from more nations, their paths to U.S. border diverge, new data show](#)  
[Population Reference Bureau](#)  
[US Census Bureau](#)  
[Population Education](#)

## Unit Learning Goal and Scale

*(Level 2.0 reflects a minimal level of proficiency)*

### Standard(s):

Explain the demographic history of countries using the demographic transition model

<b>4.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Accurately match countries at similar levels of the demographic transition model and use specific evidence to explain why they are a match.</li> </ul>
<b>3.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Use specific evidence to accurately determine the DTM of an assigned country.</li> </ul>
<b>2.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Be able to recall &amp; define the levels of the demographic transition model.</li> </ul>
<b>1.0</b>	<b>With help, partial success at level 2.0 content and level 3.0 content:</b>
<b>0.0</b>	<b>Even with help, no success</b>

### Standard(s):

Migration is one of the driving forces for shaping and reshaping the cultural and physical landscape of places and regions, *Therefore the student is able to:* A. Compare and explain different examples of migrations in terms of the “laws of migration”.

<b>4.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Identify various push &amp; pull factors (providing a specific piece of evidence) after reading a case study.</li> </ul>
<b>3.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Categorize various push-pull factors using SPEED – social, political, economic, environmental &amp; demographic.</li> </ul>
<b>2.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Identify and define push factors and pull factors</li> </ul>
<b>1.0</b>	<b>With help, partial success at level 2.0 content and level 3.0 content:</b>
<b>0.0</b>	<b>Even with help, no success</b>

## Unit Modifications for Special Population Students

<b>Advanced Learners</b>	<ul style="list-style-type: none"> <li>Provide ample opportunities for creative behavior.</li> <li>Create assignments that call for original work, independent learning, critical thinking, problem solving, and experimentation.</li> <li>Show appreciation for creative efforts</li> <li>Respect unusual questions, ideas, and solutions.</li> <li>Encourage students to test their ideas.</li> <li>Provide opportunities and give credit for self-initiated learning.</li> <li>Avoid overly detailed supervision and too much reliance on prescribed curricula.</li> <li>Allow time for reflection.</li> <li>Resist immediate and constant evaluation.</li> <li>Avoid comparisons to other students.</li> </ul>
<b>Struggling Learners</b>	<ul style="list-style-type: none"> <li>Assist students in getting organized.</li> <li>Give short directions.</li> <li>Use drill exercises.</li> <li>Give prompt cues during student performance.</li> <li>Let students with poor writing skills use a computer.</li> <li>Break assignments into small segments and assign only one segment at a time.</li> <li>Demonstrate skills and have students model them.</li> <li>Give prompt feedback.</li> <li>Use continuous assessment to mark students' daily progress.</li> <li>Prepare materials at varying levels of ability</li> </ul>
<b>English Language Learners</b>	<ul style="list-style-type: none"> <li>Use a slow, but natural rate of speech; speak clearly; use shorter sentences; repeat concepts in several ways.</li> </ul>

	<ul style="list-style-type: none"> <li>• When possible, use pictures, photos, and charts.</li> <li>• Corrections should be limited and appropriate. Do not correct grammar or usage errors in front of the class.</li> <li>• Give honest praise and positive feedback through your voice tones and visual articulation whenever possible.</li> <li>• Encourage students to use language to communicate, allowing them to use their native language to ask/answer questions when they are unable to do so in English.</li> <li>• Integrate students' cultural background into class discussions.</li> <li>• Use cooperative learning where students have opportunities to practice expressing ideas without risking language errors in front of the entire class</li> <li>• Coordinate with English Language Learner advisor to modify activities where appropriate: <a href="http://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf">http://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf</a></li> </ul>
Learners with an IEP	<p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> <li>• Variation of time: adapting the time allotted for learning, task completion, or testing</li> <li>• Variation of input: adapting the way instruction is delivered</li> <li>• Variation of output: adapting how a student can respond to instruction</li> <li>• Variation of size: adapting the number of items the student is expected to complete</li> <li>• Modifying the content, process or product</li> </ul> <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed <a href="#">here</a>.</p> <p>Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here <a href="http://www.udlguidelines.cast.org">www.udlguidelines.cast.org</a></p>
<b>Learners with a 504</b> <ul style="list-style-type: none"> <li>• Refer to page four in the <a href="#">Parent and Educator Guide to Section 504</a> to assist in the development of appropriate plans.</li> </ul>	

## Interdisciplinary Connections

### Indicators:

**Visual and Performing Arts:** 1.3.2.c.1, 1.3.2.c.2, 1.3.5.c.2, 1.3.12.c.1

**Comp. Health & Physical Ed:** 2.2.6.B.3, 2.2.8.B.1, 2,2,12,C,2

**English Language Arts (ELA) Common Core:** WHST. 11.12.1, WHST. 11.12.2, WHST. 11.12.4, WHST. 11.12.5, WHST. 11.12.6, WHST. 11.12.7, WHST. 11.12.8, WHST. 11.12.9, WHST. 11.12.10, RH.11-12.1, RH.11.12.2, RH.11-12.3, RH.11.12-4, RH.11.12-5, RH.11.12-6, RH.11.12-8, RH.11.12-9, RH.11.12-10

**Mathematics Common Core:** 4.1.8.C, 4.4.8.A, 4.5.A, 4.5.D, 4.1.8.C, 4.4.8.A, 4.5.F

**Science:** 5.1.4.B.4, 5.1.12.C.3, 5,1,8,D,1, 5.1.12.D.1

**World Languages:** 7.1.NM.A.3, 7.1.NM.A.4

**Technology:** 8.1.8.A.1, 8.1.8.A.2, 8.1.8.A.3, 8.1.8.A.4, 8.1.8.A.5, 8.1.8.B.1, 8.1.8.C.1, 8.1.8.D.1, 8.1.8.E.1, 8.1.8.F.1

**21<sup>st</sup> Century Life and Careers (Includes Financial Literacy 9.2):** 9.1.8.A.1, 9.1.8.A.2, 9.1.8.A.3, 9.1.8.A.4, 9.1.12.A.2, 9.1.12.A.4, 9.1.8.B.2, 9.1.8.C.2., 9.1.8.D.2, 9.1.8.D.4, 9.1.8.D.5, 9.1.8.E.1, 9.1.8.E.4, 9.1.8.E.5

## Integration of 21<sup>st</sup> Century Skills

### Indicators:

Within the context of key knowledge instruction, students must also learn the essential skills for success in today's world, such as critical thinking, problem solving, communication and collaboration. Standards are taken from:

[http://www.p21.org/storage/documents/docs/P21\\_Framework\\_Definitions\\_New\\_Logo\\_2015.pdf](http://www.p21.org/storage/documents/docs/P21_Framework_Definitions_New_Logo_2015.pdf)

The curriculum includes not only a focus on mastery of key subjects, but also promote understanding of academic content at much higher levels by weaving 21st century interdisciplinary themes into key subjects:

### Themes:

Global Awareness  
Civic Literacy  
Environmental Literacy  
Information, Media, and Technology

### Skills:

Think Creatively  
Work Creatively with Others  
Implement Innovations  
Critical Thinking and Problem Solving  
Communication and Collaboration  
Information, Media and Technology Skills

## Unit 3 Title: Cultural Patterns and Processes

### Unit Description:

The main focus of this unit is on cultural patterns and processes that create recognized cultural identities. Students consider the physical environment to determine the effects of geographical location and available resources on cultural practices. Visuals representing artifacts, ventifacts and sociofacts all shed light on cultural landscapes and how they change over time. Practice in analyzing images of different places at different times for evidence of their ethnicity, language, religion, gender roles and attitudes, and other cultural attributes builds students' understanding of cultural patterns and processes.

This unit also considers from a temporal and spatial perspective how culture spreads, through traditional forces such as colonialism and imperialism and through contemporary influences such as social media. Rather than emphasize the details of cultural practices associated with specific languages and religions, this unit instead focuses on the distribution of cultural practices and on the causes

and effects of their diffusion. For example, students might study the distribution of Chinese versus English languages or the diffusion patterns of religions such as Hinduism and Islam, at local, national, or global scales.

An understanding of the diffusion of cultural practices provides a foundation for the study of political patterns and processes in the next unit.

**Unit Duration: 4-5 weeks**

## Desired Results

**Standard(s):** (from [National Council for Geographic Education](#)):

### Characteristics of Culture

1. Cultural systems provide contexts for living in and viewing the world

*Therefore, the student is able to:*

A. Describe and explain the characteristics that constitute any particular cultural system (e.g., Amish, Japanese, Maori), as exemplified by being able to

- Describe and explain how the extended family networks and limited use of technology influence the Amish culture in the United States.
- Describe and explain the historical role of the caste system and arranged marriages in the Indian cultural system.
- Explain how local customs can contribute to a group's culture (e.g., lion hunting by Masai cattle herders in East Africa, outrigger canoe navigation by Pacific Island cultures).

B. Explain how different cultures provide contexts from which people may view the world differently, as exemplified by being able to

- Describe and explain how a current event might be viewed differently from the context of different cultures (e.g., the results of a US presidential election, the impact of a natural disaster such as Hurricane Katrina or a tsunami in the Indian Ocean, the global spread of US companies such as Wal-Mart, Starbucks, or McDonalds).
- Explain how cultures may view the roles of women in society differently.
- Explain how cultures may have differing views of business practices (e.g., markets where prices are negotiated rather than fixed, bartering for goods versus purchasing them).

### **Patterns of Culture**

2. Cultural landscapes exist at multiple scales

*Therefore, the student is able to:*

A. Identify and analyze the spatial patterns of cultural landscapes at multiple scales, as exemplified by being able to

- Describe the cultural landscapes of two large cities in the United States and analyze the commonalities and differences of their built environments (e.g., Boston versus Los Angeles, Seattle versus Phoenix).
- Describe and analyze the characteristics of the cultural landscapes of different neighborhoods in a city (e.g., architectural styles, signage for businesses, density of the residents, amount of green space, type of economic activities conducted there).
- Analyze and explain the varying impacts of tourism on local cultural landscapes (e.g., cruise ship ports of call such as Prince Edward Island, Cozumel, and Venice; crowds at Angkor Wat with the needs of the local residents; ecotourism impacts versus highly commercialized resorts).

B. Explain differences in the human imprints on the physical environment of different cultures, as exemplified by being able to

- Explain how predominant agricultural practices in different cultures result in different imprints on the physical environment (e.g., forest removal for cattle ranches in the Amazon, terrace construction for rice farming in China, changes in land use patterns as a result of center pivot irrigation in the western United States).
- Explain examples of the imprints on the physical environment of past cultures (e.g., the landscape of Egypt with pyramids and irrigation, Mayan temples and agricultural fields, Ancestral Puebloan cliff dwellings and field systems).
- Explain the differences in selected North American cultural hearths and how they influenced settlements (e.g., the French in the lower St. Lawrence Valley, the English and Africans in the southern Tidewater region, the Spanish in Mexico).

### **Cultural Diffusion and Change**

3. Cultures change through convergence and/or divergence

*Therefore, the student is able to:*

A. Identify and explain examples of cultural convergence, as exemplified by being able to

- Explain examples of the spread of culture traits that contribute to cultural convergence due to globalization (e.g., US-based fast-food franchises in China and India, the dominance of the English language for use in business, replication of television programs or print media in other countries).
- Analyze the ways technology contributes to cultural convergence on a global scale (e.g., role of television, the Internet, more affordable air travel, cellular or mobile phone technology).
- Explain how multinational corporations and international business operations contribute to cultural convergence.

B. Identify and explain examples of cultural divergence, as exemplified by being able to

- Identify and explain examples of immigrant cultural groups maintaining language or other cultural markers in a new location to distinguish themselves from other groups.



- Explain how subculture groups in the United States adopt dress or other characteristics to distinguish themselves from other groups (e.g., Harley-Davidson motorcycle riders, Goths, the Amish).
- Identify and explain how different types of housing styles and developments may contribute to cultural divergence (e.g., gated communities retirement communities, suburban developments with homeowner association covenants).

4. The rate of cultural change has increased as a result of globalization

*Therefore, the student is able to:*

A. Explain how and why globalization has increased the rate of change in cultures, as exemplified by being able to

- Explain how media, such as television, music, and films, can influence the rate of change in cultures around the world (e.g., youth preferences for types of music, knowledge of India diffused through the Indian film industry).
- Explain how the increased mobility of people, ideas, and information can result in increasing the rate of change in a culture (e.g., the spread of Internet social networking, development of smart phones and short-message-service [SMS] texting).
- Explain how the increasing economic interdependence in the world may result in an increased rate of change in cultures (e.g., expanding use of the Internet as an international marketing tool, increased frequency of business and trade shows involving people from across the world, changes in peoples' diets due to the spread of US fast-food franchises).

### **Indicators:**

Identify the different types of information presented in visual sources.

Describe the spatial patterns presented in visual sources.

Explain patterns and trends in visual sources to draw conclusions.

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

Explain a likely outcome in a geographic scenario using geographic concepts, processes, models, or theories.

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

Explain how maps, images, and landscapes illustrate or relate to geographic principles, processes, and outcomes.

Explain spatial relationships in a specified context or region of the world, using geographic concepts, processes, models, or theories.

Define the characteristics, attitudes, and traits that influence geographers when they study culture.

Describe the characteristics of cultural landscapes.

Explain how landscape features and land and resource use reflect cultural beliefs and identities.

Explain patterns and landscapes of language, religion, ethnicity, and gender.

Define the types of diffusion.

Explain how historical processes impact current cultural patterns.

Explain what factors lead to the diffusion of universalizing and ethnic religions.

Explain how the process of diffusion results in changes to the cultural landscape.

### **Understandings:**

*Students will understand that...*

1. Culture comprises the shared practices, technologies, attitudes, and behaviors transmitted by a society.
2. Cultural traits include such things as food preferences, architecture, and land use.
3. Cultural relativism and ethnocentrism are different attitudes toward cultural difference.
4. Cultural landscapes are combinations of physical features, agricultural and industrial practices, religious and linguistic characteristics, evidence of sequent occupancy, and other expressions of culture including traditional and postmodern architecture and land-use patterns.
5. Attitudes toward ethnicity and gender, including the role of women in the workforce; ethnic neighborhoods; and indigenous communities and lands help shape the use of space in a given society.
6. Regional patterns of language, religion, and ethnicity contribute to a sense of place, enhance placemaking, and shape the global cultural landscape.
7. Language, ethnicity, and religion are factors in creating centripetal and centrifugal forces.

### **Essential Questions:**

What characteristics compromise culture?

What compromises cultural traits?

What are differences between cultural relativism and ethnocentrism?

What are the characteristics and components of a cultural landscape?

How do attitudes toward ethnicity and gender, including the role of women in the workforce; ethnic neighborhoods; and indigenous communities and lands help to shape the use of space in a given society?

How do regional patterns of language, religion, and ethnicity contribute to a sense of place, enhance placemaking, and shape the global cultural landscape?

What role do language, ethnicity, and religion have in creating centripetal and centrifugal forces?

How do relocation and expansion relate to diffusion?

How do interactions between and among cultural traits and larger global forces lead to new forms of cultural expression?

How do colonialism, imperialism, and trade help to shape patterns and practices of culture?

<ol style="list-style-type: none"> <li>8. Relocation and expansion—including contagious, hierarchical, and stimulus expansion—are types of diffusion.</li> <li>9. Interactions between and among cultural traits and larger global forces can lead to new forms of cultural expression, for example, creolization and lingua franca.</li> <li>10. Colonialism, imperialism, and trade helped to shape patterns and practices of culture.</li> <li>11. Cultural ideas and practices are socially constructed and change through both small-scale and large-scale processes such as urbanization and globalization. These processes come to bear on culture through media, technological change, politics, economics, and social relationships.</li> <li>12. Communication technologies, such as the internet and the time-space convergence, are reshaping and accelerating interactions among people; changing cultural practices, as in the increasing use of English and the loss of indigenous languages; and creating cultural convergence and divergence.</li> <li>13. Language families, languages, dialects, world religions, ethnic cultures, and gender roles diffuse from cultural hearths.</li> <li>14. Diffusion of language families, including Indo-European, and religious patterns and distributions can be visually represented on maps, in charts and toponyms, and in other representations.</li> <li>15. Religions have distinct places of origin from which they diffused to other locations through different processes. Practices and belief systems impacted how widespread the religion diffused.</li> <li>16. Universalizing religions, including Christianity, Islam, Buddhism, and Sikhism, are spread through expansion and relocation diffusion.</li> <li>17. Ethnic religions, including Hinduism and Judaism, are generally found near the hearth or spread through relocation diffusion.</li> <li>18. Acculturation, assimilation, syncretism, and multiculturalism are effects of the diffusion of culture.</li> </ol>	<p>How are cultural ideas and practices socially constructed and change in both small-scale and large-scale processes?</p> <p>How do large- &amp; small-scale processes come to bear on culture through media, technological change, politics, economics, and social relationships?</p> <p>How do communication technologies, such as the internet and the time-space convergence, reshape and accelerate interactions among people; change cultural practices, as in the increasing use of English and the loss of indigenous languages; and create cultural convergence and divergence?</p> <p>How do language families, languages, dialects, world religions, ethnic cultures, and gender roles diffuse from cultural hearths?</p> <p>How can you visually represent the diffusion of language families, including Indo-European, and religious patterns and distributions on maps, in charts and toponyms, and in other representations?</p> <p>How are religions diffused from their distinct places of origin to other locations?</p> <p>What practices and belief systems impact how widespread a religion is diffused?</p> <p>How are universalizing religions, including Christianity, Islam, Buddhism, and Sikhism, spread through expansion and relocation diffusion?</p> <p>Why are ethnic religions, including Hinduism and Judaism, generally found near the hearth or spread through relocation diffusion?</p> <p>What are the effects of the diffusion of culture?</p>
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### Assessment Evidence

<p><b>Performance Tasks:</b></p> <p>Define artifacts, sociofacts, and mentifacts and compare the differences among them.</p> <p>Identify and describe an example of a cultural trait from your own culture that has changed over time.</p> <p>Explain how cultural relativism might impede attempts to have international agreements on practices such as genocide or child labor.</p> <p>Explain why the passing of the Wisconsin Act 31 is culturally significant.</p> <p>Describe how Tehrangeles illustrates the connections among language, ethnicity, and geography.</p> <p>Describe the characteristics of a cultural landscape.</p> <p>Describe evidence that might help you identify the languages used in ethnic neighborhoods.</p> <p>Explain the degree to which architecture can reflect cultural beliefs and identity.</p> <p>Describe an example of a gendered space for women.</p> <p>Explain how educational institutions might further develop or create safe spaces for LGBTQIA+ students.</p>	<p><b>Other Evidence:</b></p> <ul style="list-style-type: none"> <li>• Teacher observations</li> <li>• Informal checks for understanding</li> <li>• Independent reading/student conferences</li> <li>• Independent writing/student conferences</li> <li>• Class discussions</li> <li>• Collaboration with others</li> <li>• Group work</li> <li>• Classwork</li> <li>• Homework</li> <li>• Teacher-created tests and quizzes</li> <li>• Teacher-created multimedia projects</li> <li>• AP Classroom Progress Checks</li> <li>• Case studies</li> <li>• Article/video reviews</li> <li>• Map quizzes</li> <li>• Vocabulary quizzes</li> </ul>
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Compare how and why different generations in the Puno region of Peru may have differing senses of place.

Explain the linguistic patterns of the United States.

Explain how placemaking impacted the Somalis in Minnesota and shaped the cultural landscape.

