

PLANNED INSTRUCTION

A PLANNED COURSE FOR:

AP Human Geography

Grade Level: 9, 10, 11, 12

Date of Board Approval: _____2016_____

Planned Instruction

Title of Planned Instruction: AP Human Geography

Subject Area: Social Studies

Grade(s): 9, 10, 11, 12

Course Description:

AP Human Geography – 2 semesters; 1 Credit Social Studies

1. The AP Human Geography course is equivalent to an introductory college-level course in human geography. The course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. The curriculum reflects the goals of the National Geography Standards.

2. The AP Human Geography course is organized around seven major topics: Geography: Its Nature and Perspectives, Population and Migration, Cultural Patterns and Processes, Political Organization of Space, Agriculture, Food Production, and Rural Land Use, Industrialization and Economic Development, and Cities and Urban Land Use. Upon successful completion of the course, students will be able to: Interpret maps and analyze geospatial data; understand and explain the implications of associations and networks among phenomena in places; recognize and interpret the relationships among patterns and processes at different scales of analysis; define regions and evaluate the regionalization process; and characterize and analyze changing interconnections among places.

Time/Credit for the Course: 2 semesters / 1 credit Social Studies

Curriculum Writing Committee: Tyler Barnett

Curriculum Map

1. Marking Period One -Overview with time range in days: 45 days

Marking Period One -Goals:

Understanding of:

Unit 1: Geography: Its Nature and Perspectives (The student will understand...)

- *Geography as a field of inquiry.*
- *Major geographical concepts underlying the geographical perspective: location, space, place, scale, pattern, nature and society, regionalization, globalization, and gender issues.*
- *Key geographical skills.*
- *Use of geospatial technologies, such as GIS, remote sensing, global positioning systems (GPS), and online maps.*
- *Sources of geographical information and ideas: the field, census data, online data, aerial photography, and satellite imagery.*
- *Identification of major world regions.*

Unit II: Population and Migration

- *Analyze the distribution of human populations at different scales.*
- *Use population density to explain the relationship between people and the environment.*
- *Explain the implications of population distributions and densities.*
- *Analyze population composition.*
- *Explain contemporary and historical trends in population growth and decline.*
- *Interpret and apply theories of population growth and decline.*
- *Evaluate various national and international population policies.*
- *Analyze reasons for changes in fertility rates in different parts of the world.*
- *Explain the causes and implications of an aging population.*

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- *Explain how push and pull factors contribute to migration.*
- *Apply the concepts of forced and voluntary migration to historical and contemporary examples.*
- *Analyze major historical migrations.*
- *Analyze the cultural, economic, environmental, and political consequences of migration.*

2. Marking Period Two -Overview with time range in days: 45 days

Marking Period Two -Goals:
Understanding of:

Unit III: Cultural Patterns and Processes (The student will understand...)

- *Explain the concept of culture and identify cultural traits.*
- *Explain how geographers assess the spatial and place dimensions of cultural groups in the past and present.*
- *Explain how globalization is influencing cultural interactions and change.*
- *Explain cultural patterns and landscapes as they vary by place and region.*
- *Explain the diffusion of culture and cultural traits through time and space.*
- *Compare and contrast ethnic and universalizing religions and their geographic patterns.*
- *Explain how culture is expressed in landscapes and how and resource use represents cultural identity.*
- *Compare and contrast popular and folk culture and the geographic patterns associated with each.*

Unit IV: Political Organization of Space (The student will understand...)

- *Explain the structure of the contemporary political map.*
- *Explain the evolution of the contemporary political map.*
- *Evaluate the geopolitical forces that influence the contemporary political map.*
- *Explain the concepts of political power and territoriality.*
- *Evaluate the nature and function of international and internal boundaries.*

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- *Analyze the spatial relationships between political systems and patterns of culture and economy.*
- *Compare and contrast forms of governance.*

3. Marking Period Three -Overview with time range in days: 45 days

Marking Period Three -Goals:
Understanding of:

Continued from Unit III

- *Describe patterns of local and metropolitan governance.*
- *Explain how the political, economic, cultural, and technological elements of globalization challenge state sovereignty.*
- *Apply the concepts of centrifugal and centripetal forces at the national scale.*

Unit V: Agriculture, Food Production, and Rural Land Use (The student will understand...)

- *Identify major centers of domestication of plants and animals and patterns of diffusion in the first (Neolithic) agricultural revolution.*
- *Explain the connection between physical geography and agricultural practices.*
- *Explain the advances and impacts of the second agricultural revolution.*
- *Analyze the consequences of the Green Revolution on food supply and the environment.*
- *Identify agricultural production regions associated with major bioclimatic zones.*
- *Analyze the economic forces that influence agricultural practices.*
- *Explain the spatial organization of large scale commercial agriculture and agribusiness.*
- *Explain the interdependence among regions of food production and consumption.*
- *Identify rural settlement patterns.*
- *Compare and contrast the land use zones of von Thünen's model.*
- *Analyze the application of von Thünen's land use model to agricultural production in the real world.*
- *Evaluate the environmental consequences of agricultural practices.*
- *Explain issues related to the changing nature of contemporary agriculture.*
- *Explain issues related to the location of food production facilities.*

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- Explain the changing role of women in food production and consumption.

Unit VI: Industrialization and Economic Development (The student will understand...)

- Explain the role of the Industrial Revolution in the growth and diffusion of industrialization.
- Identify the different economic sectors.
- Use Weber's model to explain industrial location.
- Explain social and economic measures of development.
- Analyze spatial patterns of economic and social development.
- Evaluate the role of women in economic development and gender equity in the workforce.
- Analyze the causes and consequences of international trade and growing interdependence in the world economy.
- Explain how economic restructuring and deindustrialization are transforming the contemporary economic landscape.
- Analyze sustainability issues related to industrialization and development.

4. Marking Period Four -Overview with time range in days: 45 days

Marking Period Four-Goals:

Understanding of:

Unit VII: Cities and Urban Land Use (The student will understand...)

- Explain the factors that initiate and drive urbanization and suburbanization.
- Apply models to explain the hierarchy and interaction patterns of urban settlements.
- Explain the models of internal city structure and urban development.
- Analyze residential land use in terms of low-, medium-, and high-density housing.
- Evaluate the infrastructure of cities.
- Explain the planning and design issues and political organization of urban areas.
- Analyze the demographic composition and population characteristics of cities using quantitative and qualitative data.

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- *Evaluate problems and solutions associated with growth and decline within urban areas.*
- *Evaluate problems associated with urban sustainability.*
- *Review of course for AP exam will continue until the exam is given in May.*

Unit VIII: Service Learning Project

-Students will use tools and resources as well as their own experience and skills to contribute to geographically relevant community service.

Unit 1: Geography: Its Nature and Perspectives

Big Idea # 1: Geography, as a field of inquiry, looks at the world from a spatial perspective.

Essential Questions: What is spatial perspective?

Concepts: Geographic information provides context for understanding spatial relationships and human–environment interaction.

Competencies: Explain the importance of geography as a field of study.

Big Idea #2: Geography offers a set of concepts, skills, and tools that facilitate critical thinking and problem solving.

Essential Questions: How does geography facilitate critical thinking and problem solving?

Concepts: Geographical concepts include location, place, scale, space, pattern, nature and society, networks, flows, regionalization, and globalization. Landscape analysis (e.g., field observations, photographic interpretations) provides a context for understanding the location of people, places, regions, and events; human–environment relationships; and interconnections between and among places and regions.

Competencies: Explain major geographical concepts underlying the geographic perspective. Use landscape analysis to examine the human organization of space.