Describe an example of how language, religion, or ethnicity work together to form regions.

Compare how one factor can be both a centripetal force and a centrifugal force.

Explain how relation diffusion through forced migration might differ from relation diffusion through voluntary migration.

Introduced by Italian immigrants, pizza spread from Italian neighborhoods of New York City outward to every corner of America. Explain how this spread represents both relocation and expansion diffusion.

Compare the three types of expansion diffusion and explain how each is affected by wealth and power.

Explain how aspects of Salvador's Carnival celebration are an example of cultural diffusion through forced migration.

Compare the diffusion of culture through trade, migration, military conquest, and imperialism.

Explain whether you think global trade has as much influence today as it had in the past and why.

Explain how communication and transportation technology have affected the distance decay model.

Describe how religion can be a strong force of cultural divergence.

Identify a question that you might pose to determine whether the popularity of soccer will continue to grow.

Compare acculturation and assimilation.

Identify and describe the advantages and disadvantages of multiculturalism. Do the benefits outweigh the downsides? Explain.

Explain whether Australia's problems with multiculturalism would be solved by adding a government policy of acceptance and tolerance like Canada's. Why or why not?

Explain how cultural appropriation is different from acculturation.

Describe how and why language differentiates one culture from another.

Explain why languages change as cultures change.

Explain how the categorization of languages provides insights into human history.

Identify the five largest Romance languages on the Indo-European language family tree.

Explain how Hindi and Urdu are related.

Explain how the diagram illustrates the increasing differentiation of languages as one moves from ancestral languages to dialects.

Identify an example of hierarchical diffusion affecting language.

Describe how the diffusion of language creates unity.

Explain how changes in regime affect toponyms.

Explain how immigration might affect the goals of Quebec's French-speaking citizens.

Compare the spatial distribution of Christianity, Islam, and Buddhism.

Identify where Christianity, Islam, and Hinduism originated.

Explain how learning about people's religious beliefs helps to define what it means to be human.  
 Describe how historical events have impacted the interactions between some Hindus and Muslims in Uttar Pradesh.  
 Explain how Christianity spread to Africa.  
 Describe how Buddhism exemplifies both contagious diffusion and relocation diffusion.  
 Explain why many Sikhs migrated from Pakistan to India in 1947.  
 Explain how a map of Hinduism supports its definition as an ethnic religion.  
 Explain the degree to which diffusion has impacted Judaism's influence in the world.

### Benchmarks:

Continue to update assigned countries' profiles to reflect what you learned in the population unit.

Investigation of Dead Language Activity

## Learning Plan

### Learning Activities:

#### Weeks 1-2

- Assign & explain culture portion of year-long countries project.
- Assign unit vocab – students will be quizzed biweekly on unit vocab & map skills.
- Assign unit reading guide.
- Unit notes & lecture.
- Cultural Landscape analysis activity

#### Weeks 3-4

- Gender Analysis questions
- Dead Languages Investigation activity.
- Padlet article/video review – Read one article or watch one video and comment on how it relates to the unit. Also mention any content related to other units in the course.

#### Week 5

- Mini-test bellringers – 3 prompts based MCQs
- Case study analysis jigsaw
- AP Classroom personal progress checks & unit test review – complete and do peer review in class
- Unit MC & FRQ exam

### Resources:

**Textbook:** National Geographic *Human Geography, A Spatial Perspective*

**Textbook Resources:** Student Writing Handbook; Student Geography Handbook; National Geographic video library; National Geographic Explorer Library; Case Study library; PowerPoint library; Handbook Answer Key; Student Companion Workbook; Teacher's Assessment Companion Workbook; National Geographic Atlas; National Geographic MapMaker; Graphic Organizer Library; Glossary; Chapter Summative Assessments & Answer Keys; Unit Summative Assessments and Answer Keys; Diagnostic AP Exam and Answer Key; Cengage/Congero online learning resources

**Supplemental Resources:** AMSCO Advanced Placement Human Geography, 2<sup>nd</sup> Edition; The Introductory Reader in Human Geography, 5 Steps to a 5 – 500 AP Human Geography Questions; 5 Steps to a 5 AP Human Geography Review Book; Kaplan Prep Plus AP Human Geography; Barron's AP Human Geography; College Board AP Classroom; Various other readings.

### General Course Resources:

[College Board AP Human Geography](#)  
[World Maps](#)  
[CIA World Factbook](#)  
[Country Watch](#)  
[Population Reference Bureau](#)

[National Geographic](#)  
[United Nations](#)  
[Smithsonian Institute](#)  
[US Census Bureau](#)  
[World Health Organization](#)  
[Council on Foreign Relations – World 101](#)  
[Seterra Geography](#) – The Ultimate Map Quiz Site  
[Google Earth](#)  
[UN Data – A World of Information](#)  
[Geography Education](#) (ScoopIt! – case studies)  
[Perry-Castañeda Library Map Collection \(University of Texas\)](#)  
[Oxford Dictionary of Human Geography](#)  
[ArcGIS Online](#)  
[Geoguessr](#)  
[Mapping Our World – Esri Academy](#)  
[World Atlas](#)  
[Gapminder Quizzes](#)  
[National Geographic – AP Human Geography](#)  
[Esri – Instructional Resources](#)  
[Lizard Point Geography Quizzes](#)  
[30 Models and Theories to Know for AP Human Geography](#)  
[AP Human Geography Models and Theories](#)

**Unit Specific Resources:**

[Diffusion of Language](#)  
[Do we think differently in different languages?](#) BBC  
[Why isn't the sky blue?](#) Radiolab Podcast  
[Hutterite Photo Gallery](#)  
[Maasai Photo Gallery](#)  
[The World's Women UN 2020](#)  
[The five major world religions - John Bellaimey](#)  
[The Big Religion Chart](#)  
[BBC World Religions](#)  
[PBS World Religions Map](#)  
[PBS Global Connections - Religions](#)  
[PBS Religions & Ethics](#)  
[Religion Facts](#)  
[Buddha and Ashoka: Crash Course World History #6](#)  
[Christianity from Judaism to Constantine: Crash Course World History #11](#)  
[Islam, the Quran, and the Five Pillars All Without a Flamewar: Crash Course World History #13](#)  
[Animated map shows how religion spread around the world](#)  
[Tour of Sacred Sites](#)  
[Khasis: India's indigenous matrilineal society](#)  
["Da" instead of "The" is not incorrect, its heritage](#)  
[How Y'all, Youse and You Guys Talk](#)  
[Recognizing Women with Canadian Place Names](#) (also Unit 1)  
[Bridging Time, Distance and Distrust, With Music](#)  
[Ranked: The Countries with the Most Linguistic Diversity](#)  
[Languages of NYC map](#)  
[How the Dutch Beat the Ocean | Why Amsterdam Has Canals](#)  
[Mapping the Spread of Words Along Trade Routes](#)  
[Bolivia's Little Known Tribal Kingdom](#) (BBC – 50 Reasons to Love the World series)  
[Exploring Greece's Unseen Corners](#)  
[Kim Jung Un Calls K-Pop a 'Vicious Cancer' in the New Culture War](#)  
[Board Approves Removal of 'Negro' from 16 Place Names in Texas](#) (also unit 1)  
[Generation Global](#) – international classroom exchange  
[Why British Language Makes No Sense](#) (video)  
[Warren targets racist place names](#)  
[A Map of Lexical Distances Between Europe's Languages](#)  
[Mapped: Global Happiness Levels in 2021](#) (also unit 7)  
[Evolution of "hundred" in Indo-European languages](#)  
[Haiti's Long Road to Freedom](#) (can also be used with development)

[Stunning Portraits Of The World's Remotest Tribes Before They Pass Away](#)  
[Mischief night, goosey night? Sub, Hoagie? Nine maps showing how New Jersey talks](#)  
[How Y'all, Youse and You Guys Talk](#)

## Unit Learning Goal and Scale

(Level 2.0 reflects a minimal level of proficiency)

### Standard(s):

**PSO-3.B** Describe the characteristics of cultural landscapes.

**PSO-3.C** Explain how landscape features, land and resource use reflect cultural beliefs and identities.

<b>4.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Accurately describe the culture of their community as observed in the cultural landscape elements found in the community through understanding the ideas, histories, beliefs and values conveyed by these elements.</li> </ul>
<b>3.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Accurately describe the culture of their community through cultural landscape elements.</li> </ul>
<b>2.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Identify and explain the characteristics of cultural landscapes.</li> </ul>
<b>1.0</b>	<b>With help, partial success at level 2.0 content and level 3.0 content:</b>
<b>0.0</b>	<b>Even with help, no success</b>

### Standard(s):

The rate of cultural change has increased as a result of globalization, *Therefore, the student is able to:* Explain how and why globalization has increased the rate of change in cultures

<b>4.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Accurately describe and give specific examples (with evidence) of the four types of diffusion: contagious, hierarchical, stimulus, and relocation.</li> </ul>
<b>3.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Recognize descriptions of the four types of diffusion when given examples.</li> </ul>
<b>2.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Define the four types of diffusion: contagious, hierarchical, stimulus, and relocation</li> </ul>
<b>1.0</b>	<b>With help, partial success at level 2.0 content and level 3.0 content:</b>
<b>0.0</b>	<b>Even with help, no success</b>

## Unit Modifications for Special Population Students

### Advanced Learners

- Provide ample opportunities for creative behavior.
- Create assignments that call for original work, independent learning, critical thinking, problem solving, and experimentation.
- Show appreciation for creative efforts
- Respect unusual questions, ideas, and solutions.
- Encourage students to test their ideas.
- Provide opportunities and give credit for self-initiated learning.
- Avoid overly detailed supervision and too much reliance on prescribed curricula.
- Allow time for reflection.
- Resist immediate and constant evaluation.
- Avoid comparisons to other students.



<b>Struggling Learners</b>	<ul style="list-style-type: none"> <li>• Assist students in getting organized.</li> <li>• Give short directions.</li> <li>• Use drill exercises.</li> <li>• Give prompt cues during student performance.</li> <li>• Let students with poor writing skills use a computer.</li> <li>• Break assignments into small segments and assign only one segment at a time.</li> <li>• Demonstrate skills and have students model them.</li> <li>• Give prompt feedback.</li> <li>• Use continuous assessment to mark students' daily progress.</li> <li>• Prepare materials at varying levels of ability</li> </ul>
<b>English Language Learners</b>	<ul style="list-style-type: none"> <li>• Use a slow, but natural rate of speech; speak clearly; use shorter sentences; repeat concepts in several ways.</li> <li>• When possible, use pictures, photos, and charts.</li> <li>• Corrections should be limited and appropriate. Do not correct grammar or usage errors in front of the class.</li> <li>• Give honest praise and positive feedback through your voice tones and visual articulation whenever possible.</li> <li>• Encourage students to use language to communicate, allowing them to use their native language to ask/answer questions when they are unable to do so in English.</li> <li>• Integrate students' cultural background into class discussions.</li> <li>• Use cooperative learning where students have opportunities to practice expressing ideas without risking language errors in front of the entire class</li> <li>• Coordinate with English Language Learner advisor to modify activities where appropriate:<a href="http://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf">http://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf</a></li> </ul>
<b>Learners with an IEP</b>	<p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> <li>• Variation of time: adapting the time allotted for learning, task completion, or testing</li> <li>• Variation of input: adapting the way instruction is delivered</li> <li>• Variation of output: adapting how a student can respond to instruction</li> <li>• Variation of size: adapting the number of items the student is expected to complete</li> <li>• Modifying the content, process or product</li> </ul> <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed <a href="#">here</a>.</p> <p>Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here <a href="http://www.udlguidelines.cast.org">www.udlguidelines.cast.org</a></p>
<b>Learners with a 504</b> <ul style="list-style-type: none"> <li>• Refer to page four in the <a href="#">Parent and Educator Guide to Section 504</a> to assist in the development of appropriate plans.</li> </ul>	



## Interdisciplinary Connections

### Indicators:

**Visual and Performing Arts:** 1.3.2.c.1, 1.3.2.c.2, 1.3.5.c.2, 1.3.12.c.1

**Comp. Health & Physical Ed:** 2.2.6.B.3, 2.2.8.B.1, 2.2.12.C.2

**English Language Arts (ELA) Common Core:** WHST. 11.12.1, WHST. 11.12.2, WHST. 11.12.4, WHST. 11.12.5, WHST. 11.12.6, WHST. 11.12.7, WHST. 11.12.8, WHST. 11.12.9, WHST. 11.12.10, RH.11-12.1, RH.11.12.2, RH.11-12.3, RH.11.12-4, RH.11.12-5, RH.11.12-6, RH.11.12-8, RH.11.12-9, RH.11.12-10

**Mathematics Common Core:** 4.1.8.C, 4.4.8.A, 4.5.A, 4.5.D, 4.1.8.C, 4.4.8.A, 4.5.F

**Science:** 5.1.4.B.4, 5.1.12.C.3, 5.1.8.D.1, 5.1.12.D.1

**World Languages:** 7.1.NM.A.3, 7.1.NM.A.4

**Technology:** 8.1.8.A.1, 8.1.8.A.2, 8.1.8.A.3, 8.1.8.A.4, 8.1.8.A.5, 8.1.8.B.1, 8.1.8.C.1, 8.1.8.D.1, 8.1.8.E.1, 8.1.8.F.1

**21<sup>st</sup> Century Life and Careers (Includes Financial Literacy 9.2):** 9.1.8.A.1, 9.1.8.A.2, 9.1.8.A.3, 9.1.8.A.4, 9.1.12.A.2, 9.1.12.A.4, 9.1.8.B.2, 9.1.8.C.2, 9.1.8.D.2, 9.1.8.D.4, 9.1.8.D.5, 9.1.8.E.1, 9.1.8.E.4, 9.1.8.E.5

## Integration of 21<sup>st</sup> Century Skills

### Indicators:

**Within the context of key knowledge instruction, students must also learn the essential skills for success in today's world, such as critical thinking, problem solving, communication and collaboration. Standards are taken from:**

[http://www.p21.org/storage/documents/docs/P21\\_Framework\\_Definitions\\_New\\_Logo\\_2015.pdf](http://www.p21.org/storage/documents/docs/P21_Framework_Definitions_New_Logo_2015.pdf)

**The curriculum includes not only a focus on mastery of key subjects, but also promote understanding of academic content at much higher levels by weaving 21st century interdisciplinary themes into key subjects:**

### Themes:

Global Awareness  
Civic Literacy  
Environmental Literacy  
Information, Media, and Technology

### Skills:

Think Creatively  
Work Creatively with Others  
Implement Innovations  
Critical Thinking and Problem Solving  
Communication and Collaboration  
Information, Media and Technology Skills

## Unit 4 Title: Political Patterns & Processes

### Unit Description:

This unit addresses the political organization of the world. Building on knowledge of populations and cultural patterns learned in previous units, students examine the contemporary political map and the impact of territoriality on political power and on issues of identity for peoples. Students also look at the different types of political boundaries, how they function, and their scale, as they consider both internal and international boundaries. The interplay of political and cultural influences may cause tensions over boundaries to arise, such as sovereign states making claims on what other states consider to be international waters.

Students also examine forms of government and how forces such as devolution may alter the functioning of political units and cause changes to established political boundaries. Separatist and independence movements that challenge the sovereignty of political states may arise from economic and nationalistic forces, as seen in Scotland, Northern Ireland, and Spain. The influence of supranational organizations such as the United Nations or European Union and their role in global affairs presents another challenge to nationalist sovereignty.

### Unit Duration: 4-5 weeks

## Desired Results

**Standard(s):** (from [National Council for Geographic Education](#)):

### Territorial Divisions

1. The functions and consequences of territorial divisions

*Therefore, the student is able to:*

A. Explain how territorial divisions are used to manage Earth's surface, as exemplified by being able to

- Analyze and explain the impacts of regional alliances intended for political, military, cultural, or economic control (e.g., the political integration of the European Union [EU] countries, United Nations [UN] oversight of the military division of the Korean Peninsula, the economic and cultural impacts of North American Free Trade Agreement [NAFTA]).
- Explain where and how nations (i.e., ethnic groups) seek territorial and national identity (e.g., the Kurds in Turkey, Iraq, and Iran; Palestinians in Israel, Lebanon, and Jordan; Tamils in Sri Lanka and India).
- Explain how the "Law of the Sea" defines the extent and rights of the territorial jurisdiction of a nation state (e.g., control of passage of warships, rights to minerals on the ocean floor).

B. Compare the reasons for and consequences of different systems for dividing and controlling space, as exemplified by being able to

- Compare the spatial expansion and extent of different empires and describe the reasons for and effects of the resulting boundaries (e.g., Chinese dynasties, Roman Empire, British Empire).
- Analyze the patterns of territorial divisions that arose during the European colonialism era and compare the different responses to this expansion (e.g., the 1823 Monroe Doctrine against European expansion in the Western hemisphere, Berlin Conference 1884–1885, Battle of Adwa in Ethiopia, Sino-French War 1884).
- Describe and compare the different forms of governmental structures for administering nation states (e.g., federations such as Canada versus unitary states such as France).

### Cooperation

2. Cooperation between countries and organizations may have lasting influences on past, present, and future global issues

*Therefore, the student is able to:*

A. Evaluate how countries and organizations cooperate to address global issues, as exemplified by being able to

- Evaluate the success of United Nations (UN) agencies in dealing with global issues (e.g., peacekeeping and prevention of terrorist activities, disease prevention, emergency aid, climate change, education).
- Analyze how globalization has contributed to the development of regional organizations and describe how those organizations have changed over time (e.g., European Union [EU], North Atlantic Treaty Organization [NATO], North American Free Trade Agreement [NAFTA], African Union, Organization of Petroleum Exporting Countries [OPEC]).
- Identify and describe the potential results of recommendations generated by international efforts to address global climate change (e.g., the series of agreements at Montreal, Kyoto, and Copenhagen).

### Conflict

3. Changes within, between, and among countries regarding division and control of Earth's surface may result in conflicts

*Therefore, the student is able to:*

A. Explain the ways conflict affects the cohesiveness and fragmentation of countries, as exemplified by being able to

- Describe and explain the effects of interventionist policies by developed countries on lesser-developed countries (e.g., United States in Iraq, China in Tibet, Soviets in Afghanistan).
- Describe and explain the formation of alliances during World Wars I and II and explain how those alliances influenced the territorial divisions and occupations following the wars.
- Compare the positive and negative effects conflict has on the cohesiveness of countries (e.g., response to outside threat can lead to unifying effect of protecting a nation state, ultranationalism can lead to discrimination against immigrant groups).

B. Explain the causes and consequences of political and social revolutions resulting from issues of control of land and resources, as exemplified by being able to

- Explain the geographical reasons for and consequences of wars and revolutions (e.g., Eritrean war of independence, Vietnamese wars with France and the United States, Iraqi invasion of Kuwait).
- Analyze examples of how political and social unrest stem from competition for control of space and resources (e.g., Greeks and Turks in Cyprus; Taliban in Afghanistan, Hutu and Tutsi in Rwanda, actions of certain terrorist groups [Irish Republican Army or Hamas]).
- Analyze the effect that extracting, and trading of resources has on conflicts in developing nations (e.g., lithium, conflict diamonds, petroleum, uranium).

### **Indicators:**

Identify the different types of information presented in visual sources.

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

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

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

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

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

Describe spatial patterns, networks, and relationships.

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

Compare geographic characteristics and processes at various scales.

The political organization of space results from historical and current processes, events, and ideas.

For world political maps: a. Define the different types of political entities. b. Identify a contemporary example of political entities.