Big Idea #3: Geographical skills provide a foundation for analyzing world patterns and processes.

Essential Questions: How does geography provide a foundation for analyzing world patterns and processes?

Concepts: People apply spatial concepts to interpret and understand population and migration; cultural patterns and processes; political organization of space; agriculture, food production, and rural land use;

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industrialization and economic development; and cities and urban land use. Maps are used to represent and identify spatial patterns and processes at different scales. Types of maps include reference maps (e.g., physical and political maps) and thematic maps (e.g., choropleth, dot, graduated symbol, isoline, cartogram). All map projections (e.g., Mercator, polar) inevitably distort spatial relationships (e.g., shape, area, distance, direction). Mathematical formulas and graphs are used to analyze rates of natural increase in population, population doubling time, rank-size rule for cities, and distance-decay functions. Geographers use models as generalizations to think systematically about topics such as land use (e.g., von Thünen model, Latin American city model), industrial location (e.g., Weber model), and the distribution of settlements (e.g., Christaller's central place theory). Geographical issues include problems related to human– environmental interactions (e.g., sustainable agriculture); conflict and cooperation among countries (e.g., European Union); and planning and public-policy decision making (e.g., pronatalist policies). Patterns and processes at different scales reveal variations in and different interpretations of data (e.g., age–sex pyramids, population density). Regions are defined on the basis of one or more unifying characteristics (e.g., corn belt) or on patterns of activity (e.g., hinterlands of ports). Types of regions include formal, functional, and perceptual. World regions are defined for this course by the maps in the course curriculum section of the AP Human Geography Course Description. World regions may overlap (e.g., Southeast Asia and Asia) and often have transitional boundaries (e.g., North Africa and Sub-Saharan Africa). Regional thinking is applied at local, national, and global scales. Regionalism refers to a group's perceived identification with a particular region at any scale (e.g., Quebec). Interconnections among places include exchanges of natural resources, agricultural commodities, finished products, services, people, information, money, and pollutants.

Competencies: Use spatial thinking to analyze the human organization of space. Use and interpret maps. Apply mathematical formulas and graphs to interpret geographic concepts. Use and interpret geographic models. Use concepts such as space, place, and region to examine geographic issues. Interpret patterns and processes at different scales. Define region as a concept, identify world regions, and understand regionalization processes. Explain and evaluate the regionalization process. Analyze changing interconnections among places.

Big Idea #4: Geospatial technologies increase the capability for gathering and analyzing geographic information with applications to everyday life.

Essential Questions: How does Geospatial technology increase the capability for gathering and analyzing geographic information with applications to everyday life?

Concepts: Geospatial technologies include geographic information systems (GIS), satellite navigation systems (e.g., global positioning system), remote sensing, and online mapping and visualization. PE MC #3 Geospatial data (e.g., census data, satellite imagery) is used at all scales for personal (e.g., navigation), business (e.g., marketing), and governmental (e.g., environmental planning) purposes.

Competencies: Use and interpret geospatial data.

Big Idea #5: Field experiences continue to be important means of gathering geographic information and data.

Essential Questions: What are the means for gathering geographic information and data?

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Concepts: Data may be gathered in the field by organizations (e.g., census data) or by individuals (e.g., interviews, surveys, photography, informal observations). Quantitative and qualitative geographic data are used in economic, environmental, political, and social decision making.

Competencies: Use quantitative and qualitative geographic data.

Curriculum Plan

Unit: 1 *Geography: Its Nature and Perspectives*

Time Range in Days: 15 Days

(including summer work)

Standard(s):

7.1.9.A. 7.1.9.B. 7.2.9.A. 7.2.9.B. 7.3.9.A. 7.4.9.A. 7.4.9.B. 7.1.12.A. 7.1.12.B. 7.2.12.A. 7.2.12.B. 7.3.12.A. 7.4.12.A. 7.4.12.B.

Standards Addressed:

(Number Only- See Appendix for Description)

Anchor(s): CC.8.5.11-12.A, CC.8.5.11-12.B, CC.8.5.11-12.C, CC.8.5.11-12.D, CC.8.5.11-12.F, CC.8.5.11-12.H, CC.8.5.11-12.I, CC.8.6.11-12.A, CC.8.6.11-12.B, CC.8.6.11-12.C, CC.8.6.11-12.D, CC.8.6.11-12.E, CC.8.6.11-12.H

Overview: The concepts of location, space, place, scale, pattern, regionalization, and globalization are fundamental to the study of geography, and this section of the course is compulsory. Subsequent sections will provide many opportunities to apply these tools and concepts, thus reinforcing students' understanding of them. Students learn how to use and interpret maps and to understand the role of mental mapping.

Focus Question(s):

- Why study?
- What will it take to be successful in this class?
- Why AP?
- To what extent does geography influence your life, and the lives of others around the world?
- To what extent do maps create perceptions?
- How is geography evident in your everyday life?
- To what region do you belong?
- How is what you saw outside your windshield today different from others in this room?
- To what extent is your life evidence of diffusion?
- To what extent is diffusion good?

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- To what extent is diffusion bad?
- To what extent are densities and its study key in the development of America and the world?
- To what extent is globalization good?
- To what extent is globalization bad?
- How does the environment impact development?

Goals: The Student will understand ...

- AP is an extremely difficult and disciplined program, yet it also yields huge benefits.
- Geography is more than maps and globes.
- Geography impacts our lives in many ways.
- Maps influence our perceptions of areas.
- Geographic tools allow us to examine an area in many ways.
- A region can be many different things.
- People perceive areas in different ways.
- The environment is more than trees, water and animals.
- Possiblism is very real and occurring in our area right now.
- Globalization is occurring in such a rapid manner that our lives are changing every year, month, and day.
- Density is calculated and analyzed in many different ways.
- Diffusion allows cultures to get closer and ultimately disappear.
- Diffusion has impacted life for everyone, everywhere.

Objectives:

- Understand the ramifications and responsibilities of being a member of an AP class. (DOK 2)
- Identify areas (beyond maps and globes) that are related to geography. (DOK 2)
- Analyze geography's impact on peoples' lives. (DOK 4)
- Assess the ramifications of geographic incidents. (DOK 3)
- Differentiate the different types of map projections and uses. (DOK 3)
- Interpret the strengths and weaknesses of the projections. (DOK 2)
- Analyze how maps can be used to influence people. (DOK 4)
- Predict the future use of maps and their impact on influencing people. (DOK 2)
- Identify the uses for geographic tools and explain ways in which people use geographic tools to improve life. (DOK 3)
- Application of knowledge of site and situation. (DOK 4)
- Explain an example of scale and how it can be misleading. (DOK 2)
- Create a "mental map" of various areas and then realize the gaps in their thinking. (DOK 4)
- Assess the impact of man on the environment. (DOK 3)
- Analyze possible solutions to environmental issues revolving around the thought of man and environment co-existing. (DOK 4)
- Synthesize the impact of land laws and ordinances. (DOK 4)
- Explain where possiblism is occurring right now in our region.

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- Investigate the impact of globalization on our personal lives and on the lives of the people around us and the people of Earth. (DOK 3)
- Assess the importance of knowing density and its impact. (DOK 3)
- Analyze density maps and discern information from them. (DOK 4)
- Investigate different types of diffusion and how each type is evident in our own area. (DOK 3)
- Apply diffusion ideas to the US and the world. (DOK 2)
- Define, analyze, and use proficiently key terms from the unit. (DOK 4)
- Identify the regional, environmental, diffusion, density, and geographical constraint issues. (DOK 1)

Core Activities and Corresponding Instructional Methods Such As:

- Cooperative learning groups analyzing unique technologies used by human geographers and cartographers.
- 'Geographic Tools' study and presentation. How human geographers analyze.
- Lecture/Discussion with daily reflection questions.
- Map-skills in relation to proper terminology and identification of key global concepts.
- Graph and chart skills essential to understanding fundamental and core principles of human geography. Career assessment activities and guest speakers...What is Human Geography and what career paths does it offer?
- Hands-on applications of modern GPS systems.

Assessments Such As:

Diagnostic: Prior Knowledge Questions such as questions above in Focus Question section.

Formative: Objective assessments to measure mastery of terminology essential to understanding human geography, ex. Focus Quiz on Schoolnet. AP style test identifying major terms, concepts, and theories in human geography. Essays dealing with particular tools and technologies.

Summative: Released AP Exam MCQs and FRQs

Extensions: TSW (The student will...) apply knowledge learned to create a PowerPoint, WebQuest, or other learning tool to reinforce knowledge and present to instructor and students that may need correctives.

Correctives: TSW (The student will...) identify areas of weakness with instructor and resubmit assessments with corrections. TSW refer to additional learning tools to complete understanding of material assessed. Additional worksheets, readings, and or videos may be assigned.

Suggested Materials and Resources:

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Human Geography – People, Place, and Culture AP Edition Di Blig

About Careers in Geography

www.aag.org

<http://www.bls.gov/opub/ooq/2005/spring/art01.pdf>

About Geocaching

www.geocaching.org

About Globalization and Geography

www.lut.ac.uk/gawc/rb/rb40.html

About John Snow and His Work on Cholera

<http://www.ph.ucla.edu/epi/snow.html>

About the State of Food Insecurity in the World

www.fao.org

About World Hunger

www.wfp.org

About Google Earth

www.googleearth.com

Unit 2: Population and Migration

Big Idea # 1: Knowledge of the geographic patterns and characteristics of human populations facilitates understanding of cultural, political, economic, and urban systems.

Essential Questions: How do geographic patterns and characteristics of human populations facilitate the understanding of cultural, political, economic, and urban systems?

Concepts: Factors that explain patterns of population distribution vary according to the scale of analysis (i.e., local to global). Physical factors (e.g., climate, land forms, water bodies) and human factors (e.g., cultural, economic, historical, political) influence the distribution of population. The three methods for calculating population density are arithmetic, physiological, and agricultural. Population distribution and density influence political, economic, and social processes (e.g., redistricting, provision of services such as medical care). Population distribution and density impact the environment and natural resources (e.g., carrying capacity). Population distribution and density affect the need for infrastructure (e.g., housing) and urban services (e.g., sanitation). Age, sex, and ethnicity are elements of population composition that may be mapped and graphed at various scales. Population pyramids are used to project population growth and decline and to predict markets for goods and services.

Competencies: Analyze the distribution of human populations at different scales. Use population density to explain the relationship between people and the environment. Explain the implications of population distributions and densities. Analyze population composition.

Big Idea # 2: Populations grow and decline over time and space.

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Essential Questions: What are the factors that influence populations to grow and decline over time and space?

Concepts: Demographic factors that determine population growth and decline are fertility, mortality, and migration. PRB Rates of natural increase and population-doubling times are used to explain population growth and decline. Social, cultural, political, and economic factors influence fertility, mortality, and migration rates. The demographic transition model may be used to explain population change over time and space. Malthusian theory is used to analyze population change and its consequences. The epidemiologic transition explains causes of changing death rates. Types of population policies include those that promote or restrict population growth (e.g., pronatalist, antinatalist). Changing social values and access to education, employment, health care, and contraception have reduced fertility rates in most parts of the world. Changing social, economic, and political roles for women have influenced the patterns of fertility, mortality, and migration. Population aging is influenced by birth and death rates and life expectancy. An aging population has social (e.g., retirement), economic (e.g., dependency ratio), and political (e.g., voting patterns) implications.

Competencies: Explain contemporary and historical trends in population growth and decline. Interpret and apply theories of population growth and decline. Evaluate various national and international population policies. Analyze reasons for changes in fertility rates in different parts of the world. Explain the causes and implications of an aging population.

Big Idea # 3: Causes and consequences of migration are influenced by cultural, demographic, economic, environmental, and political factors.

Essential Questions: What influences the causes and consequences of migration?

Concepts: Push and pull factors can be cultural (e.g., religious freedom), demographic (e.g., unbalanced sex ratios, overpopulation), economic (e.g., jobs), environmental (e.g., natural disasters), or political (e.g., persecution). Push factors are often negative (e.g., poor economic conditions, warfare), while pull factors are often perceived as positive (e.g., a better quality of life, economic opportunities). Forced migrations include those involving refugees, internally displaced persons, and asylum seekers. Voluntary migrations may be transnational, internal, chain, step, and rural to urban. Patterns of voluntary and forced migration may be affected by distance and physical features. Major historical migrations include forced migration of Africans to the Americas, immigration waves to the U.S., and emigration from Europe and Asia to colonies abroad. Governments institute policies to encourage or restrict migration. Migration has consequences (e.g., remittances; spread of languages, religions, innovations, diseases) for areas that generate or receive migrants.

Competencies: Explain how push and pull factors contribute to migration. Apply the concepts of forced and voluntary migration to historical and contemporary examples. Analyze major historical migrations. Analyze the cultural, economic, environmental, and political consequences of migration.

Curriculum Plan

Unit 2: Population and Migration

Time Range in Days: 30 Days

Standard(s):

7.1.9.A. 7.1.9.B. 7.2.9.A. 7.2.9.B. 7.3.9.A. 7.4.9.A. 7.4.9.B. 7.1.12.A. 7.1.12.B. 7.2.12.A. 7.2.12.B. 7.3.12.A.
7.4.12.A. 7.4.12.B.

Standards Addressed:

(Number Only- See Appendix for Description)

Anchor(s): CC.8.5.11-12.A, CC.8.5.11-12.B, CC.8.5.11-12.C, CC.8.5.11-12.D, CC.8.5.11-12.F, CC.8.5.11-12.H, CC.8.5.11-12.I, CC.8.6.11-12.A, CC.8.6.11-12.B, CC.8.6.11-12.C, CC.8.6.11-12.D, CC.8.6.11-12.E, CC.8.6.11-12.H

Overview: The population section allows students to revisit previous lessons about slavery, migration, or environmental hazards, for example, but this time from a geographical perspective. The process of migration can be demonstrated by using students' own residential histories or neighborhoods. The interconnections between population and other geographic topics enhance students' understanding of today's world. Web sites that offer teachers and students current population data provide opportunities for students to map and/or graph population trends and issues.

Focus Question(s):

- Where are people in the world?
- What is causing population concerns?
- To what extent do population problems impact us?
- To what extent are population issues being addressed?
- To what extent can data help us learn about population?
- To what extent has Thomas Malthus' philosophies impacted us?
- To what extent does disease change and reshape areas?
- Why do people migrate?
- To what extent does population shape regions, societies, and cultures?
- Why do people go where they go?
- Why do immigrants face obstacles?
- Why do people move within a region?
- To what extent does migration and immigration impact our culture?

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Goals: *The Student will understand ...*

- That population occurs in areas for a reason.
- That population is a huge problem in many places.
- That population can be curtailed through science, good gov't, and education.
- That data can tell us a lot about the future of a country.
- That Malthus' thesis, in many areas, influences food and population policies.
- That disease can mold, shape, and change people and civilizations.
- That people migrate for many reasons.
- That immigration and migration change regions, societies, and cultures.
- That internal migration/external migration occur for different reasons.
- That population and migration continue to impact the world.