Explain the processes that have shaped contemporary political geography.

Describe the concepts of political power and territoriality as used by geographers.

Political boundaries and divisions of governance, between states and within them, reflect balances of power that have been negotiated or imposed.

Define types of political boundaries used by geographers.

Explain the nature and function of international and internal boundaries.

Define federal and unitary states.

Explain how federal and unitary states affect spatial organization.

Political, economic, cultural, or technological changes can challenge state sovereignty.

Define factors that lead to the devolution of states.

Explain how political, economic, cultural, and technological changes challenge state sovereignty.

Explain how the concepts of centrifugal and centripetal forces apply at the state scale.

### **Understandings:**

*Students will understand that...*

1. Independent states are the primary building blocks of the world political map.
2. Types of political entities include nations, nation-states, stateless nations, multinational states, multistate nations, and autonomous and semiautonomous regions, such as American Indian reservations.
3. The concepts of sovereignty, nation states, and self-determination shape the contemporary world.

### **Essential Questions:**

What are the primary building blocks of the world political map?

What are the different types of political entities?

How do the concepts of sovereignty, nation-states, and self-determination shape the contemporary world?

How have colonialism, imperialism, independence movements, and devolution along national lines influenced contemporary political boundaries?

How is political power expressed geographically?

How do neocolonialism, shatter belts, and choke points help to illustrate political power geographically?

<ol style="list-style-type: none"> <li>4. Colonialism, imperialism, independence movements, and devolution along national lines have influenced contemporary political boundaries.</li> <li>5. Political power is expressed geographically as control over people, land, and resources, as illustrated by neocolonialism, shatter belts, and choke points.</li> <li>6. Territoriality is the connection of people, their culture, and their economic systems to the land.</li> <li>7. Types of political boundaries include relic, superimposed, subsequent, antecedent, geometric, and consequent boundaries.</li> <li>8. Boundaries are defined, delimited, demarcated, and administered to establish limits of sovereignty, but they are often contested.</li> <li>9. Political boundaries often coincide with cultural, national, or economic divisions. However, some boundaries are created by demilitarized zones or policy, such as the Berlin Conference.</li> <li>10. Land and maritime boundaries and international agreements can influence national or regional identity and encourage or discourage international or internal interactions and disputes over resources.</li> <li>11. The United Nations Convention on the Law of the Sea defines the rights and responsibilities of nations in the use of international waters, established territorial seas, and exclusive economic zones.</li> <li>12. Voting districts, redistricting, and gerrymandering affect election results at various scales.</li> <li>13. Forms of governance include unitary states and federal states.</li> <li>14. Unitary states tend to have a more top-down, centralized form of governance, while federal states have more locally based, dispersed power centers.</li> <li>15. Factors that can lead to the devolution of states include the division of groups by physical geography, ethnic separatism, ethnic cleansing, terrorism, economic and social problems, and irredentism.</li> <li>16. Devolution occurs when states fragment into autonomous regions; subnational political territorial units, such as those within Spain, Belgium, Canada, and Nigeria; or when states disintegrate, as happened in Sudan and the former Soviet Union.</li> <li>17. Advances in communication technology have facilitated devolution, supranationalism, and democratization.</li> <li>18. Global efforts to address transnational and environmental challenges and to create economies of scale, trade agreements, and military alliances help to further supranationalism.</li> <li>19. Supranational organizations—including the United Nations (UN), North Atlantic Treaty Organization (NATO), European Union (EU), Association of Southeast Asian Nations (ASEAN), Arctic Council, and African Union—can challenge state sovereignty by limiting the economic or political actions of member states.</li> <li>20. Centrifugal forces may lead to failed states, uneven development, stateless nations, and ethnic nationalist movements.</li> <li>21. Centripetal forces can lead to ethnonationalism, more equitable infrastructure development, and increased cultural cohesion.</li> </ol>	<p>What is territoriality?</p> <p>What are the different types of political boundaries?</p> <p>How are boundaries defined and administered to establish limits of sovereignty?</p> <p>Why and how are borders often contested?</p> <p>What other factors do political boundaries often coincide with?</p> <p>How are boundaries created by demilitarized zones or policy, such as the Berlin Conference?</p> <p>How do land and maritime boundaries and international agreements influence national or regional identity and encourage or discourage international or internal interactions and disputes over resources?</p> <p>How does the United Nations Convention on the Law of the Sea define the rights and responsibilities of nations in the use of international waters, established territorial seas, and exclusive economic zones?</p> <p>How do voting districts, redistricting, and gerrymandering affect election results at various scales?</p> <p>What are unitary states and federal states and how are they different from each other?</p> <p>What factors can lead to the devolution of states and when does devolution occur?</p> <p>How have advances in communication technology facilitated devolution, supranationalism, and democratization?</p> <p>What global efforts exist to address transnational and environmental challenges and to create economies of scale, trade agreements, and military alliances help to further supranationalism?</p> <p>How do supranational organizations—including the United Nations (UN), North Atlantic Treaty Organization (NATO), European Union (EU), Association of Southeast Asian Nations (ASEAN), Arctic Council, and African Union—challenge state sovereignty by limiting the economic or political actions of member states?</p> <p>What are centrifugal forces and how may they lead to failed states, uneven development, stateless nations, and ethnic nationalist movements?</p> <p>What are centripetal forces and how may they lead to ethnonationalism, more equitable infrastructure development, and increased cultural cohesion?</p>
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## Assessment Evidence

### Performance Tasks:

Describe how people's narratives can affect the expression of territoriality in their communities.  
Identify how maps can be a tool used to express power.  
Explain why Kosovo seeks recognition as a sovereign state by the United Nations as a whole.  
Explain an argument to answer the following question: Is the United States a nation-state?  
Describe the relationship between territoriality and the open display of local pride.  
Explain why choke points are important to the global economy.  
Describe what a map can show about the Kurds' challenges as a stateless nation.  
Explain how the concept of self-determination might challenge the political structure of a multinational state.  
Describe the cultural and economic aftereffects of imperialism.  
Explain why it is important that the border between South and North Korea is clearly demarcated.  
Compare subsequent and superimposed boundaries.  
Describe how the nature of a country's boundaries is linked with its history and political situation.  
Explain why countries find it necessary to delimit their boundaries.  
Explain why coastal countries seek to expand and defend their maritime boundaries.  
Identify centripetal and centrifugal forces that impact Greek and Turkish Cypriots.  
Compare key spatial elements in unitary and federal systems.  
Explain how the Chinese government's response to the Sichuan earthquake in 2008 highlights a disadvantage of unitary states.  
Describe how the United States government is spatially organized and how power is distributed among its units.  
Describe how Canada's federal system serves the region of Nunavut.  
Explain how reapportionment can impact the political power of a state.  
Describe the arguments against gerrymandering.  
Explain the role race played in the legal challenges to either North Carolina's or Wisconsin's gerrymandered congressional maps.  
Describe how Russia's annexation of Crimea is an example of irredentism.  
Describe how sovereignty is related to devolution.  
Describe how the physical geography of the Philippines acts as a devolutionary force.  
Identify devolutionary forces in Canada and the Soviet Union and describe the results of each.  
Describe how technology could make devolutionary pressures increase or decrease.  
Describe the benefits of a supranational organization for a state with a small GDP.  
Explain how a supranational organization might challenge the sovereignty of a state.  
Explain how Brexit is an example of devolution.  
Explain how symbols such as the Union Jack act as a centripetal force.

### Other Evidence:

- Teacher observations
- Informal checks for understanding
- Independent reading/student conferences
- Independent writing/student conferences
- Class discussions
- Collaboration with others
- Group work
- Classwork
- Homework
- Teacher-created tests and quizzes
- Teacher-created multimedia projects
- AP Classroom Progress Checks
- Case studies
- Article/video reviews
- Map quizzes
- Vocabulary quizzes

Describe how infrastructure, such as a quality transportive system, can act as a centripetal force.  
Explain how nationalism can act as either a centripetal or a centrifugal force.

**Benchmarks:**

Continue to update assigned countries' profiles to reflect what you learned in the political geography unit.

Olympics Project

## Learning Plan

**Learning Activities:****Weeks 1-2:**

- Assign & explain culture portion of year-long countries project.
- Assign unit vocab – students will be quizzed biweekly on unit vocab & map skills.
- Assign unit reading guide.
- Unit notes & lecture.
- Types of states activity

**Weeks 3-4:**

- Causes of devolution activity.
- Unit 4 choice board activity.
- Padlet article/video review – Read one article or watch one video and comment on how it relates to the unit. Also mention any content related to other units in the course.
- Case study analysis Jigsaw

**Week 5:**

- Mini-test bellringers – 3 prompts based MCQs
- AP Classroom personal progress checks & unit test review – complete and do peer review in class
- Unit MC & FRQ exam

**Resources:**

**Textbook:** National Geographic *Human Geography, A Spatial Perspective*

**Textbook Resources:** Student Writing Handbook; Student Geography Handbook; National Geographic video library; National Geographic Explorer Library; Case Study library; PowerPoint library; Handbook Answer Key; Student Companion Workbook; Teacher's Assessment Companion Workbook; National Geographic Atlas; National Geographic MapMaker; Graphic Organizer Library; Glossary; Chapter Summative Assessments & Answer Keys; Unit Summative Assessments and Answer Keys; Diagnostic AP Exam and Answer Key; Cengage/Congero online learning resources

**Supplemental Resources:** AMSCO Advanced Placement Human Geography, 2<sup>nd</sup> Edition; The Introductory Reader in Human Geography, 5 Steps to a 5 – 500 AP Human Geography Questions; 5 Steps to a 5 AP Human Geography Review Book; Kaplan Prep Plus AP Human Geography; Barron's AP Human Geography; College Board AP Classroom; Various other readings.

**General Course Resources:**

[College Board AP Human Geography](#)

[World Maps](#)

[CIA World Factbook](#)

[Country Watch](#)

[Population Reference Bureau](#)

[National Geographic](#)

[United Nations](#)

[Smithsonian Institute](#)

[US Census Bureau](#)

[World Health Organization](#)

[Council on Foreign Relations – World 101](#)

[Seterra Geography](#) – The Ultimate Map Quiz Site

[Google Earth](#)

[UN Data – A World of Information](#)

[Geography Education](#) (ScoopIt! – case studies)



[Perry-Castañeda Library Map Collection \(University of Texas\)](#)  
[Oxford Dictionary of Human Geography](#)  
[ArcGIS Online](#)  
[Geoquest](#)  
[Mapping Our World – Esri Academy](#)  
[World Atlas](#)  
[Gapminder Quizzes](#)  
[National Geographic – AP Human Geography](#)  
[Esri – Instructional Resources](#)  
[Lizard Point Geography Quizzes](#)  
[30 Models and Theories to Know for AP Human Geography](#)  
[AP Human Geography Models and Theories](#)

### **Unit Specific Resources:**

[Effects of Colonialism](#)  
[Dominican Republic announces plans for Haiti border fence](#)  
[Enclaves & Exclaves - A Tour of the World's Geographically Engulfed and Orphaned Places](#)  
[The Walled World](#)  
[How Many Countries Are There?](#)  
4.4 & Administrative Boundaries - [Couples, families separated by U.S.-Canada border closure find oasis at Peace Arch park](#)  
[A fun quiz analyzing political views by looking at landscapes.](#) Landscape analysis of American cities, suburbs and rural areas definitely fits into our course in several places.  
4.3 Chokepoints – [Steer through the Suez Canal](#)  
[Their Own Private Idaho: Five Oregon Counties Back a Plan to Secede](#)  
[MapLab: Redistricting Rundown](#) - This would be a great gerrymandering activity for students to practice geographic thinking in the service of equity and inclusion--have your students draw voting districts.  
[Texas will gain 2 congressional seats. Seven states to lose 1 seat, Census Bureau data shows](#)  
4.8 – ethnic cleansing/genocide – [Charlie Rose interview “the Promise”](#),  
[Biden recognizes atrocities against Armenians as genocide](#), [IMDB summary/review of “The Promise”](#)  
[Scottish independence: could Britain break up?](#)  
[APHuG Unit 4 Political Geography Course Description AP Test Prep Review Lecture](#)  
[The World's Largest Shipping Hubs](#) (also Unit 6 & 7)  
Law of the Sea - [Now China Has Cruise Missile Carrying Catamarans Chasing Away Ships In The South China Sea Out of Sight, Out of Mind: Ecocide in the Pacific](#)  
The limited series on Netflix titled: “Whose Vote Counts, Explained,” explains gerrymandering. The episode is titled “Whose Vote Counts.”  
[Why the Suez Canal is so Insanely Important.. \(and Nukes\)](#) (also Unit 7)  
[Building a border at 4,600 meters](#)  
[Separated by only a few miles, geographic quirk forces families apart during pandemic](#)  
[A Close-Up Picture of Partisan Segregation, Among 180 Million Voters](#) (Unit 6 and also Unit 1 – Scale)  
[The True Origin of The Gambia's Bizarre Borders](#)  
[New Caledonia's New Government Seen As 'Significant Turning Point' In The Pacific](#) - from self-determination to devolution to colonialism to EEZ and then onto connecting with #unit7 and core-periphery relationship.  
Topics 4.4 & 4.9 - [South Sudan: From 10 States to 32 States and Back Again](#)  
**Gerrymandering** - [The Gerrymandering Project](#) - Redistricting has a huge effect on U.S. politics but is greatly misunderstood. This project uncovers what's really broken, what's not and whether gerrymandering can (or should) be killed. [The Atlas Of Redistricting](#) - There's a lot of complaining about gerrymandering, but what should districts look like? We went back to the drawing board and drew a set of alternative congressional maps for the entire country. Each map has a different goal: One is designed to encourage competitive elections, for example, and another to maximize the number of majority-minority districts. See how changes to district boundaries could radically alter the partisan and racial makeup of the U.S. House — without a single voter moving or switching parties. [Welcome to Dave's Redistricting](#)  
[The Regime](#) - A profile of the dictator who has managed to hold on longer than any amidst the Arab unrest — President Bashar al-Assad.  
[Once Brothers](#) (30 for 30) - Drzen Petrovic and Vlade Divac were two friends who grew up together sharing the common bond of basketball. Together, they lifted the Yugoslavian National team to unimaginable heights.  
[Brazil in Black and White](#) -  
[My six nation Haudenosaunee passport is not a 'fantasy document'](#)  
[Political Boundaries – United Kingdom](#)  
[China and the Philippines' battle over disputed territories in the South China Sea](#) (video)  
[Whose Land - Territories by Land](#)  
[What is Redistricting?](#) (video – Washington State)



[POV – Stateless](#) (video – PBS)

4.5 - [AN INTRODUCTION TO: THE INTERNATIONAL AGREEMENT TO PREVENT UNREGULATED FISHING IN THE HIGH SEAS OF THE CENTRAL ARCTIC OCEAN](#)

[The Two Koreas - Uneasy Asian neighbors share a history of tension and conflict.](#)

[The surprisingly political history of K-pop](#) (also unit 3 culture)

[The Man Who Went to War With Canada](#)

[The Politics of Defining Central New Jersey](#)

[VOX Borders](#)

[New Jersey Division of Elections – Congressional Districts](#)

## Unit Learning Goal and Scale

*(Level 2.0 reflects a minimal level of proficiency)*

### Standard(s):

The functions and consequences of territorial divisions, *Therefore, the student is able to:* Explain how territorial divisions are used to manage Earth's surface.

<b>4.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Accurately describe and give specific examples (with evidence) of the different types of states: quasi-states, stateless nations, multinational states, multistate nations, and autonomous regions.</li> </ul>
<b>3.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Recognize descriptions of the various types of states when given examples</li> </ul>
<b>2.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Define the different types of states: quasi-states, stateless nations, multinational states, multistate nations, and autonomous regions.</li> </ul>
<b>1.0</b>	<b>With help, partial success at level 2.0 content and level 3.0 content:</b>
<b>0.0</b>	<b>Even with help, no success</b>

### Standard(s):

Explain the causes and consequences of political and social revolutions resulting from issues of control of land and resources.

<b>4.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Accurately describe and give specific examples (with evidence) of the different types and causes of devolution.</li> </ul>
<b>3.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Recognize descriptions of the various types and causes of devolution when given examples.</li> </ul>
<b>2.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Define the different types and causes of devolution.</li> </ul>
<b>1.0</b>	<b>With help, partial success at level 2.0 content and level 3.0 content:</b>
<b>0.0</b>	<b>Even with help, no success</b>

## Unit Modifications for Special Population Students

<b>Advanced Learners</b>	<ul style="list-style-type: none"> <li>Provide ample opportunities for creative behavior.</li> <li>Create assignments that call for original work, independent learning, critical thinking, problem solving, and experimentation.</li> <li>Show appreciation for creative efforts</li> <li>Respect unusual questions, ideas, and solutions.</li> <li>Encourage students to test their ideas.</li> <li>Provide opportunities and give credit for self-initiated learning.</li> <li>Avoid overly detailed supervision and too much reliance on prescribed curricula.</li> <li>Allow time for reflection.</li> <li>Resist immediate and constant evaluation.</li> <li>Avoid comparisons to other students.</li> </ul>
<b>Struggling Learners</b>	<ul style="list-style-type: none"> <li>Assist students in getting organized.</li> <li>Give short directions.</li> </ul>

	<ul style="list-style-type: none"> <li>• Use drill exercises.</li> <li>• Give prompt cues during student performance.</li> <li>• Let students with poor writing skills use a computer.</li> <li>• Break assignments into small segments and assign only one segment at a time.</li> <li>• Demonstrate skills and have students model them.</li> <li>• Give prompt feedback.</li> <li>• Use continuous assessment to mark students' daily progress.</li> <li>• Prepare materials at varying levels of ability</li> </ul>
<b>English Language Learners</b>	<ul style="list-style-type: none"> <li>• Use a slow, but natural rate of speech; speak clearly; use shorter sentences; repeat concepts in several ways.</li> <li>• When possible, use pictures, photos, and charts.</li> <li>• Corrections should be limited and appropriate. Do not correct grammar or usage errors in front of the class.</li> <li>• Give honest praise and positive feedback through your voice tones and visual articulation whenever possible.</li> <li>• Encourage students to use language to communicate, allowing them to use their native language to ask/answer questions when they are unable to do so in English.</li> <li>• Integrate students' cultural background into class discussions.</li> <li>• Use cooperative learning where students have opportunities to practice expressing ideas without risking language errors in front of the entire class</li> <li>• Coordinate with English Language Learner advisor to modify activities where appropriate:<a href="http://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf">http://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf</a></li> </ul>
Learners with an IEP	<p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> <li>• Variation of time: adapting the time allotted for learning, task completion, or testing</li> <li>• Variation of input: adapting the way instruction is delivered</li> <li>• Variation of output: adapting how a student can respond to instruction</li> <li>• Variation of size: adapting the number of items the student is expected to complete</li> <li>• Modifying the content, process or product</li> </ul> <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed <a href="#">here</a>.</p> <p>Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here <a href="http://www.udlguidelines.cast.org">www.udlguidelines.cast.org</a></p>
<b>Learners with a 504</b> <ul style="list-style-type: none"> <li>• Refer to page four in the <a href="#">Parent and Educator Guide to Section 504</a> to assist in the development of appropriate plans.</li> </ul>	