Objectives:

- Identify areas of the world with high population. (DOK 1)
- Summarize why people move where they move. (DOK 2)
- Analyze the impact of migration on areas with high or excessive migration. (DOK 4)
- Analyze the demographic transition model and predict trends using data. (DOK 4)
- Create a population pyramid on a country and analyze the results. (DOK 4)
- Predict future trends based on data. (DOK 2)
- Critique the contributions Malthus based upon his thesis. (DOK 4)
- Assess the impact of disease on the world in the past and in the present. (DOK 3)
- Identify why people move.
- Analyze the contributions of immigration on our local area, the US, and the world. (DOK 4)
- Debate the positives and negatives associated with immigration. (DOK 3)
- Analyze the long term impact of over population and excessive immigration. (DOK 4)

Core Activities and Corresponding Instructional Methods Such As:

- Cooperative learning groups for analysis of various regions around the globe.
- Individual-based, current events research, presentations and discussions addressing various human geography trends in regions across the globe.
- Lecture/Discussion coupled with daily reflection questions.
- Cooperative learning groups for research on, construction and presentation of interactive lessons dealing with major historical events and their effect on human geography.
- Historical readings dealing with ancient agricultural civilizations.
- Films dealing with current political, cultural, and social issues currently affecting trends in human geography.

Assessments Such As:

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Diagnostic: Prior Knowledge Questions such as questions above in Focus Question section.

Formative: Objective assessment identifying various issues around the globe in which fundamental principles of human geography are essential to understanding their roots, such as Focus Questions on Schoolnet. . AP style test identifying major terms, concepts, and theories in human geography. Essays dealing with population and migration.

Summative: Released AP Exam MCQs and FRQs.

Extensions: TSW (The student will...) apply knowledge learned to create a PowerPoint, WebQuest, or other learning tool to reinforce knowledge and present to instructor and students that may need correctives.

Correctives: TSW (The student will...) identify areas of weakness with instructor and resubmit assessments with corrections. TSW refer to additional learning tools to complete understanding of material assessed. Additional worksheets, readings, and or videos may be assigned.

Suggested Materials and Resources:

Human Geography – People, Place, and Culture AP Edition Di Blig

About China's South-North Water Transfer Project

http://news.bbc.co.uk/2/hi/programmes/from_our_own_correspondent/9132843.stm

About Population Growth in the World

www.prb.org

<http://www.pbs.org/wgbh/nova/earth/global-population-growth.html>

About the Composition of the Population of the United States

www.census.gov

About the Global AIDS Crisis

www.unaids.org/en/

www.npr.org/healthscience/aids2004/

About International Population Programs

www.unfpa.org

About the Population Transition in Italy

www.learner.org/resources/series85.html#program_descriptions

About Immigration to the United States

www.uscis.gov

About Refugees

www.unhcr.org

About Geographic Mobility and Movement in the United States

www.census.gov/population/www/socdemo/migrate.html

About the Migration and Identity

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www.learner.org/resources/series85.html#program_descriptions

click on Video On Demand for “A Migrants Heart”

About the United States–Mexico Border Region

www.learner.org/resources/series180.html#program_descriptions

click on Video On Demand for “Boundaries and Borderlands”

Unit 3: Cultural Patterns and Processes

Big Idea # 1: Concepts of culture frame the shared behaviors of a society.

Essential Questions: How do the various concepts of culture frame the shared behaviors of a society?

Concepts: Culture is comprised of the shared practices, technologies, attitudes, and behaviors transmitted by a society. Cultural traits are individual elements of culture and include such things as food preferences, architecture, and land use. Geographers use maps and the spatial perspective to analyze and assess language, religion, ethnicity, and gender. Communication technologies (e.g., the Internet) are reshaping and accelerating interactions among people and places and changing cultural practices (e.g., use of English, loss of indigenous languages).

Competencies: Explain the concept of culture and identify cultural traits. Explain how geographers assess the spatial and place dimensions of cultural groups in the past and present. Explain how globalization is influencing cultural interactions and change.

Big Idea # 2: Culture varies by place and region.

Essential Questions: What influences cultures varying by place and region?

Concepts: Regional patterns of language, religion, and ethnicity contribute to a sense of place, enhance place making, and shape the global cultural landscape. Language patterns and distributions can be represented on maps, charts, and language trees. Religious patterns and distributions can be represented on maps and charts. Ethnicity and gender reflect cultural attitudes that shape the use of space (e.g., women in the workforce, ethnic neighborhoods). Language, religion, ethnicity, and gender are essential to understanding landscapes symbolic of cultural identity (e.g., signs, architecture, sacred sites). Types of diffusion include expansion (contagious, hierarchical, stimulus) and relocation. Language families, languages, dialects, world religions, ethnic cultures, and gender roles diffuse from cultural hearths, resulting in interactions between local and global forces that lead to new forms of cultural expression (e.g., lingua franca). Colonialism, imperialism, and trade helped to shape patterns and practices of culture (e.g., language, religion). Acculturation, assimilation, and multiculturalism are shaped by the diffusion of culture. Ethnic religions (e.g., Hinduism, Judaism) are generally found near the hearth or spread through relocation diffusion. Universalizing religions (e.g., Christianity, Islam, Buddhism) are spread through expansion and relocation diffusion. Cultural landscapes are amalgamations of physical features, agricultural and industrial practices, religious and linguistic characteristics, and other expressions of culture (e.g., architecture). Folk culture origins are usually anonymous and rooted in tradition and are often found in rural or isolated indigenous communities. 2006 MC #5, #19 Popular culture origins are often urban, changeable, and influenced by media.

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Competencies: Explain cultural patterns and landscapes as they vary by place and region. Explain the diffusion of culture and cultural traits through time and space. Compare and contrast ethnic and universalizing religions and their geographic patterns. Explain how culture is expressed in landscapes and how land and resource use represents cultural identity. Compare and contrast popular and folk culture and the geographic patterns associated with each.

Curriculum Plan

Unit 3: Cultural Patterns and Processes

Time Range in Days: 30 Days

Standard(s):

7.1.9.A. 7.1.9.B. 7.2.9.A. 7.2.9.B. 7.3.9.A. 7.4.9.A. 7.4.9.B. 7.1.12.A. 7.1.12.B. 7.2.12.A. 7.2.12.B. 7.3.12.A.
7.4.12.A. 7.4.12.B.

Standards Addressed:

(Number Only- See Appendix for Description)

Anchor(s): CC.8.5.11-12.A, CC.8.5.11-12.B, CC.8.5.11-12.C, CC.8.5.11-12.D, CC.8.5.11-12.F, CC.8.5.11-12.H, CC.8.5.11-12.I, CC.8.6.11-12.A, CC.8.6.11-12.B, CC.8.6.11-12.C, CC.8.6.11-12.D, CC.8.6.11-12.E, CC.8.6.11-12.H

Overview: The geography of culture is rich with opportunities for students to explore the world on many different scales, from local to global. Schools and communities that are ethnically, religiously, and linguistically diverse offer many occasions for teaching about culture. There are many ways to make the cultural material in the course come to life for students—teachers can identify for students examples of folk culture in the local community, or use photographs to illustrate the homogeneity of the landscape caused by popular culture. They can check signage and phone books for evidence of past migrations through the local area, or they can visit local religious institutions. Teachers in a rural setting or a small town might want to partner with a local arts organization or historical preservation group. The key is to use local cultural dynamics to illustrate the concepts in the topic outline.

Focus Question(s):

- What is culture?
- What makes up culture?
- To what extent does environment impact culture?
- To what extent does the media influence culture?
- To what extent has globalization impacted the world?
- How does government control of media influence a culture?

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- To what extent does language and one's ability to use its influence people and cultures?
- To what extent does language define a people?
- To what extent does language unify and divide?
- To what extent are religions similar and different?
- How do religions impact people and societies?
- What ethnicity are you?
- How does one's ethnicity impact them?
- To what extent does ethnicity create conflict?
- How does nationalism unify?
- How does nationalism divide?
- How do you solve ethnic conflict?

Goals: The Student will understand ...

- Culture is made up of many things.
- Folk and pop culture are different due to their scale.
- People's preference to music, food, clothing, housing can be shaped by where they live.
- People's preferences and cultures are being changed by the media.
- Globalization has made us more similar.
- Globalization has made us more diverse.
- Government restrictions on media can influence a culture.
- Language is a key component of culture.
- Language allows people to communicate and Ideas to spread.
- Global religions have many similarities and differences.
- Religion is a key component of culture.
- Religion will unify, but it will also divide.
- Many conflicts, throughout the world, have been caused by religion.
- Ethnicity is a key component of culture.
- Ethnicity and people's attachment to it often cause conflict.
- Ethnicity is a point of pride for many people.
- Nationalism is often a by-product of ethnicity.
- Ethnic conflict is difficult to contain or even solve.

Objectives:

- Assess and apply all terms used in class. (DOK 3)
- Identify the parts of culture. (DOK 1)
- Analyze themselves to identify key aspects of their own culture. (DOK 4)
- Differentiate the many ways culture spreads. (DOK 3)
- Analyze how the student became a part of their particular culture. (DOK 4)
- Assess the impact of the media on cultures near and far. (DOK 3)
- Evaluate the impact of government in media. (DOK 2)
- Compare and contrast the benefits and drawbacks of globalization. (DOK 3)

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- Investigate the impact language has on the world. (DOK 3)
- Analyze the ability to communicate in human relations. (DOK 4)
- Compare and contrast key components of Eastern and Western religions. (DOK 3)
- Compare and contrast the Eastern and Western religions. (DOK 3)
- Describe the impact of religion worldwide. (DOK 1)
- Analyze the Arab-Israeli conflict and propose a solution to the conflict. (DOK 4)
- Assess the different parts of ethnicity. (DOK 3)
- Describe your own ethnicity. (DOK 2)
- Cite evidence as to how ethnicity unifies and divides. (DOK 3)
- Evaluate current ethnic crises in the world. (DOK 2)
- Define nationalism. (DOK 1)
- Critique the impact nationalism has on the world. (DOK 4)
- Prescribe solutions to the ethnic crises around the world. (DOK 3)

Core Activities and Corresponding Instructional Methods Such As:

- Lecture/Discussion coupled with daily reflection questions.
- Create graphic organizers for a variety of purposes.
- Cooperative learning groups for research, construction, and presentation of state-less organizations in the 20th century.
- Individually based, current events research, portfolio construction, and presentations/discussions on state-less organizations in the 20th century Individual internet research on political boundaries that have caused crises in the 20th century. (Pakistan-India-Kashmir)

Assessments Such As:

Diagnostic: Prior Knowledge Questions such as questions above in Focus Question section.

Formative: Objective assessment identifying various issues around the globe in which fundamental principles of human geography are essential to understanding of ethnicity and nationalism, such as Focus Questions on Schoolnet. AP style test identifying major terms, concepts, and theories in human geography. Essays dealing with ethnicity and nationalism.

Summative: Released AP Exam MCQs and FRQs.

Extensions: TSW (The student will...) apply knowledge learned to create a PowerPoint, WebQuest, of other learning tool to reinforce knowledge and present to instructor and students that may need correctives.

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Correctives: TSW (The student will...) identify areas of weakness with instructor and resubmit assessments with corrections. TSW refer to additional learning tools to complete understanding of material assessed. Additional worksheets, readings, and or videos may be assigned.

Suggested Materials and Resources:

Human Geography – People, Place, and Culture AP Edition Di Blig

About the Gay and Lesbian Atlas

www.urban.org/pubs/gayatlas/

About Racial and Ethnic Segregation in the United States, 1980–2000

<http://www.census.gov/hhes/www/housing/resseg/papertoc.html>

About the Murals in Northern Ireland

<http://cain.ulst.ac.uk/mccormick/intro.htm>

About Ethnicity and the City

http://www.learner.org/resources/series180.html#program_descriptions

click on Video On Demand for “Boston: Ethnic Mosaic”

About Ethnic Fragmentation in Canada

www.learner.org/resources/series180.html#program_descriptions

click on Video On Demand for “Vancouver: Hong Kong East” and “Montreal: An Island of French”

About Migration and Identity

http://www.learner.org/resources/series85.html#program_descriptions

click on Video on Demand for “A Migrant’s Heart”

About Bert Vaux’s Survey of American Dialects:

<http://www4.uwm.edu/FLL/linguistics/dialect>

About Learning Foreign Languages On-Line:

<http://www.bbc.co.uk/languages>

About the Loss of Native Languages in Alaska

www.learner.org/resources/series85.html#program_descriptions

click on Video On Demand for “Alaska: The Last Frontier?”

Unit 4: Political Organization of Space

Big Idea # 1: The contemporary political map has been shaped by events of the past.

Essential Questions: How have the events of the past shaped the contemporary political map?

Concepts: Independent states are the primary building blocks of the world political map. Types of political entities include nations, states, nation-states, stateless nations, multinational states, multistate

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nations, and autonomous regions. The concept of the modern nation-state began in Europe. Colonialism and imperialism led to the spread of nationalism and influenced contemporary political boundaries. Independence movements and democratization have shaped the political map since the end of World War II. The fall of Communism ended the Cold War, led to the creation of newly independent states, and changed the world balance of power.

Competencies: Explain the structure of the contemporary political map. Explain the evolution of the contemporary political map. Evaluate the geopolitical forces that influence the contemporary political map.

Big Idea # 2: Spatial political patterns reflect ideas of territoriality and power at a variety of scales.

Essential Questions: How do special political patterns reflect ideas of territoriality and power?

Concepts: Political power is expressed geographically as control over people, land, and resources (e.g., heartland, rimland, and organic theories). Territoriality is the connection of people, their culture, and their economic systems to the land. Boundaries are defined, delimited, demarcated, and administered. International boundaries establish the limits of sovereignty and can be the source of disputes. Boundaries can influence identity and promote or prevent international or internal interactions and exchanges. The Law of the Sea has enabled states to extend their boundaries offshore, which sometimes results in conflicts. Voting districts, redistricting, and gerrymandering influences the results of elections at various scales. Political boundaries do not always coincide with patterns of language, religion, ethnicity, nationality, and economy. Forms of governance include unitary states (centralized government) and federal states. Powers of the subdivisions of states vary according to the form of governance (e.g., the United States and Switzerland as federal states, France as a unitary state). State morphology (e.g., compact, elongated, perforated, fragmented, prorupted states) has economic, political, and social implications. Local and metropolitan forms of governance (e.g., municipalities, school districts, regional planning commissions) are subnational political units that have varying degrees of local control.

Competencies: Explain the concepts of political power and territoriality. Evaluate the nature and function of international and internal boundaries. Analyze the spatial relationships between political systems and patterns of culture and economy. Compare and contrast forms of governance. Describe patterns of local and metropolitan governance.

Big Idea # 3: The forces of globalization challenge contemporary political–territorial arrangements.

Essential Questions: How does the political, economic, cultural, and technological elements of globalization challenge state sovereignty?