**Indicators:**

**Visual and Performing Arts:** 1.3.2.c.1, 1.3.2.c.2, 1.3.5.c.2, 1.3.12.c.1

**Comp. Health & Physical Ed:** 2.2.6.B.3, 2.2.8.B.1, 2.2.12.C.2

**English Language Arts (ELA) Common Core:** WHST. 11.12.1, WHST. 11.12.2, WHST. 11.12.4, WHST. 11.12.5, WHST. 11.12.6, WHST. 11.12.7, WHST. 11.12.8, WHST. 11.12.9, WHST. 11.12.10, RH.11-12.1, RH.11.12.2, RH.11-12.3, RH.11.12-4, RH.11.12-5, RH.11.12-6, RH.11.12-8, RH.11.12-9, RH.11.12-10

**Mathematics Common Core:** 4.1.8.C, 4.4.8.A, 4.5.A, 4.5.D, 4.1.8.C, 4.4.8.A, 4.5.F

**Science:** 5.1.4.B.4, 5.1.12.C.3, 5.1.8.D.1, 5.1.12.D.1

**World Languages:** 7.1.NM.A.3, 7.1.NM.A.4

**Technology:** 8.1.8.A.1, 8.1.8.A.2, 8.1.8.A.3, 8.1.8.A.4, 8.1.8.A.5, 8.1.8.B.1, 8.1.8.C.1, 8.1.8.D.1, 8.1.8.E.1, 8.1.8.F.1

**21<sup>st</sup> Century Life and Careers (Includes Financial Literacy 9.2):** 9.1.8.A.1, 9.1.8.A.2, 9.1.8.A.3, 9.1.8.A.4, 9.1.12.A.2, 9.1.12.A.4, 9.1.8.B.2, 9.1.8.C.2, 9.1.8.D.2, 9.1.8.D.4, 9.1.8.D.5, 9.1.8.E.1, 9.1.8.E.4, 9.1.8.E.5

## Integration of 21<sup>st</sup> Century Skills

**Indicators:**

Within the context of key knowledge instruction, students must also learn the essential skills for success in today's world, such as critical thinking, problem solving, communication and collaboration. Standards are taken from:

[http://www.p21.org/storage/documents/docs/P21\\_Framework\\_Definitions\\_New\\_Logo\\_2015.pdf](http://www.p21.org/storage/documents/docs/P21_Framework_Definitions_New_Logo_2015.pdf)

The curriculum includes not only a focus on mastery of key subjects, but also promote understanding of academic content at much higher levels by weaving 21st century interdisciplinary themes into key subjects:

**Themes:**

Global Awareness  
Civic Literacy  
Environmental Literacy  
Information, Media, and Technology

**Skills:**

Think Creatively  
Work Creatively with Others  
Implement Innovations  
Critical Thinking and Problem Solving  
Communication and Collaboration  
Information, Media and Technology Skills

## Unit 5 Title: Agricultural and Rural Land Use Patterns and Processes

### Unit Description:

This unit examines the origins of agriculture and its subsequent diffusion. Students learn about the ways agricultural practices have changed over time as a result of technological innovations, such as equipment mechanization and improvements in transportation that create global markets. In addition, they examine the consequences of agricultural practices such as the use of high-yield seeds and chemicals, revisiting the human–environmental relationships studied in Unit 1.

Course emphasis on spatial patterns is evident in this unit as students consider the differences in what foods or resources are produced and where they are produced. These agricultural production regions are impacted by economic and technological forces that increase the size of agricultural operations and the carrying capacity of the land. This has in turn created a global system of agriculture and the interdependence of regions of agricultural consumption and production.

Student understanding of this global system of agriculture based on government cooperation lays the foundation for a deeper understanding of economic development in the final unit of the course.

### Unit Duration: 4-5 weeks

### Desired Results

**Standard(s):** (from [National Council for Geographic Education](#)):

#### Environmental Opportunities and Constraints

1. Depending on the choice of human activities, the characteristics of the physical environment can be viewed as both opportunities and constraints

*Therefore, the student is able to:*

A. Explain how people may view the physical environment as both an opportunity and a constraint depending on their choice of activities, as exemplified by being able to

- Explain how mountainous terrain may constrain some farming techniques due to a lack of flat areas and yet offer opportunities in growing crops that are only suited to high elevation growing conditions.
- Explain how the ski industry and state roads departments may view the same mountainous region and its weather patterns as presenting both opportunities and constraints.
- Explain how the physical environment of the arid West of the United States presents both opportunities and constraints for human activities (e.g., the construction, use, and maintenance of golf courses, cultivation of cotton and citrus fruits, numerous outdoor swimming pools, water intensive lawns and landscaping).

#### Environmental Hazards

2. Humans perceive and react to environmental hazards in different ways

*Therefore, the student is able to:*

A. Explain and compare how people in different environments think about and respond to environmental hazards, as exemplified by being able to

- Construct a list of environmental hazards and compare and contrast how people in developed and developing world regions prepare for and cope with the aftermath of these disasters.
- Construct and compare maps of recent wildfires and population distribution in Southern California and explain the reasons for and consequences of people building structures in the most vulnerable areas in this region (e.g., fire protection, insurance, financing, land values, quality of life, fuel suppression of vegetation).
- Explain how people from different parts of the country might have differing views on federal government insurance programs for areas susceptible to environmental hazards (e.g., hail insurance programs in Kansas, national flood insurance in Louisiana).

B. Explain how environmental hazards affect human systems and why people may have different ways of reacting to them, as exemplified by being able to

- Explain how volcanoes have sometimes been incorporated into local cultural traditions and lore by people who live with the unpredictability of eruptions rather than to relocate farther away from the hazard.

- Describe and explain the short- and long-term effects of hurricanes in the Gulf of Mexico and Atlantic coast on beaches, buildings, and human activities (e.g., insurance rates, zoning, building codes, beach replenishment, displaced populations).
- Compare the human responses to the potential predicted effects of climate change on different regions of Earth (e.g., people living in coastal versus landlocked areas, high- versus low-latitude areas, Northern versus Southern Hemisphere areas).

### **Adaptation to the Environment**

3. Societies use a variety of strategies to adapt to changes in the physical environment

*Therefore, the student is able to:*

A. Explain how societies adapt to reduced capacity in the physical environment, as exemplified by being able to

- Explain how societies historically adapted to reduced capacity in the physical environment (e.g., migration, limiting population growth, building aqueducts and cisterns) and predict locations where adaptation strategies might be required in the future.
- Explain how societies use technology in dealing with resource shortages amidst growing human populations (e.g., recycling used water, recycling paper products, converting to drip irrigation systems, development of new alternative energy sources).
- Describe and explain how societies may change their use of building materials in response to changes in the physical environment.

B. Analyze the concept of “limits to growth” to explain adaptation strategies in response to the restrictions imposed on human systems by physical systems, as exemplified by being able to

- Analyze how people have adapted to physical environments that vary in carrying capacity (e.g., slash-and-burn agriculture practices, nomadic herding or hunting, importation of needed products).
- Analyze the lifestyles of humans in extreme or island environments and explain strategies inhabitants use to survive and not overwhelm the limits of their environments (e.g., water collection and rationing in arid climates, Inuit seasonal seal hunting and fishing practices, Antarctic researchers using sustainable living practices).
- Identify world locations that have vulnerable environmental conditions (e.g., extreme temperatures, limited access to water, steep topography) and high population density and explain adaptation strategies used in these locations that address the limits to growth.

### **Indicators:**

Explain the significance of geographic similarities and differences among different locations and/or at different times.

Compare patterns and trends in visual sources to draw conclusions.

Explain spatial relationships in a specified context or region of the world, using geographic concepts, processes, models, or theories.

Explain the degree to which a geographic concept, process, model, or theory effectively explains geographic effects in different contexts and regions of the world

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

Compare patterns and trends in maps and in quantitative and geospatial data to draw conclusions.

Explain the connection between physical geography and agricultural practices.

Identify different rural settlement patterns and methods of surveying rural settlements.

Identify major centers of domestication of plants and animals.

Explain how plants and animals diffused globally.

Explain the advances and impacts of the second agricultural revolution.

Explain the consequences of the Green Revolution on food supply and the environment in the developing world.

Explain how economic forces influence agricultural practices.

Describe how the von Thünen model is used to explain patterns of agricultural production at various scales.

Explain the interdependence among regions of agricultural production and consumption.

Explain how agricultural practices have environmental and societal consequences.

Explain challenges and debates related to the changing nature of contemporary agriculture and food-production practices.

Explain geographic variations in female roles in food production and consumption.

**Understandings:**

*Students will understand that...*

1. Availability of resources and cultural practices influence agricultural practices and land-use patterns.
2. Agricultural practices are influenced by the physical environment and climatic conditions, such as the Mediterranean climate and tropical climates.
3. Intensive farming practices include market gardening, plantation agriculture, and mixed crop/livestock systems.
4. Extensive farming practices include shifting cultivation, nomadic herding, and ranching.
5. Specific agricultural practices shape different rural land-use patterns.
6. Rural settlement patterns are classified as clustered, dispersed, or linear.
7. Rural survey methods include metes and bounds, township and range, and long lot.
8. Agriculture has changed over time because of cultural diffusion and advances in technology.
9. Early hearths of domestication of plants and animals arose in the Fertile Crescent and several other regions of the world, including the Indus River Valley, Southeast Asia, and Central America.
10. Patterns of diffusion, such as the Columbian Exchange and the agricultural revolutions, resulted in the global spread of various plants and animals.
11. New technology and increased food production in the second agricultural revolution led to better diets, longer life expectancies, and more people available for work in factories.
12. The Green Revolution was characterized in agriculture by the use of high-yield seeds, increased use of chemicals, and mechanized farming.
13. The Green Revolution had positive and negative consequences for both human populations and the environment.
14. Agricultural production regions are defined by the extent to which they reflect subsistence or commercial practices (monocropping or monoculture).
15. Intensive and extensive farming practices are determined in part by land costs (bid-rent theory).
16. Large-scale commercial agricultural operations are replacing small family farms.
17. Complex commodity chains link production and consumption of agricultural products.
18. Technology has increased economies of scale in the agricultural sector and the carrying capacity of the land.
19. Von Thünen's model helps to explain rural land use by emphasizing the importance of transportation costs associated with distance from the market; however, regions of specialty farming do not always conform to von Thünen's concentric rings.
20. Food and other agricultural products are part of a global supply chain.
21. Some countries have become highly dependent on one or more export commodities.
22. The main elements of global food distribution networks are affected by political relationships, infrastructure, and patterns of world trade.

**Essential Questions:**

How are agricultural practices influenced by the physical environment and climatic conditions?  
What are examples of intensive farming practices?  
What are examples of extensive farming practices?  
How do specific agricultural practices shape different rural land-use patterns?  
How are rural settlement patterns classified?  
What are rural survey methods?  
Where did the early hearths of domestication of plants and animals arise?  
How did patterns of diffusion, such as the Columbian Exchange and the agricultural revolutions, result in the global spread of various plants and animals?  
How did new technology and increased food production in the second agricultural revolution lead to better diets, longer life expectancies, and more people available for work in factories?  
What are the characteristics of the Green Revolution?  
What are the positive and negative consequences of the Green Revolution on both human populations and the environment?  
How are agricultural production regions defined?  
How do land costs (bid-rent theory) determine intensive and extensive farming practices?  
Why are large-scale commercial agricultural operations replacing small family farms?  
How do complex commodity chains link production and consumption of agricultural products?  
How has technology increased economies of scale in the agricultural sector and the carrying capacity of the land?  
How does Von Thünen's model help to explain rural land use by emphasizing the importance of transportation costs associated with distance from the market?  
What limitations exist with Von Thünen's model?  
How are food and other agricultural products part of the global supply chain?  
Why have some countries become highly dependent on one or more export commodities (commodity dependence)?  
How are the main elements of global food distribution networks affected by political relationships, infrastructure, and patterns of world trade?  
What are the environmental effects of agricultural land use?  
How do agricultural practices—including slash and burn, terraces, irrigation, deforestation, draining wetlands, shifting cultivation, and pastoral nomadism—*alter the landscape*?  
What are the societal effects of agricultural practices?  
How have agricultural innovations such as biotechnology, genetically modified organisms, and aquaculture been accompanied by debates over sustainability, soil and water usage, reductions in biodiversity, and extensive fertilizer and pesticide use?  
How are patterns of food production and consumption influenced by movements relating to individual food choice, such as urban farming, community-supported agriculture (CSA), organic farming, value-added specialty crops, fair trade, local-food movements, and dietary shifts?



<p>23. Agricultural production and consumption patterns vary in different locations, presenting different environmental, social, economic, and cultural opportunities and challenges.</p> <p>24. Environmental effects of agricultural land use include pollution, land cover change, desertification, soil salinization, and conservation efforts.</p> <p>25. Agricultural practices—including slash and burn, terraces, irrigation, deforestation, draining wetlands, shifting cultivation, and pastoral nomadism—alter the landscape.</p> <p>26. Societal effects of agricultural practices include changing diets, role of women in agricultural production, and economic purpose.</p> <p>27. Agricultural innovations such as biotechnology, genetically modified organisms, and aquaculture have been accompanied by debates over sustainability, soil and water usage, reductions in biodiversity, and extensive fertilizer and pesticide use.</p> <p>28. Patterns of food production and consumption are influenced by movements relating to individual food choice, such as urban farming, community-supported agriculture (CSA), organic farming, value-added specialty crops, fair trade, local-food movements, and dietary shifts.</p> <p>29. Challenges of feeding a global population include lack of food access, as in cases of food insecurity and food deserts; problems with distribution systems; adverse weather; and land use lost to suburbanization.</p> <p>30. The location of food-processing facilities and markets, economies of scale, distribution systems, and government policies all have economic effects on food-production practices.</p> <p>31. The role of females in food production, distribution, and consumption varies in many places depending on the type of production involved.</p>	<p>What are the challenges of feeding a global population? What do the economic effects of the location of food-processing facilities and markets, economies of scale, distribution systems, and government policies have on food-production practices?</p> <p>How does the role of females in food production, distribution, and consumption vary in many places depending on the type of production involved?</p>
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### Assessment Evidence

#### Performance Tasks:

Identify the four elements that make land favorable for growing crops.

Describe how the agricultural practices of certain regions are influenced by the Mediterranean climate.

Explain why areas on different continents – such as Western Europe and coastal East Asia – have similar climates at different latitudes.

Explain how geographic features would affect the grid pattern of the township and range system.

Compare the advantages and disadvantages of clustered, dispersed, and linear settlements.

Identify the environmental impacts of slash-and-burn farming techniques.

Explain why nomadic herding is the most extensive type of agriculture.

Compare the similarities and differences between subsistence and commercial farming practices.

Describe how intensive and extensive farming practices are determined in part by the bid-rent theory.

Identify an example where an agricultural practice is influenced by the availability of natural resources and the climate.

#### Other Evidence:

- Teacher observations
- Informal checks for understanding
- Independent reading/student conferences
- Independent writing/student conferences
- Class discussions
- Collaboration with others
- Group work
- Classwork
- Homework
- Teacher-created tests and quizzes
- Teacher-created multimedia projects
- AP Classroom Progress Checks
- Case studies
- Article/video reviews
- Map quizzes
- Vocabulary quizzes

Identify which continent likely produces the most diverse array of agricultural exports and explain your reasoning. Explain what the areas that cultivate grain have in common.

Identify the highest elevations of North and South America using the "Topography of the World" map, then describe the types of agriculture that take place in these regions.

Compare the agriculture practices of New Zealand and Australia to those of North America.

Describe how environmental changes contributed to the development of agriculture.

Identify a physical characteristic the ancient agricultural hearths in the Fertile Crescent and North Central China have in common and explain how it likely influenced the development of both hearths.

Identify the earliest animals to be domesticated and explain when and where the domestication occurred.

Compare agriculture diffusion today with diffusion during the Columbian Exchange.

Describe how the three agricultural revolutions were similar and how they were different.

Explain the advances and impacts of the second agricultural revolution.

Compare advantages and disadvantages of the Green Revolution for the food supply and environment in the periphery.

Explain how the changes that some call the fourth agricultural revolution use geographic principles, skills, and technologies and have geographic consequences.

Compare the influence of economic factors among subsistence and commercial farming practices.

Explain how government policies have impacted farm practices and the foods available to consumers.

Describe the factors that impact commercial dairying and ranching.

Explain why the number of small farms is decreasing and the number of large commercial farms is increasing.

Describe how the closure of several food processing plants would disrupt agriculture commodity chains.

Explain how farm subsidies combat the issue of rising costs of production.

Identify an impact of the trade war between the United States and China on agriculture.

Explain the spatial relationship between land-use and market areas, based on the Von Thunen model.

Explain the von Thunen model assumptions that are no longer present in agriculture today.

Describe how the von Thunen model could be used to generally describe agricultural production across the continental United States.

Explain the economic impact of commodity dependency on a region.

Explain how political relationships affect global food distribution.

Consider the supply and demand for a cash crop such as vanilla. Describe the impact the global supply chain has on supply and demand.

Describe how the fair-trade movement affects the interdependence between core and peripheral countries.

Explain the degree to which the production of coffee increases the interdependence between semi-periphery countries and core countries.

Explain why agricultural practices and landscapes vary so widely across regions.

Identify a positive and a negative effect of irrigation.

Describe some possible environmental consequences of the Mbororo community's use of 3D maps.

Identify possible negative land cover changes associated with terrace farming.

Explain factors that may cause a country to have strict sustainability policies. Give examples.

Describe a societal consequence resulting from changes in farm ownership structures.

Explain why the Great Green Wall initiative extends beyond planting trees.

Describe the benefits and drawbacks presented by precision agriculture to both large and small farmers.

Describe some environmental limitations of biotechnology.

Explain how the concept of biodiversity helps geographers analyze the impacts of modern-day farming practices.

Identify and describe factors that could cause more farmers to embrace agricultural innovations.

Compare the commercial approach to agriculture with the sustainable approach.

Compare food insecurity in the United States and food insecurity in other parts of the world. How does the problem manifest itself across different regions?

Explain the argument that food insecurity has more to do with distribution issue than production issues.

Explain how food deserts present both an opportunity and a challenge.

Explain how agricultural policies in the United States could be modified to strengthen the agricultural system's ability to perform as a sustainable food production system.

Describe the types of geographic data that might be useful in helping meet the demand of food security.

Explain how economy of scale can be used to support an argument that favors large-scale farming over small-scale farming.

Explain the degree to which food production can be impacted by violent conflict and extreme weather.

Explain why working in the agricultural sector is more difficult for female farmers than for male farmers.

Describe how women's changing roles in food distribution and consumption affect their communities.

Explain the degree to which a region's economy and culture affect the empowerment of its female farmers.

#### **Benchmarks:**

Continue to update assigned countries' profiles to reflect what you learned in the agriculture unit.

Farmers' Market Project

## **Learning Activities:**

### **Weeks 1-2:**

- Assign & explain agriculture portion of year-long countries project.
- Assign unit vocab – students will be quizzed biweekly on unit vocab & map skills.
- Assign unit reading guide.
- Unit notes & lecture.
- Meatrix/Smithfield Farms videos jigsaw

### **Weeks 3-4:**

- Jigsaw presentation about different types of agriculture & Farmers' Market project.
- Where does my breakfast/lunch/dinner come from?
- Padlet article/video review – Read one article or watch one video and comment on how it relates to the unit. Also mention any content related to other units in the course.