Concepts: Some forces that may lead to supranationalism include economies of scale, trade agreements, military alliances, and transnational environmental challenges. Supranationalism is expressed in the creation of multinational organizations (e.g., UN, NATO, EU, ASEAN, NAFTA). Some forces that may lead to devolution of states include physical geography, ethnic separatism, terrorism, economic and social problems, and irredentism. Devolution is expressed in the fragmentation of states into autonomous regions (e.g., Nunavut, Native American reservations), subnational political–territorial units (e.g., Spain, Belgium, Canada), or Balkanization (e.g., former Yugoslavia, the Caucasus). Advances in

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communication technology have facilitated devolution, supranationalism, and democratization. Centrifugal forces can originate in political dimensions (e.g., majority/ minority relationships, armed conflicts), economic dimensions (e.g., uneven development), or cultural dimensions (e.g., stateless nations, ethnic movements). Centripetal forces can originate in political dimensions (e.g., national identity), economic dimensions (e.g., equitable infrastructure development), or cultural dimensions (e.g., linguistic, religious, and ethnic similarities).

Competencies: Explain how the political, economic, cultural, and technological elements of globalization challenge state sovereignty. Apply the concepts of centrifugal and centripetal forces at the national scale.

Curriculum Plan

Unit 4: Political Organization of Space

Time Range in Days: 25 Days

Standard(s): 7.1.9.A. 7.1.9.B. 7.2.9.A. 7.2.9.B. 7.3.9.A. 7.4.9.A. 7.4.9.B. 7.1.12.A. 7.1.12.B. 7.2.12.A. 7.2.12.B. 7.3.12.A. 7.4.12.A. 7.4.12.B.

Standards Addressed:

(Number Only- See Appendix for Description)

Anchor(s): CC.8.5.11-12.A, CC.8.5.11-12.B, CC.8.5.11-12.C, CC.8.5.11-12.D, CC.8.5.11-12.F, CC.8.5.11-12.H, CC.8.5.11-12.I, CC.8.6.11-12.A, CC.8.6.11-12.B, CC.8.6.11-12.C, CC.8.6.11-12.D, CC.8.6.11-12.E, CC.8.6.11-12.H

Overview: This unit allows teachers to discuss political forces that strengthen and weaken states as players on the world stage. Teaching the political organization of space may provide some challenges for AP Human Geography teachers because students may need to relearn the meanings of terms like *nation* and *state*. Although colonialism, imperialism, gerrymandering, alliances, and devolution are all topics with which students may have had some experience, those with a history background are often confused by the differences between a nation, a state, and a nation-state, as used in geography. This part of the course focuses on political units above, below, and beyond the state: regional alliances like the EU and NAFTA, international cooperation, and local issues related to electoral districts, municipal boundaries, and ethnic territories. The key to this unit mirrors that of all of the others: helping students understand these ideas and concepts in a spatial context.

Focus Question(s):

- To what extent can geography impact politics?
- What is a state?
- To what extent has colonization impacted the world?
- How does size and shape of a country impact the country's success or failure?
- To what extent can a border help or hinder a state or country?

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- How can the actions of others impact an innocent person?
- To what extent can gerrymandering influence an election?
- Why do states cooperate with other states?
- To what extent is state cooperation beneficial?
- To what extent is state cooperation detrimental?
- How has terrorism changed us?
- To what extent is terrorism a threat to us?
- How will democracy work in Iraq?

Goals: The Student will understand ...

- The criteria that constitutes a state.
- The impact of colonialism on the colony and the colonizing nation.
- How evolution and devolution apply to the progressing and regressing of countries.
- That the shape and size of a state will help or hurt that country's progress or success.
- Boundaries are often arbitrary and can impact a country's evolution and success.
- The Berlin conference was a factor in Africa being as poor as it is today.
- Gerrymandering is beneficial to some and still occurs today.
- The benefits and drawbacks of cooperation with other states.
- The EU can be a very important ally or a very competitive rival.
- That terrorism is for reaching and has many supporters and political roots.
- Terrorism's intent is to disrupt and "terrorize" people into change.
- The democratization of Iraq is a difficult process that copes with cultural and structural differences.

Objectives:

- Analyze and describe what constitutes a state. (DOK 4)
- Identify what are states and what are not states. (DOK 2)
- Draw conclusions as to what makes a successful country. (DOK 3)
- Assess how geography can be a predictor of a state's success. (DOK 3)
- Identify the different types of borders that exist in the world. (DOK 1)
- Cite evidence of the impact of borders on a country. (DOK 3)
- Investigate the impact of colonialism had on countries. (DOK 3)
- Analyze how gerrymandering is used. (DOK 4)
- Compare and contrast countries that cooperate with others versus countries that don't cooperate with others. (DOK 3)
- Analyze the benefits and drawbacks of international cooperation. (DOK 4)
- Analyze the purpose of terrorism. (DOK 4)
- Differentiate the pros and cons of democracy in an area that has never experienced it. (DOK 3)
- Analyze culture's impact on politics. (DOK 4)

Core Activities and Corresponding Instructional Methods Such As:

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- Lecture/Discussion coupled with daily reflection questions.
- Cooperative learning projects and presentations on relevant topics.
- Individually based, current events research, portfolio construction, and presentations/discussions on current ethnic crises around the globe.
- Creating and using graphic organizer to demonstrate relevant data.
- Creating multi-media presentations on relevant topics.

Assessments Such As:

Diagnostic: Prior Knowledge Questions such as questions above in Focus Question section.

Formative: Objective assessment identifying various issues around the globe in which fundamental principles of human geography are essential to understanding of the concept of state, devolution and evolution of a state, such as Focus Questions on Schoolnet. AP style test identifying major terms, concepts, and theories in human geography. Essays dealing with the concepts of the state.

Summative: Released AP Exam MCQs and FRQs.

Extensions: TSW (The student will...) apply knowledge learned to create a PowerPoint, WebQuest, or other learning tool to reinforce knowledge and present to instructor and students that may need correctives.

Correctives: TSW (The student will...) identify areas of weakness with instructor and resubmit assessments with corrections. TSW refer to additional learning tools to complete understanding of material assessed. Additional worksheets, readings, and or videos may be assigned.

Suggested Materials and Resources:

Human Geography – People, Place, and Culture AP Edition Di Blig

About Country Studies Published by the United States Library of Congress
<http://lcweb2.loc.gov/frd/cs/cshome.html>

About the European Union
<http://europ.eu>

About Nationalism
www.nationalismproject.org

About Political Geography
www.politicalgeography.org

Devolution
Slovakia: New Sovereignty. Click on Video on Demand.
www.learner.org/resources/series180.html#program_descriptions

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International Boundaries

Boundaries and Borderlands. Click on Video on Demand.

http://www.learner.org/resources/series180.html#program_descriptions

Supranationalism and the European Union

Strasbourg: Symbol of a United Europe. Click on Video on Demand

http://www.learner.org/resources/series180.html#program_descriptions

About Celebration, Florida

<http://www.celebration.fl.us>

About the Congress for the New Urbanism

<http://www.cnu.org>

About Globalization and World Cities

<http://www.lut.ac.uk/gawc/index.html>

About Opposition to Urban Sprawl

<http://www.sierraclub.org/sprawl>

About Seaside, Florida

<http://www.seasidefl.com>

About Berlin

http://www.learner.org/resources/series180.html#program_descriptions

Click on Video On Demand for “Berlin: United We Stand”

http://www.learner.org/resources/series85.html#program_descriptions

Click on Video On Demand for “Berlin: Changing Center of a Changing Europe”

About Sprawl in Chicago

<http://www.learner.org/resources/series180.html>

Click on Video On Demand for “Chicago: Farming on the

Edge” *Source:* SmartGrowth.org, <http://www.smartgrowthamerica.org/sprawlindex/measuringsprawl.pdf> last accessed July 2005.