### **Week 5:**

- Case study analysis Jigsaw
- Mini-test bellringers – 3 prompts based MCQs
- AP Classroom personal progress checks & unit test review – complete and do peer review in class
- Unit MC & FRQ exam

## **Resources:**

**Textbook:** National Geographic *Human Geography, A Spatial Perspective*

**Textbook Resources:** Student Writing Handbook; Student Geography Handbook; National Geographic video library; National Geographic Explorer Library; Case Study library; PowerPoint library; Handbook Answer Key; Student Companion Workbook; Teacher's Assessment Companion Workbook; National Geographic Atlas; National Geographic MapMaker; Graphic Organizer Library; Glossary; Chapter Summative Assessments & Answer Keys; Unit Summative Assessments and Answer Keys; Diagnostic AP Exam and Answer Key; Cengage/Conger online learning resources

**Supplemental Resources:** AMSCO Advanced Placement Human Geography, 2<sup>nd</sup> Edition; The Introductory Reader in Human Geography, 5 Steps to a 5 – 500 AP Human Geography Questions; 5 Steps to a 5 AP Human Geography Review Book; Kaplan Prep Plus AP Human Geography; Barron's AP Human Geography; College Board AP Classroom; Various other readings.

## **General Course Resources:**

[College Board AP Human Geography](#)

[World Maps](#)

[CIA World Factbook](#)

[Country Watch](#)

[Population Reference Bureau](#)

[National Geographic](#)

[United Nations](#)

[Smithsonian Institute](#)

[US Census Bureau](#)

[World Health Organization](#)

[Council on Foreign Relations – World 101](#)

[Seterra Geography](#) – The Ultimate Map Quiz Site

[Google Earth](#)

[UN Data – A World of Information](#)

[Geography Education](#) (ScoopIt! – case studies)

[Perry-Castañeda Library Map Collection \(University of Texas\)](#)

[Oxford Dictionary of Human Geography](#)

[ArcGIS Online](#)

[Geoquestr](#)

[Mapping Our World – Esri Academy](#)

[World Atlas](#)

[Gapminder Quizzes](#)

[National Geographic – AP Human Geography](#)

[Esri – Instructional Resources](#)

[Lizard Point Geography Quizzes](#)

[30 Models and Theories to Know for AP Human Geography](#)  
[AP Human Geography Models and Theories](#)

**Unit Specific Resources:**

[Agricultural Literacy Curriculum Matrix](#)

[Food Deserts in DC](#) – Let's Talk (NPR)

[A Place at the Table](#) (YouTube)

[The Food Deserts of Memphis](#): inside America's Hunger Capital – Divided Cities

[Ron Finley: Urban Gangsta Gardener in South Central LA](#) – Game Changers

[How Urban Farming Saved a Dallas Community](#)

[Starved: Our Food Insecurity Crisis](#)

Flowingdata – [In Search of Food Deserts](#)

[Living in a Food Desert](#) - Documentary

[Quiz Show Review](#)

[New Evidence Show Fertile Soil Gone from Midwestern Farms](#)

5.11 – Challenges of Contemporary Agriculture – [BBC The Inquiry – How can we feed 11 billion people?](#)

[How to Sustainably Feed 10 Billion People by 2050, in 21 charts](#)

[Atlanta creates the nation's largest free food forest with hopes of addressing food insecurity](#)

Apple Podcasts – [Stuff You Should Know – What Will Farming 4.0 Look Like?](#)

History Channel – the Food that Built America

[How America Got Sold on Low-Fat Food](#)

5.10 Environmental Consequences - [This is how much different commodities contribute to deforestation](#)

[Food Deserts: Causes, Consequences and Solutions](#)

Daron Babcock – [the Answer was a Farm](#)

[Feeding 9 Billion](#)

[The Global State Of Food Security](#)

5.11 – Challenges of Contemporary Agriculture – [5 Products You Can Make with Banana Value Addition](#)

5.9 & 5.11 – [The Story of Chocolate: Unwrapping the Bar](#) (touches on export commodities, infrastructure, patterns of world trade, fair trade, and sustainability).

5.12 – Women in Agriculture – [Empowering Female Farmers to Feed the World](#) (can also be used for 7.4 Women & Economic Development)

[Why is vanilla so expensive?](#)

[Savior Seeds – India's Water Crisis](#)

[Visiting the Farm of the Future](#)

[Iceland palm oil advert: petition launched for ban to be overturned](#)

[Leuser : Are palm oil farmers shooting orangutans?- BBC News](#)

5.10 - [Why Beef is the Worst Food for the Climate?](#)

[How Good – the World's Largest Product Sustainability Database](#)

[Foodprint – Making Sense of Food](#)

[Chipotle – Real Foodprint](#)

[Understanding Land Use Patterns](#)

[A Map of Every Building in the US](#)

[New app launched in Philly helps save food from going to waste](#) – [Too Good To Go](#)

[Hay Day Game](#)

[Top Crop: Farming for the Future Educator's Guide – Top Crop Game](#)

[The Important Role of Women in Feeding the World's Population](#) - We use this short video from Feed the Future and then follow up with an assignment using the maps/charts/ and info graphic on the same site called the Female Face of Agriculture

[Women in Agriculture Around The World \[AP Human Geography Unit 5 Topic 12\] \(5.12\)](#)

[50 Things That Made the Modern Economy](#)

[Tales of Turkey's forgotten women: Agriculture workers](#)

[A New Crop in Pennsylvania: Warehouses](#) (also Unit 7)

[The Economics of Coffee in One Chart](#)

[Trying to Eat Healthy in a Food Desert](#)

5.6 – 5.11 [Soyalism | DW Documentary](#) - "How does the growing demand for meat in China affect the Amazon rainforest? And why are Brazilian farmers being lured to Mozambique to farm soybeans? These are some of the questions that this classic investigative documentary attempts to answer.

[A 5,000-mile living wall could hold back the world's largest desert](#)

Topic 5.11: Challenges of Contemporary Agriculture, particularly IMP-5.B.1 but also details on environmental effects of agriculture and agricultural technologies such as precision agriculture - [Regenerative Farming for Soil Health](#)

[America Revealed – Food Machine](#) - In this first episode of America Revealed, host Yul Kwon explores how this machine feeds nearly 300 million Americans every day. He discovers engineering marvels we've created by putting

nature to work and takes a look at the costs of our insatiable appetite on our health and environment (look for questions in online FB drive).

[What everyone gets WRONG about farm work](#) - This is a very interesting view of what it takes to work in the fields and the people that come here to do this difficult job- specifically the skill that it takes. Great for Unit 2 & 5. There is a comparison of political based talking points towards the beginning which you may want to skip depending on the needs of your class.

[5.11 IMP B.2. Individual Food Choice Movements](#)

[5.10 Agricultural Practices & the Alteration of the Landscape](#)

[5.6 Agricultural Production Regions: Economic Purpose](#)

[5.6 Agricultural Production Regions: Farming Practice](#)

[5.6 Agricultural Production Regions: Primary Focus-Crops or Animals?](#)

[What is Monoculture?](#)

[5.7 - Explained | World's Water Crisis | FULL EPISODE | Netflix](#) - In this episode: The global water crisis is at an inflection point. How do we price our most valuable resource, while also ensuring access to it as a human right?

[How urban planning and housing policy helped create 'food apartheid' in U.S. cities](#)

[A Dutch chocolate company's fight to end illegal child labor](#)

[Revealed: the true extent of America's food monopolies, and who pays the price](#)

[Learning to Love GMOs](#)

[An Abundance of Aquaculture in Andhra Pradesh](#)

[Surviving the Sneaky Psychology of Supermarkets](#)

[60 Minutes+ explores how Netherlands is driving a "food revolution"](#) (video)

[5.10 - Examples of Terrace Farming Around the World](#)

[Down on the farm: A shortage of agricultural labor](#) (video)

[No Soil. No Growing Seasons. Just Add Water and Technology](#) - A new breed of hydroponic farm, huge and high-tech, is popping up in indoor spaces all over America, drawing celebrity investors and critics.

[Von Thunen Model](#)

[Von Thunen - A Model of Agricultural Land Use](#)

[Do you live in a \(food\) desert?](#)

[Jersey is the Garden State, so why are there food deserts?](#)

[Sometimes, an N.J. food desert is just a mirage | Editorial](#)

[VIOLENT AREAS ARE HUNGRY AREAS](#) - As WURD's afternoon host explains, violence is often linked to hunger. That's why we need more—not fewer—supermarkets in Philly

[Building an oasis in a Philadelphia food desert](#)

[Philadelphia Food Access](#)

[Food Deserts in Philadelphia, PA](#) - This is a comparative map of supermarkets and grocery stores that carry healthy foods such as fresh produce and meat etc., as well as where they are located in relation to the distribution of median household income as well as unemployment rates in Philadelphia, PA

[Philly Food Trust](#)

## Unit Learning Goal and Scale

(Level 2.0 reflects a minimal level of proficiency)

### Standard(s):

Depending on the choice of human activities, the characteristics of the physical environment can be viewed as both opportunities and constraints, *Therefore, the student is able to:* Explain how people may view the physical environment as both an opportunity or a constraint depending on their choice of activities

4.0	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Accurately describe and give specific examples (with evidence) of the different types of agriculture: pastoral nomadism, grain, shifting cultivation, commercial farming, plantation, dairy, mixed crop/livestock, Mediterranean, intensive subsistence, and livestock ranching.</li> </ul>
3.0	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Recognize descriptions of the various types of agriculture when given examples.</li> </ul>
2.0	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Define the different types of agriculture: pastoral nomadism, grain, shifting cultivation, commercial farming, plantation, dairy, mixed crop/livestock, Mediterranean, intensive subsistence, and livestock ranching.</li> </ul>
1.0	<b>With help, partial success at level 2.0 content and level 3.0 content:</b>
0.0	<b>Even with help, no success</b>



<b>Standard(s):</b> Societies use a variety of strategies to adapt to changes in the physical environment, <i>Therefore, the student is able to:</i> Explain how societies adapt to reduced capacity in the physical environment	
<b>4.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Successfully complete the Global Agriculture FRQ with a score of 6.</li> </ul>
<b>3.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Successfully complete the Global Agriculture FRQ with a score of 4.</li> </ul>
<b>2.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Partially complete the Global Agriculture FRQ with a score of 2.</li> </ul>
<b>1.0</b>	<b>With help, partial success at level 2.0 content and level 3.0 content:</b>
<b>0.0</b>	<b>Even with help, no success</b>

Unit Modifications for Special Population Students	
<b>Advanced Learners</b>	<ul style="list-style-type: none"> <li>Provide ample opportunities for creative behavior.</li> <li>Create assignments that call for original work, independent learning, critical thinking, problem solving, and experimentation.</li> <li>Show appreciation for creative efforts</li> <li>Respect unusual questions, ideas, and solutions.</li> <li>Encourage students to test their ideas.</li> <li>Provide opportunities and give credit for self-initiated learning.</li> <li>Avoid overly detailed supervision and too much reliance on prescribed curricula.</li> <li>Allow time for reflection.</li> <li>Resist immediate and constant evaluation.</li> <li>Avoid comparisons to other students.</li> </ul>
<b>Struggling Learners</b>	<ul style="list-style-type: none"> <li>Assist students in getting organized.</li> <li>Give short directions.</li> <li>Use drill exercises.</li> <li>Give prompt cues during student performance.</li> <li>Let students with poor writing skills use a computer.</li> <li>Break assignments into small segments and assign only one segment at a time.</li> <li>Demonstrate skills and have students model them.</li> <li>Give prompt feedback.</li> <li>Use continuous assessment to mark students' daily progress.</li> <li>Prepare materials at varying levels of ability</li> </ul>
<b>English Language Learners</b>	<ul style="list-style-type: none"> <li>Use a slow, but natural rate of speech; speak clearly; use shorter sentences; repeat concepts in several ways.</li> <li>When possible, use pictures, photos, and charts.</li> <li>Corrections should be limited and appropriate. Do not correct grammar or usage errors in front of the class.</li> <li>Give honest praise and positive feedback through your voice tones and visual articulation whenever possible.</li> <li>Encourage students to use language to communicate, allowing them to use their native language to ask/answer questions when they are unable to do so in English.</li> <li>Integrate students' cultural background into class discussions.</li> <li>Use cooperative learning where students have opportunities to practice expressing ideas without risking language errors in front of the entire class</li> <li>Coordinate with English Language Learner advisor to modify activities where appropriate: <a href="http://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf">http://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf</a></li> </ul>
<b>Learners with an IEP</b>	<p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> <li>Variation of time: adapting the time allotted for learning, task completion, or testing</li> <li>Variation of input: adapting the way instruction is delivered</li> </ul>

	<ul style="list-style-type: none"> <li>• Variation of output: adapting how a student can respond to instruction</li> <li>• Variation of size: adapting the number of items the student is expected to complete</li> <li>• Modifying the content, process or product</li> </ul> <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed <a href="#">here</a>.</p> <p>Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here <a href="http://www.udlguidelines.cast.org">www.udlguidelines.cast.org</a></p>
<b>Learners with a 504</b>	<ul style="list-style-type: none"> <li>• Refer to page four in the <a href="#">Parent and Educator Guide to Section 504</a> to assist in the development of appropriate plans.</li> </ul>

## Interdisciplinary Connections

### Indicators:

**Visual and Performing Arts:** 1.3.2.c.1, 1.3.2.c.2, 1.3.5.c.2, 1.3.12.c.1

**Comp. Health & Physical Ed:** 2.2.6.B.3, 2.2.8.B.1, 2.2.12.C.2

**English Language Arts (ELA) Common Core:** WHST. 11.12.1, WHST. 11.12.2, WHST. 11.12.4, WHST. 11.12.5, WHST. 11.12.6, WHST. 11.12.7, WHST. 11.12.8, WHST. 11.12.9, WHST. 11.12.10, RH.11-12.1, RH.11.12.2, RH.11-12.3, RH.11.12-4, RH.11.12-5, RH.11.12-6, RH.11.12-8, RH.11.12-9, RH.11.12-10

**Mathematics Common Core:** 4.1.8.C, 4.4.8.A, 4.5.A, 4.5.D, 4.1.8.C, 4.4.8.A, 4.5.F

**Science:** 5.1.4.B.4, 5.1.12.C.3, 5.1.8.D.1, 5.1.12.D.1

**World Languages:** 7.1.NM.A.3, 7.1.NM.A.4

**Technology:** 8.1.8.A.1, 8.1.8.A.2, 8.1.8.A.3, 8.1.8.A.4, 8.1.8.A.5, 8.1.8.B.1, 8.1.8.C.1, 8.1.8.D.1, 8.1.8.E.1, 8.1.8.F.1

**21<sup>st</sup> Century Life and Careers (Includes Financial Literacy 9.2):** 9.1.8.A.1, 9.1.8.A.2, 9.1.8.A.3, 9.1.8.A.4, 9.1.12.A.2, 9.1.12.A.4, 9.1.8.B.2, 9.1.8.C.2., 9.1.8.D.2, 9.1.8.D.4, 9.1.8.D.5, 9.1.8.E.1, 9.1.8.E.4, 9.1.8.E.5

## Integration of 21<sup>st</sup> Century Skills

### Indicators:

Within the context of key knowledge instruction, students must also learn the essential skills for success in today's world, such as critical thinking, problem solving, communication and collaboration. Standards are taken from:

[http://www.p21.org/storage/documents/docs/P21\\_Framework\\_Definitions\\_New\\_Logo\\_2015.pdf](http://www.p21.org/storage/documents/docs/P21_Framework_Definitions_New_Logo_2015.pdf)

The curriculum includes not only a focus on mastery of key subjects, but also promote understanding of academic content at much higher levels by weaving 21st century interdisciplinary themes into key subjects:

**Themes:**

Global Awareness  
Civic Literacy  
Environmental Literacy  
Information, Media, and Technology

**Skills:**

Think Creatively  
Work Creatively with Others  
Implement Innovations  
Critical Thinking and Problem Solving  
Communication and Collaboration  
Information, Media and Technology Skills

## Unit 6 Title: Cities and Urban Land Use Patterns and Processes

### Unit Description:

Unit 6 addresses the origins and influences, particularly site and situation, of urban settlements as students explore cities across the world and the role of those cities in globalization. They examine the spatial distribution of the world's largest cities, comparing them across regions and analyzing patterns of connectivity and accessibility. Within cities, students identify patterns of development and make inferences about their economic and political influences at regional, national, and international levels of scale. Students examine the hierarchy of urban settlements on the landscape, applying the rank-size rule and central place theory at regional and national scales to evaluate mobility patterns and economic and political relationships. Statistics such as census data are used to reveal the challenges of urban places, including density, sprawl, demands of infrastructure, and mobility.

Students examine patterns of change over time and modern challenges to sustainability from urban growth. On both local and global scales, they look at the ways that cities are improving sustainability through new approaches to growth, such as mixed-land use zoning, smart growth policies, and public transportation-oriented development at local and international scales.

This unit reinforces what students learned in the units on politics and culture as they consider the role cities play as key centers of global markets, culture, and politics and contrast the roles of urban and rural areas.

**Unit Duration: 4-5 weeks**

### Desired Results

**Standard(s):** (from [National Council for Geographic Education](#)):

#### Functions of Settlements

1. The numbers, types, and range of the functions of settlements change over space and time

*Therefore, the student is able to:*

A. Explain how and why the number and range of functions of settlements have changed and may change in the future, as exemplified by being able to

- Analyze the reasons for and results of policies of municipal governments on the internal structure of cities (e.g., zoning ordinances to determine the location and characteristics of residential, commercial, and industrial sectors, incentives to encourage development, legislation of flood-plain regions restricting development).

- Analyze the effects that a nearby resource discovery has on the internal structure and functions of an urban place (e.g., petroleum and Houston, Texas, gold and Anchorage, Alaska, lithium and Salar de Uyuni, Bolivia).
- Explain the changes in the size and spatial organization of cities as a result of gains or losses of particular industries (e.g., gain of automobile manufacturing in Spartanburg, South Carolina, loss of steel manufacturing in Birmingham, England, gain of a high-tech corridor in Boston, loss of textile manufacturing in the Carolinas as a result of offshore production).

## 2. Settlements can grow and/or decline over time

*Therefore, the student is able to:*

A. Explain and compare the factors that contribute to the growth or decline of settlements over time, as exemplified by being able to

- Analyze and explain the factors that led to the decline and/or disappearance of towns and cities (e.g., rail lines did not connect with the town, relocation of the county seat, decline in resource extraction or production, single-industry towns in periods of recession, bypassed by road development, out-migration of people, especially young people).
- Analyze and explain how historic changes in transportation may have contributed to the growth or decline of settlements (e.g., shift from overland to water routes with improved navigation, growth of river port cities following the invention of the steamboat, effect of access to railroads, interstate highway system, establishment of regional airports).
- Analyze the fastest growing cities in different world regions and explain the reasons for growth (e.g., access to education, natural resources, presence or absence of conflict, reliable food supplies, employment opportunities, health care, human rights).

## Patterns of Settlements

### 3. The spatial patterns of settlements change over time

*Therefore, the student is able to:*

A. Compare and explain the changing functions, sizes, and spatial patterns of settlements, as exemplified by being able to

- Analyze late 20th-century changes in urban patterns and functions (e.g., edge cities, gentrified districts, more specialized services in suburban areas, urban sprawl).
- Compare satellite images of cities to identify the growth or decline of different sectors in the settlement (e.g., squatter settlements, central business district [CBD], green spaces, government buildings).
- Analyze and explain the differences in the patterns of cities in light of automobile transportation (e.g., London versus Los Angeles, Rome versus Dallas).

B. Analyze and explain the structure and development of megacities and megalopolis, as exemplified by being able to

- Analyze and explain the factors contributing to the development of urban corridors in megalopolis such as the Boston–Washington, DC, corridor and the Taiheiyō Belt (Tokyo–Osaka corridor) in Japan.
- Analyze the spatial pattern of cities with populations larger than 10 million (megacities) to determine if the pattern is associated with specific features (e.g. coastal locations, major rivers, inland waterways, political centers) or with particular regions (e.g., South America versus South Asia).
- Analyze the technological developments that have contributed to the growth and changing spatial distribution of megacities and megalopolis (e.g., changes in agricultural production; infrastructure developments such as sanitation, railroads, interstate highways, airports; construction technologies).

## Urban Forms and Functions

### 4. Urban models are used to analyze the growth and form of urban regions

*Therefore, the student is able to:*

A. Explain and compare the growth and structure of cities using different urban models, as exemplified by being able to

- Identify and analyze the structure of urban places in comparison to general models of urbanization (e.g., concentric rings, sectors, specialized functions, walled cities).
- Construct a map of a hypothetical city and explain the internal spatial structures (e.g., central business district, industrial zones, residential, service activities, suburban retail, and information-based activities).
- Identify and explain contemporary urban conditions that may not be addressed in urban models (e.g., homelessness, squatter settlements, transitions in ethnic neighborhoods, low-income public housing, gentrification).

**Indicators:**

Explain the significance of geographic similarities and differences among different locations and/or at different times.  
Explain spatial relationships across various geographic scales using geographic concepts, processes, models, or theories.  
Explain a likely outcome in a geographic scenario using geographic concepts, processes, models, or theories.  
Explain the strengths, weaknesses, and limitations of different geographic models and theories in a specified context.  
Compare patterns and trends in maps and in quantitative and geospatial data to draw conclusions.  
Explain patterns and trends in maps and in quantitative and geospatial data to draw conclusions.  
Explain what maps or data imply or illustrate about geographic principles, processes, and outcomes.  
Explain how maps, images, and landscapes illustrate or relate to geographic principles, processes, and outcomes.  
Explain the processes that initiate and drive urbanization and suburbanization.  
Explain how cities embody processes of globalization.  
Identify the different urban concepts such as hierarchy, interdependence, relative size, and spacing that are useful for explaining the distribution, size, and interaction of cities.  
Explain the internal structure of cities using various models and theories.  
Explain how low-, medium-, and high-density housing characteristics represent different patterns of residential land use.  
Explain how a city's infrastructure relates to local politics, society, and the environment.  
Identify the different urban design initiatives and practices.  
Explain the effects of different urban design initiatives and practices.  
Explain how qualitative and quantitative data are used to show the causes and effects of geographic change within urban areas.  
Explain causes and effects of geographic change within urban areas.  
Describe the effectiveness of different attempts to address urban sustainability challenges.

**Understandings:**

*Students will understand that...*

1. The presence and growth of cities vary across geographical locations because of physical geography and resources.
2. Site and situation influence the origin, function, and growth of cities.
3. Changes in transportation and communication, population growth, migration, economic development, and government policies influence urbanization.
4. Megacities and metacities are distinct spatial outcomes of urbanization increasingly located in countries of the periphery and semi periphery.
5. Processes of suburbanization, sprawl, and decentralization have created new land-use forms—including edge cities, exurbs, and boom burbs—and new challenges.
6. World cities function at the top of the world's urban hierarchy and drive globalization.
7. Cities are connected globally by networks and linkages and mediate global processes.
8. Principles that are useful for explaining the distribution and size of cities include rank-size rule, the primate city, gravity, and Christaller's central place theory.
9. Models and theories that are useful for explaining internal structures of cities include the Burgess concentric-zone model, the Hoyt sector model, the Harris and Ullman multiple nuclei model, the galactic city model, bid-rent theory, and urban models drawn from Latin America, Southeast Asia, and Africa.
10. The attitudes and values of a population, as well as the balance of power within that population, are reflected in the built landscape.
11. Residential buildings and patterns of land use reflect and shape the city's culture, technological capabilities, cycles of development, and infilling.

**Essential Questions:**

How do site and situation influence the origin, function, and growth of cities?  
How do changes in transportation and communication, population growth, migration, economic development, and government policies influence urbanization?  
What are megacities and metacities and how are they related to urbanization and countries of the periphery and semi periphery?  
How have the processes of suburbanization, sprawl, and decentralization created new land-use forms—including edge cities, exurbs, and boom burbs—and new challenges?  
Why do world cities function at the top of the world's urban hierarchy and drive globalization?  
How are cities connected globally by networks and linkages and mediate global processes?  
Which principles are useful for explaining the distribution and size of cities? What are the limitations of these principles?  
Which models and theories are useful for explaining internal structures of cities? What are the limitations of these models and theories?  
How do residential buildings and patterns of land use reflect and shape a city's culture, technological capabilities, cycles of development, and infilling?  
How does the location and quality of a city's infrastructure directly affect its spatial patterns of economic and social development?  
What are sustainable design initiatives and zoning practices?  
What are smart-growth policies, including New Urbanism, greenbelts, and slow-growth cities?  
Which type of urban design initiatives have garnered praise for their efforts?  
What criticisms exist of urban design initiatives?

<p>12. The location and quality of a city's infrastructure directly affects its spatial patterns of economic and social development.</p> <p>13. Sustainable design initiatives and zoning practices include mixed land use, walkability, transportation-oriented development, and smart-growth policies, including New Urbanism, greenbelts, and slow-growth cities.</p> <p>14. Praise for urban design initiatives includes the reduction of sprawl, improved walkability and transportation, improved and diverse housing options, improved livability and promotion of sustainable options. Criticisms include increased housing costs, possible de facto segregation, and the potential loss of historical or place character.</p> <p>15. Quantitative data from census and survey data provide information about changes in population composition and size in urban areas.</p> <p>16. Qualitative data from field studies and narratives provide information about individual attitudes toward urban change.</p> <p>17. Urban areas face unique economic, political, cultural, and environmental challenges.</p> <p>18. As urban populations move within a city, economic and social challenges result, including issues related to housing and housing discrimination such as redlining, blockbusting, and affordability; access to services; rising crime; environmental injustice; and the growth of disamenity zones or zones of abandonment.</p> <p>19. Squatter settlements and conflicts over land tenure within large cities have increased.</p> <p>20. Responses to economic and social challenges in urban areas can include inclusionary zoning and local food movements.</p> <p>21. Urban renewal and gentrification have both positive and negative consequences.</p> <p>22. Functional and geographic fragmentation of governments—the way government agencies and institutions are dispersed between state, county, city, and neighborhood levels—presents challenges in addressing urban issues.</p> <p>23. Challenges to urban sustainability include suburban sprawl, sanitation, climate change, air and water quality, the large ecological footprint of cities, and energy use.</p> <p>24. Responses to urban sustainability challenges can include regional planning efforts, remediation and redevelopment of brownfields, establishment of urban growth boundaries, and farmland protection policies.</p>	<p>How does quantitative data from census and survey data provide information about <i>changes</i> in population composition and size in urban areas?</p> <p>How does qualitative data from field studies and narratives provide information about individual attitudes toward urban change?</p> <p>What kind of economic and social challenges result as urban populations move within a city?</p> <p>How have squatter settlements and conflicts over land tenure within large cities increased?</p> <p>What do responses to economic and social challenges in urban areas include?</p> <p>What are the positive and negative consequences of urban renewal and gentrification?</p> <p>How does functional and geographic fragmentation of governments present challenges in addressing urban issues?</p> <p>What are the challenges to urban sustainability?</p> <p>What are the responses to urban sustainability?</p>
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## Assessment Evidence

<p><b>Performance Tasks:</b></p> <p>Describe how the National Park City designation might influence future urban design initiatives in London.</p> <p>Explain some of the challenges geographers face when comparing the size of cities or urban areas in different parts of the world.</p> <p>Compare a metropolitan area to a city.</p> <p>Compare site and situation and describe factors related to each.</p> <p>Describe the role that both site and situation played in the location of Tenochtitlan.</p>	<p><b>Other Evidence:</b></p> <ul style="list-style-type: none"> <li>• Teacher observations</li> <li>• Informal checks for understanding</li> <li>• Independent reading/student conferences</li> <li>• Independent writing/student conferences</li> <li>• Class discussions</li> <li>• Collaboration with others</li> <li>• Group work</li> <li>• Classwork</li> </ul>
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Identify and describe the site and situation factors that likely influenced the location of Tashbulak.

Explain why many US cities developed along rivers in the 19<sup>th</sup> century. Would you predict these cities to experience future growth?

Compare the ways in which economic development and government policies drive urbanization.

Explain how the automobile has transformed modern American cities. How are American cities that evolved after the automobile different from earlier cities?

Describe how suburbanization relates to urban sprawl.

Explain how government policies influenced urbanization in Liverpool.

Explain which city people from a community located halfway between New York City and Albany, New York, would be most likely to visit. Use the gravity model.

Explain the rank-size rule for cities two through five given the largest city has a population of 15 million.

Explain why high-order goods have larger thresholds and ranges than low-order goods.

Identify and explain the limitations of central place theory.

Identify two factors driving urban growth in peripheral countries.

Explain why most future megacities will be found in peripheral countries.

Compare the characteristics of world cities with those of other cities.

Explain how world cities may influence the culture of people halfway around the world.

Describe steps that a city can take to attract attention on a global scale.

Explain how Shanghai's site and situation have influenced the origin, function, and growth of the city.

Explain the degree to which the bid-rent theory explains why certain businesses are located near a CBD and other businesses are not.

Explain how the Hoyt sector model expanded upon the Burgess concentric-zone model.

Identify the four factors that influence the formation of nodes in the Harris and Ullman multiple-nuclei model.

Compare the sector and concentric-zone models and explain how they influenced the Latin American city model.

Identify criticisms of the African city model.

Describe how the Southeast Asian city model identifies and explains common characteristics of Southeast Asian cities.

How does spatial planning explain spatial patterns of segregation in South Africa?

Compare the urban population density in the United States with other countries around the world, and explain what factors influence any differences.

Explain why the desire for a single-family home and space leads to sprawl.

Identify the types of homes found in a city with very high-density housing.

Explain which model of urban settlement best describes Beijing and why.

Compare low-, medium-, and high-density housing in the United States in terms of what it is and where it can be found.

- Homework
- Teacher-created tests and quizzes
- Teacher-created multimedia projects
- AP Classroom Progress Checks
- Case studies
- Article/video reviews
- Map quizzes
- Vocabulary quizzes

<p>Explain the relationship between housing density and city services. Give examples as part of your answer. Describe what might happen to a core country whose infrastructure has started to crumble and become less reliable.</p> <p>Explain why, from a spatial perspective, it makes sense to dedicate lanes for buses only.</p> <p>Explain the degree to which disagreements between governments at different levels might affect housing. Identify what distinguishes qualitative data from quantitative data.</p> <p>Explain the differences between the four types of data. Describe the value in combining qualitative and quantitative data.</p> <p>Explain the difference between mixed-use development and traditional zoning practices.</p> <p>Describe how mixed-use development supports urban sustainability.</p> <p>Explain whether smart-growth policies are successful in achieving affordable and accessible housing. Identify possible benefits and drawbacks of building on urban greenbelt states.</p> <p>Describe some urban design principles.</p> <p>Explain how declining tax revenue is linked to infrastructure problems and patterns of urban poverty. Compare the practices of redlining and blockbusting. Describe how zones of abandonment contribute to the economic and social challenges in urban areas. Describe how affordable housing shortages occur in cities.</p> <p>Explain why squatter settlements exist in countries of the periphery.</p> <p>Describe one way city governments could reduce the negative impacts of gentrification in urban areas. Explain why New York City's High Line has not resulted in adequate or equitable housing in its neighborhood. Explain how green roofs can make cities more sustainable.</p> <p>Compare the types of urban sustainability challenges faced by different countries.</p> <p>Explain the degree to which urban areas contribute to climate change.</p> <p>Describe why you think regional planning is an effective way to overcome urban sustainability challenges. Explain whether the construction of "vertical forests" can solve the challenges of urban sustainability in other cities.</p>	
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### **Benchmarks:**

Continue to update assigned countries' profiles to reflect what you learned in the urbanization unit

Urbanization Game

Design a City Activity

## **Learning Plan**

### **Learning Activities:**

#### **Weeks 1-2:**

- Assign & explain urbanization portion of year-long countries project.
- Assign unit vocab – students will be quizzed biweekly on unit vocab & map skills.
- Assign unit reading guide.

- Unit notes & lecture.

#### **Weeks 3-4:**

- City Models project & presentation
- Urbanization/Cities game
- Covid-19 and Urban Data - Website - The COVID-19 pandemic: Impacts on cities and major lessons for urban planning, design, and management - make a jigsaw where students each read part of the article and create a poster with the findings and quantitative data to support the findings. They then interview a classmate from a different city to get qualitative data about the impact of COVID on their city.
- Padlet article/video review – Read one article or watch one video and comment on how it relates to the unit. Also mention any content related to other units in the course.

#### **Week 5:**

- Case study analysis Jigsaw
- Mini-test bellringers – 3 prompts based MCQs
- AP Classroom personal progress checks & unit test review – complete and do peer review in class
- Unit MC & FRQ exam

#### **Resources:**

**Textbook:** National Geographic *Human Geography, A Spatial Perspective*

**Textbook Resources:** Student Writing Handbook; Student Geography Handbook; National Geographic video library; National Geographic Explorer Library; Case Study library; PowerPoint library; Handbook Answer Key; Student Companion Workbook; Teacher's Assessment Companion Workbook; National Geographic Atlas; National Geographic MapMaker; Graphic Organizer Library; Glossary; Chapter Summative Assessments & Answer Keys; Unit Summative Assessments and Answer Keys; Diagnostic AP Exam and Answer Key; Cengage/Conger online learning resources

**Supplemental Resources:** AMSCO Advanced Placement Human Geography, 2<sup>nd</sup> Edition; The Introductory Reader in Human Geography, 5 Steps to a 5 – 500 AP Human Geography Questions; 5 Steps to a 5 AP Human Geography Review Book; Kaplan Prep Plus AP Human Geography; Barron's AP Human Geography; College Board AP Classroom; Various other readings.

#### **General Course Resources:**

[College Board AP Human Geography](#)  
[World Maps](#)  
[CIA World Factbook](#)  
[Country Watch](#)  
[Population Reference Bureau](#)  
[National Geographic](#)  
[United Nations](#)  
[Smithsonian Institute](#)  
[US Census Bureau](#)  
[World Health Organization](#)  
[Council on Foreign Relations – World 101](#)  
[Seterra Geography](#) – The Ultimate Map Quiz Site  
[Google Earth](#)  
[UN Data – A World of Information](#)  
[Geography Education](#) (ScoopIt! – case studies)  
[Perry-Castañeda Library Map Collection \(University of Texas\)](#)  
[Oxford Dictionary of Human Geography](#)  
[ArcGIS Online](#)  
[Geoguessr](#)  
[Mapping Our World – Esri Academy](#)  
[World Atlas](#)  
[Gapminder Quizzes](#)  
[National Geographic – AP Human Geography](#)  
[Esri – Instructional Resources](#)  
[Lizard Point Geography Quizzes](#)  
[30 Models and Theories to Know for AP Human Geography](#)  
[AP Human Geography Models and Theories](#)

## Unit Specific Resources:

[Why Jakarta is Sinking](#)

6.4 (central place theory) – [A Map of Baseball Nation](#)

[Megacities of the World](#) (find graphic organizer)

6.9 and 6.11 – [Green Cities Index](#)

[La Brega](#) – Puerto Rican Levittown

Apple Podcasts – [Stuff You Should Know - Gentrification](#)

6.6 Density and Land Use & 6.9 Urban Data - [How Should We Define the Suburbs?](#)

[Microloans](#) – Which would you pick?

[From MDGs \(Millennium Development Goals\) to SDGs \(Sustainable Development Goals\)](#)

[Hotelling Video](#) – Why do competitors open their stores next to each other?

[Atlas of Sustainable Development Goals](#)

[What is New Urbanism? – Celebration, Florida](#)

[Urbanization Review Part 1](#)

[What is Environmental Racism?](#)

[What is Environmental Racism \(video\)?](#)

[Why the “wrong side of the tracks” is usually the east side of cities?](#)

[6.9 Ranked: The World's Least Affordable Cities to Buy a Home](#)

[Mapped: The Greenest Countries in the World](#)

6.3 Cities and Globalization – [10 Years of Global Power City Index](#) - This is a great question to pose to students to introduce how cities are connected & how world cities drive globalization. It includes examples of specific events that might specifically affect a city's ranking, such as economic recession or hosting the Olympics.

6.9-6.10 – [Urban Displacement Project](#) - The Urban Displacement Project (UDP) is a research and action initiative of UC Berkeley. UDP conducts community-centered, data-driven, applied research toward more equitable and inclusive futures for cities.

Topic 6.10 (SPS-6.A.1, 2, 4) – [The Violent Origins of Dodger Stadium](#)

[A Map of Every Building in the US](#)

[The Real-Life Possibilities of Black Panther's Wakanda, According to Urbanists and City Planners](#) - The design and infrastructure of Black Panther's fictional East African nation, Wakanda, has experts thinking about what it means for our future.

[6.3 – Why NYC Is So Huge](#) - it also hits site and situation, sequence occupancy, infrastructure, immigration. It could be fun to challenge the students to see what terms and concepts they notice in a review setting, because this really does pull it all together.

Gentrification – [Disrupt & Dismantle, Norfolk VA,](#)

[How Atlanta Is Turning Ex-Cons Into Urban Farmers](#)

[RPG Creator Points Out The Geographical Absurdity of New Orleans](#)

[Homeownership And America's Growing Wealth Gap](#) - this relatively new 15-minute video neatly ties together several unit 6 & 7 concepts in a way that is accessible to students. It includes several topics in 6.10 such as redlining, gentrification, and housing affordability as well as essential knowledge in 7.6, the subprime mortgage crisis that helped create the global financial crisis of 2008. I like this video better than the Rothstein one because it is more correlated to topics in the CED and includes a brief discussion about how homeownership can help build wealth, which is something many students don't understand.

[6.8, 6.11 – How Walkable is Your Community? -](#)

[The Moms of Magnolia Street](#) - It's a 4-part series on CA's housing affordability crisis - references to gentrification, government-backed housing discrimination, predatory lending

Gentrification - [What It's Like To Get Kicked Out Of Your Neighborhood, Atlanta - Gentrification and Displacement,](#)

[What You Need to Know about Gentrification \(with Lesson Plan\), Gentrification Explained](#)

6.7, 6.8, 6.11 - [Riders Are Abandoning Buses and Trains. That's a Problem for Climate Change.](#) (Also 7.8)

[Inside Rio's favelas, the city's impoverished, neglected neighborhoods](#)

New Urbanism & Gentrification – [Can Removing Highways Fix America's Cities?](#)

[Climates of Inequality - Stories of Environmental Justice](#)

Topic 6.10 Challenges of Urban Changes. Proof of structural racism and spatial inequalities - [Homes in poor neighborhoods are taxed at roughly twice the rate of those in rich areas, study shows](#)

[‘Gentrification has arrived in Salt Lake City,’ and it's wreaking havoc](#)

[The Trust for Public Land - Report: Parks and an equitable recovery.](#) We've measured who does and does not have access to the outdoors in America—and uncovered some major disparities. Read more about this alarming data and learn how we can build a better path forward in our 2021 report, “Parks and an equitable recovery.”

[Cities and Urban Land Use](#)

[60 Years of Urban Change](#) - Compare aerial images from decades ago to modern satellite views to explore dramatic changes that affected downtown areas in the last half of the 20th Century.