About Global Poverty

<http://www.worldbank.org/poverty>

About Gabon

http://www.learner.org/resources/series180.html#program_descriptions

Click on Video On Demand for Gabon: Sustainable Re

Unit 5: Agriculture, Food Production, and Rural Land Use

Big Idea # 1: The development of agriculture led to widespread alteration of the natural environment.

Essential Questions: What was the effect on the environment as a result of the development of agriculture?

Concepts: Early hearths of domestication of plants and animals include Southwest Asia (e.g., the Fertile Crescent), Southeast Asia, and the Americas. Patterns of diffusion (e.g., Columbian Exchange) resulted in the globalization of various plants and animals. Agricultural regions are influenced by the natural

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environment (e.g., climate, soils, landforms). Populations alter the landscape (e.g., terraces, irrigation, deforestation, draining wetlands) to increase food production. New technology and increased food production led to better diet, longer life, and more people available for work in factories. The Green Revolution began with the development of high-yield seeds (e.g., rice, wheat, maize), resulting in the increased use of chemical and mechanized farming. Positive consequences of the Green Revolution include increased food production and a relative reduction in hunger at the global scale. Negative consequences of the Green Revolution include environmental damage resulting from irrigation and chemical use (e.g., pesticides, herbicides, fertilizers) and the cost of technology and seeds.

Competencies: Identify major centers of domestication of plants and animals and patterns of diffusion in the first (Neolithic) agricultural revolution. Explain the connection between physical geography and agricultural practices. Explain the advances and impacts of the second agricultural revolution. Analyze the consequences of the Green Revolution on food supply and the environment.

Big Idea #2: Major agricultural regions reflect physical geography and economic forces.

Essential Questions: How does agriculture reflect physical and economic forces?

Concepts: Plant and animal production is dependent on climatic conditions, including spatial variations in temperature and rainfall. Some agricultural regions are associated with particular bioclimatic zones (e.g., Mediterranean, shifting agriculture, pastoral nomadism). Agricultural production regions are defined by the extent to which they reflect subsistence or commercial practices, or intensive or extensive use of land. Intensive farming practices include market gardening, plantation agriculture, mixed crop/livestock systems, etc. Extensive farming practices include shifting cultivation, nomadic herding, ranching, etc. Large-scale commercial agricultural operations are replacing small family farms. The transformation of agriculture into large-scale agribusiness has resulted in complex commodity chains linking production and consumption of agricultural products. Technological improvements have changed the economies of scale in the agricultural sector. Food is part of a global supply chain; products from less developed low-latitude regions (e.g., coffee, bananas) are often consumed globally. Patterns of global food distribution are affected by political systems, infrastructure, and patterns of world trade.

Competencies: Identify agricultural production regions associated with major bioclimatic zones. Analyze the economic forces that influence agricultural practices. Explain the spatial organization of largescale commercial agriculture and agribusiness. Explain the interdependence among regions of food production and consumption.

Big Idea #3: Settlement patterns and rural land use are reflected in the cultural landscape.

Essential Questions: What impact do settlement patterns and rural land use have on the cultural landscape?

Concepts: Rural settlement patterns are classified as clustered, dispersed, or linear. Von Thünen's model helps to explain rural land use by emphasizing the importance of transportation costs associated with distance from the market. Von Thünen's model helps explain the contemporary distribution of agricultural regions (e.g., dairy, horticulture, wheat). Regions of specialty farming (e.g., South Florida, California's Central Valley) do not always conform to von Thünen's concentric rings. Environmental

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systems are affected by land use/land cover change (e.g., irrigation, desertification, deforestation, wetland destruction, conservation efforts).

Competencies: Identify rural settlement patterns. Compare and contrast the land use zones of von Thünen's model. Analyze the application of von Thünen's land use model to agricultural production in the real world. Evaluate the environmental consequences of agricultural practices.

Curriculum Plan

Unit 5: Agriculture, Food Production, and Rural Land Use **Time Range in Days:** 20 Days

Standard(s): 7.1.9.A. 7.1.9.B. 7.2.9.A. 7.2.9.B. 7.3.9.A. 7.4.9.A. 7.4.9.B. 7.1.12.A. 7.1.12.B. 7.2.12.A. 7.2.12.B. 7.3.12.A. 7.4.12.A. 7.4.12.B.

Standards Addressed:

(Number Only- See Appendix for Description)

Anchor(s): CC.8.5.11-12.A, CC.8.5.11-12.B, CC.8.5.11-12.C, CC.8.5.11-12.D, CC.8.5.11-12.F, CC.8.5.11-12.H, CC.8.5.11-12.I, CC.8.6.11-12.A, CC.8.6.11-12.B, CC.8.6.11-12.C, CC.8.6.11-12.D, CC.8.6.11-12.E, CC.8.6.11-12.H

Overview: Agricultural models and movements come alive with local examples and good textbook resources. Of course, the Web offers a great deal of information useful for instructional purposes. Where possible, teachers should try to visit local industries that process agricultural products. They can cultivate fruitful relationships with key people in these industries, which in turn will provide new opportunities to help students connect models with the real world. Topics in this unit explore four basic themes: (1) the origin and diffusion of agriculture, (2) its characteristics in different parts of the world, (3) rural land use and settlement patterns associated with major agricultural systems, and (4) characteristics of modern agribusiness. All of these themes emphasize concepts and models that help explain diffusion, agricultural location (the von Thünen model), and culture.

Focus Question(s):

- What caused people to plant food?
- How does geography impact peoples' lives?
- To what extent does financial resources and land impact your ability to farm?
- Why farm?
- How does a successful agricultural sector impact a culture?
- How does agriculture reveal a lot about a country?
- How does your reaction to problems exemplify your culture and ability adapt to the world?

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- How does science impact one's life?
- To what extent does "progress" impact people and their lives?
- How do we feed the hungry?
- To what extent does farming impact you?

Goals: The Student will understand ...

- The origins of agriculture help us understand the beginning of many things.
- The locations of many of the early thriving agricultural areas were determined by geographic concepts that we have discussed all year.
- The differences between commercial and subsistence agriculture are significant.
- The purpose of farming is to sustain life for some and to make a living for others.
- The relationship between agriculture and other businesses is key to the success of the farmer.
- Agriculture differs greatly from LDC to MDC.
- The distance from market for a farmer can determine the success or failure of a farmer.
- Farmers deal with many issues that can impact their success.
- Food engineering and factory farms impact agriculture.
- Present day agriculture can feed the hungry, but how can we accomplish this.
- Agriculture and farming impacts individuals' everyday lives.

Objectives:

- Investigate the areas where agriculture began. (DOK 3)
- Analyze why agriculture began in those areas. (DOK 4)
- Compare and contrast subsistence farming and commercial farming. (DOK 3)
- Connect the types of commercial farming and their strengths and weaknesses. (DOK 4)
- Connect the types of subsistence farming and their strengths and weaknesses. (DOK 4)
- Compare how a country's financial situation impacts their agricultural situation. (DOK 3)
- Investigate the Von Thünen Model and its impact on commercial agriculture. (DOK 3)
- Explain what genetic engineering is and how it is controversial to many. (DOK 2)
- Analyze the potential benefits of genetic engineering. (DOK 4)
- Formulate ways to feed the hungry. (DOK 3)
- Analyze agriculture's impact on what you eat and how you shop at the grocery store. (DOK 4)

Core Activities and Corresponding Instructional Methods Such As:

- Lecture/Discussion/Reflection Create graphic organizers on differences and similarities of MDC's and LDC's.
- Cooperative learning groups for research on urbanization trends.
- Cooperative learning groups for research and creation of multi-media presentations.
- Individually based, current events research, portfolio construction, and presentations/discussions dealing with inner-city settlement patterns.