[Here Are the Real Boundaries of American Metropolises, Decided by an Algorithm](#)

Why You Should Teach with Donut country - <https://www.heylistengames.org/post/why-you-should-teach-with-donut-county>  
[G7 backs Biden infrastructure plan to rival China's belt and road initiative](#)  
[Poor Philadelphia Neighborhoods Have Worse Access to Public Parks](#)  
[For Colorado Mountain Towns, the Workforce May Never Be the Same](#) (also unit 7, possibly unit 2)  
[The Simplest Tool for Improving Cities is also Free](#)  
[These 8 cities around the world are putting their focus on biking and walking — not cars](#)  
['Streetonomics': What our addresses say about us](#)  
[Mapped: The 1.2 Billion People Without Access to Electricity](#)  
[People On This Group Are Sharing Examples Of 'Urban Hell' That Look Like A Dystopian Movie But Are Sadly Real \(40 Pics\)](#)  
[You Can't Understand the Rust Belt Without Understanding Its Suburbanization](#) (also unit 7)  
[Since when have trees only existed for rich Americans?](#)  
[New Jersey Rail \(Gateway Project\)](#)  
[Glassboro-Camden light rail proposal takes next step in South Jersey](#)  
[SEPTA Map](#)  
[NJ Transit Rail System Map](#)

### Unit Learning Goal and Scale (Level 2.0 reflects a minimal level of proficiency)

#### Standard(s):

Urban models are used to analyze the growth and form of urban regions; *Therefore, the student is able to:* Explain and compare the growth and structure of cities using different urban models

<b>4.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Accurately describe and give specific examples (with evidence) of the different types of urban models: Burgess Concentric Zone, Hoyt Sector, Harris-Ullman Multiple Nuclei, Galactic City, Edge City, DeBlij African City, McGee Southeast Asian City, Latin American City, Vance Urban Realm, and Islamic City.</li> </ul>
<b>3.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Recognize descriptions of the various types of urban models when given examples</li> </ul>
<b>2.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Define the different types of urban models: Burgess Concentric Zone, Hoyt Sector, Harris-Ullman Multiple Nuclei, Galactic City, Edge City, DeBlij African City, McGee Southeast Asian City, Latin American City, Vance Urban Realm, and Islamic City.</li> </ul>
<b>1.0</b>	<b>With help, partial success at level 2.0 content and level 3.0 content:</b>
<b>0.0</b>	<b>Even with help, no success</b>

#### Standard(s):

The spatial patterns of settlements change over time; *Therefore, the student is able to:* Analyze and explain the structure and development of megacities and megalopolis

<b>4.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Successfully complete the Megacities FRQ with a score of 6.</li> </ul>
<b>3.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Successfully complete the Global Agriculture FRQ with a score of 4.</li> </ul>
<b>2.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Partially complete the Global Agriculture FRQ with a score of 2.</li> </ul>
<b>1.0</b>	<b>With help, partial success at level 2.0 content and level 3.0 content:</b>
<b>0.0</b>	<b>Even with help, no success</b>

### Unit Modifications for Special Population Students

#### Advanced Learners

- Provide ample opportunities for creative behavior.
- Create assignments that call for original work, independent learning, critical thinking, problem solving, and experimentation.
- Show appreciation for creative efforts
- Respect unusual questions, ideas, and solutions.

	<ul style="list-style-type: none"> <li>• Encourage students to test their ideas.</li> <li>• Provide opportunities and give credit for self-initiated learning.</li> <li>• Avoid overly detailed supervision and too much reliance on prescribed curricula.</li> <li>• Allow time for reflection.</li> <li>• Resist immediate and constant evaluation.</li> <li>• Avoid comparisons to other students.</li> </ul>
<b>Struggling Learners</b>	<ul style="list-style-type: none"> <li>• Assist students in getting organized.</li> <li>• Give short directions.</li> <li>• Use drill exercises.</li> <li>• Give prompt cues during student performance.</li> <li>• Let students with poor writing skills use a computer.</li> <li>• Break assignments into small segments and assign only one segment at a time.</li> <li>• Demonstrate skills and have students model them.</li> <li>• Give prompt feedback.</li> <li>• Use continuous assessment to mark students' daily progress.</li> <li>• Prepare materials at varying levels of ability</li> </ul>
<b>English Language Learners</b>	<ul style="list-style-type: none"> <li>• Use a slow, but natural rate of speech; speak clearly; use shorter sentences; repeat concepts in several ways.</li> <li>• When possible, use pictures, photos, and charts.</li> <li>• Corrections should be limited and appropriate. Do not correct grammar or usage errors in front of the class.</li> <li>• Give honest praise and positive feedback through your voice tones and visual articulation whenever possible.</li> <li>• Encourage students to use language to communicate, allowing them to use their native language to ask/answer questions when they are unable to do so in English.</li> <li>• Integrate students' cultural background into class discussions.</li> <li>• Use cooperative learning where students have opportunities to practice expressing ideas without risking language errors in front of the entire class</li> <li>• Coordinate with English Language Learner advisor to modify activities where appropriate:<a href="http://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf">http://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf</a></li> </ul>
<b>Learners with an IEP</b>	<p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> <li>• Variation of time: adapting the time allotted for learning, task completion, or testing</li> <li>• Variation of input: adapting the way instruction is delivered</li> <li>• Variation of output: adapting how a student can respond to instruction</li> <li>• Variation of size: adapting the number of items the student is expected to complete</li> <li>• Modifying the content, process or product</li> </ul> <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed <a href="#">here</a>.</p> <p>Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here <a href="http://www.udlguidelines.cast.org">www.udlguidelines.cast.org</a></p>
<b>Learners with a 504</b>	<ul style="list-style-type: none"> <li>• Refer to page four in the <a href="#">Parent and Educator Guide to Section 504</a> to assist in the</li> </ul>



development of appropriate plans.	
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## Interdisciplinary Connections

### Indicators:

**Visual and Performing Arts:** 1.3.2.c.1, 1.3.2.c.2, 1.3.5.c.2, 1.3.12.c.1

**Comp. Health & Physical Ed:** 2.2.6.B.3, 2.2.8.B.1, 2,2,,12,C,2

**English Language Arts (ELA) Common Core:** WHST. 11.12.1, WHST. 11.12.2, WHST. 11.12.4, WHST. 11.12.5, WHST. 11.12.6, WHST. 11.12.7, WHST. 11.12.8, WHST. 11.12.9, WHST. 11.12.10, RH.11-12.1, RH.11.12.2, RH.11-12.3, RH.11.12-4, RH.11.12-5, RH.11.12-6, RH.11.12-8, RH.11.12-9, RH.11.12-10

**Mathematics Common Core:** 4.1.8.C, 4.4.8.A, 4.5.A, 4.5.D, 4.1.8.C, 4.4.8.A, 4.5.F

**Science:** 5.1.4.B.4, 5.1.12.C.3, 5,1,8,D,1, 5.1.12.D.1

**World Languages:** 7.1.NM.A.3, 7.1.NM.A.4

**Technology:** 8.1.8.A.1, 8.1.8.A.2, 8.1.8.A.3, 8.1.8.A.4, 8.1.8.A.5, 8.1.8.B.1, 8.1.8.C.1, 8.1.8.D.1, 8.1.8.E.1, 8.1.8.F.1

**21<sup>st</sup> Century Life and Careers (Includes Financial Literacy 9.2):** 9.1.8.A.1, 9.1.8.A.2, 9.1.8.A.3, 9.1.8.A.4, 9.1.12.A.2, 9.1.12.A.4, 9.1.8.B.2, 9.1.8.C.2., 9.1.8.D.2, 9.1.8.D.4, 9.1.8.D.5, 9.1.8.E.1, 9.1.8.E.4, 9.1.8.E.5

## Integration of 21<sup>st</sup> Century Skills

### Indicators:

**Within the context of key knowledge instruction, students must also learn the essential skills for success in today's world, such as critical thinking, problem solving, communication and collaboration. Standards are taken from:**

[http://www.p21.org/storage/documents/docs/P21\\_Framework\\_Definitions\\_New\\_Logo\\_2015.pdf](http://www.p21.org/storage/documents/docs/P21_Framework_Definitions_New_Logo_2015.pdf)

**The curriculum includes not only a focus on mastery of key subjects, but also promote understanding of academic content at much higher levels by weaving 21st century interdisciplinary themes into key subjects:**

### Themes:

Global Awareness  
Civic Literacy  
Environmental Literacy  
Information, Media, and Technology

### Skills:

Think Creatively  
Work Creatively with Others  
Implement Innovations  
Critical Thinking and Problem Solving  
Communication and Collaboration  
Information, Media and Technology Skills

## Unit 7 Title: Industrial and Economic Development Patterns & Processes

### Unit Description:

This unit addresses the origins and influences of industrial development, along with the role industrialization plays in economic development and globalization. Concepts learned in the political unit, such as territoriality, help students build an understanding of the measures of social and economic development and to explain development theories, such as dependency theory and Rostow's Stages of Economic Growth. The theories they explore are in turn useful in explaining spatial variations in development such as core periphery relationships.

Students examine contemporary spatial patterns of industrialization and the resulting geography of uneven development—for example, the differences between urban and rural China or Brazil. They explore changes to places resulting from the growth or loss of industry and the role of industry in the world economy. Measurements of development provide the quantitative data to analyze the spatial relationships of the global market. Statistics and spatial data reveal the impact of development on individual populations, including the role of women in the labor market. Students explore strategies for sustainable development focused on women, children, health, education, the environment, and global cooperation.

This final unit of the course pulls together those aspects of human geography learned in previous units to help students develop a more complete understanding of local and global geographic patterns and processes and of possibilities for the future.

**Unit Duration: 4- 5 weeks**

### Desired Results

**Standard(s): (from [National Council for Geographic Education](#)):**

#### **Economic Activities**

The scale and organization of economic activities change over time

*Therefore, the student is able to:*

A. Explain how economic activities change over time, as exemplified by being able to

- Explain how ways of organizing work processes change the structure of economic activities (e.g., the effects of assembly lines, just-in-time parts deliveries, and robots on automobile production, the effects of bulk purchasing, centralized warehouses, and just-in-time delivery in the success of Wal-Mart).
- Explain how, where, and why companies expand (e.g., Starbucks, Wal-Mart, and McDonalds start as local stores, spread regionally, nationally, and then internationally).
- Explain how air-freight companies have changed patterns of economic activity (e.g., fruit, flowers, and vegetables are shipped worldwide from East Africa, the Middle East, and South Africa; the role of the FedEx hub in Memphis as a center for repairing computers and electronic equipment).

#### **Location and Spatial Patterns of Economic Activities**

2. Patterns exist in the spatial organization of economic activities

*Therefore, the student is able to:*

A. Identify and analyze the origins and development of and changes in patterns of economic activities, as exemplified by being able to

- Analyze cases that stretch or change interpretations of traditional theories of location, such as Weber's Least Cost (e.g., Japanese cars made in the United States, airline ticket and insurance claim processing in Ireland, US medical procedure results being read and interpreted by physicians in India).
- Compare the changing patterns of production for major industries in the United States (e.g., the movement of the furniture industry from New England and the Upper Midwest to the Carolinas, the movement of the forestry industry from New England to the Carolinas and Georgia to the Northwest, textile production from New England to the Carolinas to overseas).
- Analyze how the evolution and development of capitalism influenced human migrations (e.g., movement of people from rural areas to developing urban centers, European migration to the United States, colonialism and the African slave trade).

#### **Connecting Economic Activities**

3. Economic systems are dynamic organizations of interdependent economic activities for the production, exchange, distribution, and consumption of goods and services

*Therefore, the student is able to:*

A. Explain how the economic systems of countries and regions consist of multiple coordinated economic activities, as exemplified by being able to

- Analyze the importance of location and geographic distribution in relation to the advantage for countries that belong to the European Union (EU), North American Free Trade Agreement (NAFTA), and Central American Free Trade Agreement (CAFTA) (e.g., common boundaries to expedite movement of goods and products, reduction of transport time and distance, complementary production so that products made in one country are in demand in several others, cooperative arrangements for piecework on parts that are eventually assembled in one or more of the membership countries).
- Construct flow maps showing the movement of resources to production centers and the flow of finished products to consumption points and analyze the impact of the production process on regional and national economies (e.g., flows of petroleum, clothing products, electronics).
- Explain why places become major hubs of economic activity (e.g., research universities provide ideas and skilled labor to Silicon Valley's computer manufacturing companies, low-cost labor in Chinese cities provide the incentive to move manufacturing jobs from the United States and Europe).

B. Explain why and how economic systems change, as exemplified by being able to

- Explain how technological developments in transportation systems have changed production and consumption patterns and increased the flow of commerce around the world (e.g., the roles of wagons, railroads, canals, container shipping, air travel, and satellites in moving goods, people, and information).
- Explain how the development of communication systems changed the way in which economic systems operate (e.g., the effects on speed and volume of communications from mail to telegraph to telephone to cell phone to Internet).
- Analyze the impact of globalization on less developed and developed regions and nations in terms of costs and benefits. (e.g., manufactured products at a lower price and economies of scale have both negative and positive consequences).

4. Improvements in transportation and communication networks reduce the effects of distance and time on the movement of people, products, and ideas

*Therefore, the student is able to:*

A. Explain the effects of technological changes in communications and transportation systems on the speed and distances over which people, products, and ideas move, as exemplified by being able to

- Explain how time-space compression has changed modern locational decision-making (e.g., distributed remote office locations, international staffing to optimize time zones, telecommuting options in the workplace).
- Identify and explain technological developments over the past 75 years having the most impact on overcoming time and distance (e.g., container shipping, air freight, Internet connections, satellite communications).
- Explain the technologies that allow migrants to maintain their linguistic culture and identities longer than prior immigrant groups (e.g., mobile phones, Internet connectivity, Web-based translation services).

### **Indicators:**

Compare patterns and trends in visual sources to draw conclusions.

Explain spatial relationships in a specified context or region of the world, using geographic concepts, processes, models, or theories.

Explain possible limitations of the data provided.

Compare patterns and trends in maps and in quantitative and geospatial data to draw conclusions.

Explain the strengths, weaknesses, and limitations of different geographic models and theories in a specified context.

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

Explain possible limitations of visual sources provided.

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

Explain how the Industrial Revolution facilitated the growth and diffusion of industrialization.

Explain the spatial patterns of industrial production and development.

Describe social and economic measures of development.

Explain how and to what extent changes in economic development have contributed to gender parity.

Explain different theories of economic and social development.

Explain causes and geographic consequences of recent economic changes such as the increase in international trade, deindustrialization, and growing interdependence in the world economy.

Explain how sustainability principles relate to and impact industrialization and spatial development.

**Understandings:**

*Students will understand that...*

1. Industrialization, past and present, has facilitated improvements in standards of living, but it has also contributed to geographically uneven development.
2. Industrialization began as a result of new technologies and was facilitated by the availability of natural resources.
3. As industrialization spread it caused food supplies to increase and populations to grow; it allowed workers to seek new industrial jobs in the cities and changed class structures.
4. Investors in industry sought out more raw materials and new markets, a factor that contributed to the rise of colonialism and imperialism.
5. The different economic sectors—including primary, secondary, tertiary, quaternary, and quinary—are characterized by distinct development patterns.
6. Labor, transportation (including shipping containers), the break-of-bulk point, least cost theory, markets, and resources influence the location of manufacturing such as core, semi periphery, and periphery locations.
7. Measures of social and economic development include Gross Domestic Product (GDP); Gross National Product (GNP); and Gross National Income (GNI) per capita; sectoral structure of an economy, both formal and informal; income distribution; fertility rates; infant mortality rates; access to health care; use of fossil fuels and renewable energy; and literacy rates.
8. Measures of gender inequality, such as the Gender Inequality Index (GII), include reproductive health, indices of empowerment, and labor-market participation.
9. The Human Development Index (HDI) is a composite measure used to show spatial variation among states in levels of development.
10. The roles of women change as countries develop economically.
11. Although there are more women in the workforce, they do not have equity in wages or employment opportunities.
12. Microloans have provided opportunities for women to create small local businesses, which have improved standards of living.
13. Different theories, such as Rostow's Stages of Economic Growth, Wallerstein's World System Theory, dependency theory, and commodity dependence, help explain spatial variations in development.
14. Economic and social development happen at different times and rates in different places.
15. Complementarity and comparative advantage establish the basis for trade.
16. Neoliberal policies, including free trade agreements, have created new organizations, spatial connections, and trade relationships, such as the EU, World Trade Organization (WTO), Mercosur, and OPEC, that foster greater globalization.

**Essential Questions:**

How did new technologies and availability of natural resources lead to industrialization?

How did industrialization affect food supplies, populations, class structures, and jobs?

How did investment in industry contribute to the rise of colonialism and imperialism?

What are the distinct development patterns that characterize the different economic sectors (primary, secondary, tertiary, quaternary, and quinary)?

How do labor, transportation (including shipping containers), the break-of-bulk point, least cost theory, markets, and resources influence the location of manufacturing in core, semi periphery, and periphery locations?

What are the different measures of social and economic development?

What do the measures of gender inequality include?

How does the Human Development Index (HDI) show spatial variation among states in levels of development?

What are the limits of the Human Development Index (HDI)?

How do the roles of women change as countries develop economically?

What challenges do women in the workforce face?

How have microloans have provided opportunities for women and helped to improve standards of living?

How do different theories, such as Rostow's Stages of Economic Growth, Wallerstein's World System Theory, dependency theory, and commodity dependence, help explain spatial variations in development?

How do complementarity and comparative advantage establish the basis for trade?

How have neoliberal policies, including free trade agreements, created new organizations, spatial connections, and trade relationships, such as the EU, World Trade Organization (WTO), Mercosur, and OPEC, helped foster greater globalization?

How does government initiatives at all scales affect economic development?

How have global financial crises (e.g., debt crises), international lending agencies (e.g., the International Monetary Fund), and strategies of development (e.g., microlending) demonstrated how different economies have become more closely connected, even interdependent?

How have outsourcing and economic restructuring have led to a decline in jobs in core regions and an increase in jobs in newly industrialized countries?

How has the growth of industry in countries outside the core resulted in the creation of new manufacturing zones—including special economic zones, free-trade zones, and export processing zones—and the emergence of an international division of labor in which developing countries have lower-paying jobs?

How has the contemporary economic landscape been transformed by post-Fordist methods of production, multiplier effects, economies of scale, agglomeration, just-in-time delivery, the emergence of service sectors, high technology industries, and growth poles?

<p>17. Government initiatives at all scales may affect economic development, including tariffs.</p> <p>18. Global financial crises (e.g., debt crises), international lending agencies (e.g., the International Monetary Fund), and strategies of development (e.g., microlending) demonstrate how different economies have become more closely connected, even interdependent.</p> <p>19. Outsourcing and economic restructuring have led to a decline in jobs in core regions and an increase in jobs in newly industrialized countries.</p> <p>20. In countries outside the core, the growth of industry has resulted in the creation of new manufacturing zones—including special economic zones, free-trade zones, and export processing zones—and the emergence of an international division of labor in which developing countries have lower-paying jobs.</p> <p>21. The contemporary economic landscape has been transformed by post-Fordist methods of production, multiplier effects, economies of scale, agglomeration, just-in-time delivery, the emergence of service sectors, high technology industries, and growth poles.</p> <p>22. Environmental problems stemming from industrialization may be remedied through sustainable development strategies.</p> <p>23. Sustainable development policies attempt</p> <p>24. to remedy problems stemming from natural resource depletion, mass consumption, the effects of pollution, and the impact of climate change.</p> <p>25. Ecotourism is tourism based in natural environments—often environments that are threatened by looming industrialization or development—that frequently helps to protect the environment in question while also providing jobs for the local population.</p> <p>26. The UN's Sustainable Development Goals help measure progress in development, such as small-scale finance and public transportation projects.</p>	<p>How do sustainable development policies attempt to remedy problems stemming from natural resource depletion, mass consumption, the effects of pollution, and the impact of climate change?</p> <p>What is ecotourism?</p> <p>How does ecotourism protect the environment in question and the local population?</p> <p>How does the UN's Sustainable Development Goals help measure progress in development?</p>
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### Assessment Evidence

<p><b>Performance Tasks:</b></p> <p>How might overcoming barriers to gender parity in Afghanistan affect the country's economic development?</p> <p>Explain how the availability of natural resources facilitates industrialization.</p> <p>Describe the essential changes that took place during the Industrial Revolution.</p> <p>Describe the geographic factors that led to the Industrial Revolution emerging in the Midlands region of Great Britain.</p> <p>Explain the relationship of industrialization to the location of coal resources.</p> <p>Explain how world system theory can be used to explain the spread of industrialization.</p> <p>Describe how industrialization expanded the middle class.</p> <p>Describe how the Fourth Industrial Revolution has differed from the previous three industrial revolutions.</p> <p>Explain how the five economic sectors are related to one another.</p> <p>Explain the degree to which the core-periphery model applies to industrialization.</p>	<p><b>Other Evidence:</b></p> <ul style="list-style-type: none"> <li>• Teacher observations</li> <li>• Informal checks for understanding</li> <li>• Independent reading/student conferences</li> <li>• Independent writing/student conferences</li> <li>• Class discussions</li> <li>• Collaboration with others</li> <li>• Group work</li> <li>• Classwork</li> <li>• Homework</li> <li>• Teacher-created tests and quizzes</li> <li>• Teacher-created multimedia projects</li> <li>• AP Classroom Progress Checks</li> <li>• Case studies</li> <li>• Article/video reviews</li> <li>• Map quizzes</li> <li>• Vocabulary quizzes</li> </ul>
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Identify the factors that will decide whether Vietnam, with its dual economy, will become fully developed or remain with a two-tiered economy. Explain how each factor would contribute to Vietnam's development.

Explain how changes to a country's economic structure might affect a government's decision about whether to build a controversial construction project.

Explain how agglomeration benefits companies that are in the same industry.

Compare the three factors that influence the location of industry, according to the least-cost theory.

Describe what has changed in manufacturing since the least-cost theory was first proposed.

Define each of the following measures and its importance: GDP, GNP, and GNI per capita.

Describe the formal and informal sectors of an economy and explain the connection between the structure of an economy and economic prosperity.

Explain why a country might have conflicting GDP and HDI measures.

Define the following terms: gender parity, gender equality, gender equity.

Identify what the Gender Development Index measures.

Describe what the Gender Inequality Index measures.

Explain the similarities between the maternal mortality ratio and adolescent birth rate.

Compare the Gender Inequality Index with the Gender Development Index.

Explain how female labor-market participation can affect a country's economic development.

Explain how women-only cities can impact Saudi women.

Identify and explain the relationship between economic development and gender parity.

Describe how microloans can help get women out of poverty.

Describe how Grameen Bank can be an example for societal change.

Compare Rostow's stages of economic growth, world system theory, and dependency theory.

Explain the degree to which commodity dependence slows and fuels economic development.

Explain deindustrialization and how it impacts regions going through this process as well as other regions.

Explain how spatial patterns of globalization relate to economic development.

Describe the advantages and disadvantages for countries establishing trade relations with one another.

Explain how the financial crisis of 2007-2008 was an indication of globalization.

Describe the factors that contributed to the rise of post-Fordism.

Compare the goals of Fordism and post-Fordism.

Explain why companies in core countries outsource manufacturing operations to countries in the periphery.

Explain the degree to which outsourcing helps and hinders peripheral and semi-peripheral countries.

Identify three types of new manufacturing zones and what they have in common.

Describe three questions you would ask when deciding where to establish a special economic zone or export processing zone.



Explain how Iceland's fish utilization efforts might impact fisheries globally.

Explain why pollution and environmental issues might be more difficult to address in peripheral and semi-peripheral countries than in core countries.

Identify which of the UN Sustainable Development Goals are most relevant to the United States and other core countries and explain why.

Explain how the efforts of the Boiling River Project support the UN's sustainability goals. To which of the UN Sustainable Development Goals do they relate the most?

### Benchmarks:

Finalize assigned countries' profiles to reflect what you learned in the industry unit.

Rostow's World Development Cup

Which global problem is most important? – Exploring the United Nations Sustainable Development Goals

## Learning Plan

### Learning Activities:

#### Weeks 1-2:

- Assign & explain industrialization portion of year-long countries project.
- Assign unit vocab – students will be quizzed biweekly on unit vocab & map skills.
- Assign unit reading guide.
- Unit notes & lecture.

#### Weeks 3-4:

- Rostow's World Development Cup
- Planet Money Makes a T-shirt
- **Sustainable Development Goals (SDGs) Presentation:** Choose one of the seventeen United Nations Sustainable Development Goals (SDGs) to research. You will prepare and deliver a 5-minute oral presentation which conforms to one of four types of presentations described below. The first slide of your presentation should identify the SDG you have selected and the project type you have chosen.
- Padlet article/video review – Read one article or watch one video and comment on how it relates to the unit. Also mention any content related to other units in the course.

#### Week 5:

- Case study analysis Jigsaw
- Mini-test bellringers – 3 prompts based MCQs
- AP Classroom personal progress checks & unit test review – complete and do peer review in class
- Unit MC & FRQ exam

### Resources:

**Textbook:** National Geographic *Human Geography, A Spatial Perspective*

**Textbook Resources:** Student Writing Handbook; Student Geography Handbook; National Geographic video library; National Geographic Explorer Library; Case Study library; PowerPoint library; Handbook Answer Key; Student Companion Workbook; Teacher's Assessment Companion Workbook; National Geographic Atlas; National Geographic MapMaker; Graphic Organizer Library; Glossary; Chapter Summative Assessments & Answer Keys; Unit Summative Assessments and Answer Keys; Diagnostic AP Exam and Answer Key; Cengage/Congero online learning resources

**Supplemental Resources:** AMSCO Advanced Placement Human Geography, 2<sup>nd</sup> Edition; The Introductory Reader in Human Geography, 5 Steps to a 5 – 500 AP Human Geography Questions; 5 Steps to a 5 AP Human Geography Review Book; Kaplan Prep Plus AP Human Geography; Barron's AP Human Geography; College Board AP Classroom; Various other readings.

### General Course Resources:

[College Board AP Human Geography](#)  
[World Maps](#)

[CIA World Factbook](#)  
[Country Watch](#)  
[Population Reference Bureau](#)  
[National Geographic](#)  
[United Nations](#)  
[Smithsonian Institute](#)  
[US Census Bureau](#)  
[World Health Organization](#)  
[Council on Foreign Relations – World 101](#)  
[Seterra Geography](#) – The Ultimate Map Quiz Site  
[Google Earth](#)  
[UN Data – A World of Information](#)  
[Geography Education](#) (ScoopIt! – case studies)  
[Perry-Castañeda Library Map Collection \(University of Texas\)](#)  
[Oxford Dictionary of Human Geography](#)  
[ArcGIS Online](#)  
[Geoguessr](#)  
[Mapping Our World – Esri Academy](#)  
[World Atlas](#)  
[Gapminder Quizzes](#)  
[National Geographic – AP Human Geography](#)  
[Esri – Instructional Resources](#)  
[Lizard Point Geography Quizzes](#)  
[30 Models and Theories to Know for AP Human Geography](#)  
[AP Human Geography Models and Theories](#)

#### **Unit Specific Resources:**

[Living on a Dollar](#)  
[The Power of Kiva](#)  
[How Containerization Shaped the Modern World](#)  
7.6 – Choke points - [Float like an Egyptian: Mega container ship blocking Suez Canal partially refloated](#) (also 4.3)  
Deindustrialization – [What happened to Detroit?](#)  
[The Suez Canal: A Critical Waterway comes to a Halt](#)  
[The Evergiven Everywhere](#)  
[Wordwall – Rostow v Wallerstein](#)  
[Dollar Street](#)  
[Factfulness Quiz](#)  
[See How the Rest of the World Lives](#) (TEDTalk)  
7.8 – [Sustainable Development Goals Quiz](#) - [QUIZ: BETTER UNDERSTANDING THE SUSTAINABLE DEVELOPMENT GOALS \(SDGS\)](#)  
[How Africa Could One Day Rival China](#)  
7.8 – [What is your Ecological Footprint?](#)  
[Megacities: The Challenges of Modern Urbanization](#)  
7.2 – [Auto plants of North America, 2002](#)  
[Mapped: The Greenest Countries in the World](#)  
[500 years of European colonialism, in one animated map](#)  
[How Africa can keep rising](#)  
[Opportunity Atlas](#)  
[How Containerization Shaped the Modern World](#) (also Unit 6)  
[Mapping the World's Key Maritime Choke Points](#)  
7.4 - [An unlikely band of water defenders fights chronic shortages in El Salvador](#) - Geographically uneven development of women, compares a new apartment complex to some subsistence farmers nearby.  
7.1 - [The Origins of the Industrial Revolution](#)  
[In Suez Canal, Stuck Ship is a Warning About Excessive Globalization](#)  
[The Political Economy of Black Panther's Wakanda](#)  
globalization, international shipping, choke points - [Visualizing the World's Busiest Ports](#)  
7.6, 7.7 (also unit 6) - [A Hundred Years of Detroit – Then and Now](#) - A split-screen tour highlights the iconic landmarks and auto-manufacturing industry of the Motor City, once the fourth largest city in America with its wealth of stable jobs on the Ford, Chrysler, and G.M. assembly lines.  
7.8 - [UN Sustainable Development Goals: How Companies Stack Up](#)  
7.5-7.7 and would work well for exam review. It hits on concepts in every single unit except perhaps 5, including globalization, migration, ethnocentrism/cultural relativism, urban growth, infrastructure, economic development,

communism vs capitalism, economies of scale, and international trade. You can even tie in the concept of placelessness: what town of a particular size doesn't have a dollar store? – [Dollar Store Town: Inside the World's Biggest Wholesale Market \(99% Invisible.org\)](#)  
[Why There are Now So Many Shortages \(It's Not COVID\)](#)  
[Confronting the Climate Crisis](#)  
[How a Steel Box Changed the World: A Brief History of Shipping](#)  
[BOXES: Planet Money Makes A T-Shirt \(Part IV\)](#) - How does a simple T-shirt get made? To find out, we decided to make one -- and track every step of production. The journey took us around the world. The trip would have been impossible without the humble container, the unsung hero of the global economy.  
[The Poorest Countries in the World](#) - Students can compare the GDP of LDC, NIC, & MDC's. Next research information using the SPICE/SPEED technique and explain the overall condition of each country.  
[How the World Ran Out of Everything](#)  
[How Ikea Plans To Decrease Furniture Waste | Worldwide Waste](#) - In America, the amount of furniture sent to landfill has nearly doubled from 35 years ago. That's about the same time Ikea opened its first US store. Now, Ikea plans to make all of its 10,000 products from renewable or recycled materials. Multinational corporations and SDGs.  
[These 1,000 hexagons show how global wealth is distributed](#)  
[Drought hits the southwest and New Mexico's canals run dry](#)  
[Making a Buck: How Do Dollar Stores Make Any Money?](#)  
[One-third of N.J. living in poverty, nonprofit says. Here's how much it costs to live in your county.](#)  
[Worldwide Waste](#) (video)  
[Massive Fire at Can-Am Warehouse Torches Tons of ATVs](#)  
[Why There are Now So Many Shortages \(It's Not COVID\)](#) - video  
[Unequal Scenes – Reducing Inequality](#)  
[She Started The First Bank for Poor Women](#) (video)  
[UN Sustainable Goals](#)  
[UNDP](#)  
[UN Human Development Index \(HDI\)](#)  
[International Development Patterns, Strategies, Theories & Explanations - Rostow](#)  
[Walter Rostow – Wilson Center](#)  
[Periphery Role in the World Systems Theory](#)  
[Weber's Least Cost Theory](#)  
[Weber's Least Cost Theory ppt](#)  
[US Global Change Research Program](#)  
[Planet Money Makes a t-shirt](#)  
[UN Sustainable Development Report Downloads](#)

## Unit Learning Goal and Scale

*(Level 2.0 reflects a minimal level of proficiency)*

### Standard(s):

Improvements in transportation and communication networks reduce the effects of distance and time on the movement of people, products, and ideas, *Therefore, the student is able to:* Explain the effects of technological changes in communications and transportation systems on the speed and distances over which people, products, and ideas move

<b>4.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Accurately describe and give specific examples (with evidence) of the different of a commodity chain for a given product.</li> </ul>
<b>3.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Recognize descriptions of the various parts of the commodity chain when given examples.</li> </ul>
<b>2.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Define and put in order the different parts of the commodity chain.</li> </ul>
<b>1.0</b>	<b>With help, partial success at level 2.0 content and level 3.0 content:</b>
<b>0.0</b>	<b>Even with help, no success</b>

### Standard(s):

The scale and organization of economic activities change over time; *Therefore, the student is able to:* Explain how economic activities change over time

<b>4.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Successfully complete the Sustainability FRQ with a score of 7.</li> </ul>
<b>3.0</b>	<b>Students will be able to:</b>

	<ul style="list-style-type: none"> <li>Successfully complete the Sustainability FRQ with a score of 5.</li> </ul>
<b>2.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Partially complete the Sustainability FRQ with a score of 3.</li> </ul>
<b>1.0</b>	<b>With help, partial success at level 2.0 content and level 3.0 content:</b>
<b>0.0</b>	<b>Even with help, no success</b>

<b>Unit Modifications for Special Population Students</b>	
<b>Advanced Learners</b>	<ul style="list-style-type: none"> <li>Provide ample opportunities for creative behavior.</li> <li>Create assignments that call for original work, independent learning, critical thinking, problem solving, and experimentation.</li> <li>Show appreciation for creative efforts</li> <li>Respect unusual questions, ideas, and solutions.</li> <li>Encourage students to test their ideas.</li> <li>Provide opportunities and give credit for self-initiated learning.</li> <li>Avoid overly detailed supervision and too much reliance on prescribed curricula.</li> <li>Allow time for reflection.</li> <li>Resist immediate and constant evaluation.</li> <li>Avoid comparisons to other students.</li> </ul>
<b>Struggling Learners</b>	<ul style="list-style-type: none"> <li>Assist students in getting organized.</li> <li>Give short directions.</li> <li>Use drill exercises.</li> <li>Give prompt cues during student performance.</li> <li>Let students with poor writing skills use a computer.</li> <li>Break assignments into small segments and assign only one segment at a time.</li> <li>Demonstrate skills and have students model them.</li> <li>Give prompt feedback.</li> <li>Use continuous assessment to mark students' daily progress.</li> <li>Prepare materials at varying levels of ability</li> </ul>
<b>English Language Learners</b>	<ul style="list-style-type: none"> <li>Use a slow, but natural rate of speech; speak clearly; use shorter sentences; repeat concepts in several ways.</li> <li>When possible, use pictures, photos, and charts.</li> <li>Corrections should be limited and appropriate. Do not correct grammar or usage errors in front of the class.</li> <li>Give honest praise and positive feedback through your voice tones and visual articulation whenever possible.</li> <li>Encourage students to use language to communicate, allowing them to use their native language to ask/answer questions when they are unable to do so in English.</li> <li>Integrate students' cultural background into class discussions.</li> <li>Use cooperative learning where students have opportunities to practice expressing ideas without risking language errors in front of the entire class</li> <li>Coordinate with English Language Learner advisor to modify activities where appropriate: <a href="http://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf">http://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf</a></li> </ul>
<b>Learners with an IEP</b>	<p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> <li>Variation of time: adapting the time allotted for learning, task completion, or testing</li> <li>Variation of input: adapting the way instruction is delivered</li> <li>Variation of output: adapting how a student can respond to instruction</li> <li>Variation of size: adapting the number of items the student is expected to complete</li> <li>Modifying the content, process or product</li> </ul>

	<p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed <a href="#">here</a>.</p> <p>Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here <a href="http://www.udlguidelines.cast.org">www.udlguidelines.cast.org</a></p>
<b>Learners with a 504</b>	<ul style="list-style-type: none"> <li>Refer to page four in the <a href="#">Parent and Educator Guide to Section 504</a> to assist in the development of appropriate plans.</li> </ul>

## Interdisciplinary Connections

### Indicators:

**Visual and Performing Arts:** 1.3.2.c.1, 1.3.2.c.2, 1.3.5.c.2, 1.3.12.c.1

**Comp. Health & Physical Ed:** 2.2.6.B.3, 2.2.8.B.1, 2.2.12.C.2

**English Language Arts (ELA) Common Core:** WHST. 11.12.1, WHST. 11.12.2, WHST. 11.12.4, WHST. 11.12.5, WHST. 11.12.6, WHST. 11.12.7, WHST. 11.12.8, WHST. 11.12.9, WHST. 11.12.10, RH.11-12.1, RH.11.12.2, RH.11-12.3, RH.11.12-4, RH.11.12-5, RH.11.12-6, RH.11.12-8, RH.11.12-9, RH.11.12-10

**Mathematics Common Core:** 4.1.8.C, 4.4.8.A, 4.5.A, 4.5.D, 4.1.8.C, 4.4.8.A, 4.5.F

**Science:** 5.1.4.B.4, 5.1.12.C.3, 5.1.8.D.1, 5.1.12.D.1

**World Languages:** 7.1.NM.A.3, 7.1.NM.A.4

**Technology:** 8.1.8.A.1, 8.1.8.A.2, 8.1.8.A.3, 8.1.8.A.4, 8.1.8.A.5, 8.1.8.B.1, 8.1.8.C.1, 8.1.8.D.1, 8.1.8.E.1, 8.1.8.F.1

**21<sup>st</sup> Century Life and Careers (Includes Financial Literacy 9.2):** 9.1.8.A.1, 9.1.8.A.2, 9.1.8.A.3, 9.1.8.A.4, 9.1.12.A.2, 9.1.12.A.4, 9.1.8.B.2, 9.1.8.C.2., 9.1.8.D.2, 9.1.8.D.4, 9.1.8.D.5, 9.1.8.E.1, 9.1.8.E.4, 9.1.8.E.5

## Integration of 21<sup>st</sup> Century Skills

### Indicators:

**Within the context of key knowledge instruction, students must also learn the essential skills for success in today's world, such as critical thinking, problem solving, communication and collaboration. Standards are taken from:**

[http://www.p21.org/storage/documents/docs/P21\\_Framework\\_Definitions\\_New\\_Logo\\_2015.pdf](http://www.p21.org/storage/documents/docs/P21_Framework_Definitions_New_Logo_2015.pdf)

**The curriculum includes not only a focus on mastery of key subjects, but also promote understanding of academic content at much higher levels by weaving 21st century interdisciplinary themes into key subjects:**

### Themes:

Global Awareness  
Civic Literacy  
Environmental Literacy  
Information, Media, and Technology

### Skills:

Think Creatively  
Work Creatively with Others  
Implement Innovations  
Critical Thinking and Problem Solving  
Communication and Collaboration  
Information, Media and Technology Skills