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- Cooperative learning groups for construction of a graphic organizer to describe global trends in urbanization.
- Individual internet research on specific cities in the United States and their issues that pertain to urbanization.

Assessments Such As:

Diagnostic: Prior Knowledge Questions such as questions above in Focus Questions Section.

Formative: Objective assessment identifying various issues around the globe in which fundamental principles of human geography are essential to understanding of rural land use and agriculture, such as Focus Questions on Schoolnet. AP style test identifying major terms, concepts, and theories in human geography. Essays dealing with rural land use and agriculture.

Summative: Released AP Exam MCQs and FRQs.

Extensions: TSW (The student will...) apply knowledge learned to create a PowerPoint, WebQuest, or other learning tool to reinforce knowledge and present to instructor and students that may need correctives.

Correctives: TSW (The student will...) identify areas of weakness with instructor and resubmit assessments with corrections. TSW refer to additional learning tools to complete understanding of material assessed. Additional worksheets, readings, and or videos may be assigned.

Suggested Materials and Resources:

Human Geography – People, Place, and Culture AP Edition Di Blig

About food production and development

<http://www.foodfirst.org/media/opeds/2000/4-greenrev.html>

About the preservation of agricultural lands

<http://www.farmland.org/>

Guns, Germs, and Steel

<http://www.pbs.org/gunsgermsteel>

Loss of agricultural land to suburbanization in Chicago

http://www.learner.org/resources/series180.html#program_descriptions

click on video on demand for program 24

Russia's Farming Revolution

http://www.learner.org/resources/series180.html#program_descriptions

click on video on demand for program 7

Sustainable agriculture in India

http://www.learner.org/resources/series180.html#program_descriptions

click on video on demand for program 17

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Unit 6: Industrialization and Economic Development

Big Idea # 1: The Industrial Revolution, as it diffused from its hearth, facilitated improvements in standards of living.

Essential Questions: In what ways did the Industrial Revolution facilitate improvements in the standards of living?

Concepts: Industrialization began in response to new technologies and was facilitated by the availability of natural resources (e.g., water power, coal, iron ore). The diffusion of industrialization led to growing populations and increased food supplies, which freed workers to seek industrial jobs in cities. Increased industrialization led to demands for raw materials and the search for new markets and was a factor in the rise of colonialism and imperialism. The economy consists of primary, secondary, tertiary, quaternary, and quinary sectors. Alfred Weber's model of industrial location emphasized the owner's desire to minimize transportation and labor costs and maximize agglomeration economies.

Competencies: Explain the role of the Industrial Revolution in the growth and diffusion of industrialization. Identify the different economic sectors. Use Weber's model to explain industrial location.

Big Idea # 2: Measures of development are used to understand patterns of social and economic differences at a variety of scales.

Essential Questions: How are measures of development used to understand social and economic differences?

Concepts: Measures of social and economic development include Gross National Income (GNI) per capita, sectoral structure of an economy, income distribution, fertility rates, infant mortality rates, access to health care, and literacy rates. Measures of gender inequality include reproductive health, indices of empowerment, and labor-market participation. The Human Development Index (HDI) is a composite measure used to show spatial variation in levels of development. Models like Rostow's Stages of Economic Growth and Wallerstein's World System Theory help explain spatial variations in development. The U.N. Millennium Development Goals help measure progress in development. In contrast to the periphery and semiperiphery, the core countries achieved dominance through industrial production of goods. Although there are more women in the workforce, they do not have equity in wages or employment opportunities. Microloans have provided opportunities for women to create small local businesses, which have improved standards of living.

Competencies: Explain social and economic measures of development. Analyze spatial patterns of economic and social development. Evaluate the role of women in economic development and gender equity in the workforce.

Big Idea # 3: Development is a process that varies across space and time.

Essential Questions: How does development as a process vary across space and time?

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Concepts: Outsourcing and economic restructuring have led to a decline in jobs in manufacturing regions and to the relocation of a significant segment of the workforce to other areas. In countries outside the core, the diffusion of industry has resulted in the emergence of the international division of labor and manufacturing zones (e.g., maquiladoras, special economic zones, free trade zones). The contemporary economic landscape has been transformed by the emergence of service sectors, high technology industries, and growth poles (e.g., Silicon Valley and the Research Triangle in the U.S.). Government initiatives at all scales may help promote economic development.

Competencies: Analyze the causes and consequences of international trade and growing interdependence in the world economy. Explain how economic restructuring and deindustrialization are transforming the contemporary economic landscape. Sustainable development is a strategy to address resource depletion and environmental degradation.

Unit 6: Industrialization and Economic Development

Time Range in Days: 25 Days

Standard(s):

7.1.9.A. 7.1.9.B. 7.2.9.A. 7.2.9.B. 7.3.9.A. 7.4.9.A. 7.4.9.B. 7.1.12.A. 7.1.12.B. 7.2.12.A. 7.2.12.B. 7.3.12.A. 7.4.12.A. 7.4.12.B.

Standards Addressed:

(Number Only- See Appendix for Description)

Anchor(s): CC.8.5.11-12.A, CC.8.5.11-12.B, CC.8.5.11-12.C, CC.8.5.11-12.D, CC.8.5.11-12.F, CC.8.5.11-12.H, CC.8.5.11-12.I, CC.8.6.11-12.A, CC.8.6.11-12.B, CC.8.6.11-12.C, CC.8.6.11-12.D, CC.8.6.11-12.E, CC.8.6.11-12.H

Overview: This section centers on the spatial aspects of economic systems and the geography of industrialization and development. The concepts and models in this unit are more theoretical in nature and provide significant challenges for students. Most high school students have a limited understanding of supply and demand, bid rent, and other economic ideas. Students need to understand how models of economic development like Rostow's stages of economic growth and Wallerstein's World Systems Theory help to explain why the world is described as being divided into a well-developed core and a less-developed periphery. Teachers will need to strive to connect such theories to the real world, using hands-on approaches that are essential to helping students grasp this demanding material. This will provide them with the tools they need to understand how models of economic development explain concepts of core and periphery, globalization, and the new international division of labor. Students also study the impact of deindustrialization, the disaggregation of production, and the rise of consumption and leisure activities.

Focus Question(s):

- What is development?
- What is humane?

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- What constitutes a humane country?
- How do we improve the lives of women in LDC's?
- What is the best way to develop a country?
- How should MDC's help LDC's?
- What was the impact of the industrial revolution?
- What comes from change?
- Why is industry located where it is?
- What causes industries/businesses to fail?
- What is energy?
- To what extent is reasonable and safe the goal for industry?
- To what extent does pollution impact us?
- How do we curb pollution?
- What is the price of progress?
- What is a happy balance?
- How do we save the Earth from ourselves?
- To what extent is global warming a threat?
- To what extent does government have a right to dictate recycling and conservation policies?
- To what extent is the truth inconvenient?

Goals: The Student will understand ...

- The geographic term development revolves around many different demographic data.
- The human development index (HDI) and how it is a good indicator of the quality of a country.
- Women in the US and other industrial countries have good lives compared to their counterparts in LDC's.
- The gender development index (GDI) and how it is a good indicator of the treatment of women in countries.
- How countries develop themselves (self-sufficient or through trade).
- The path to helping less developed countries is one filled with potholes and roadblocks.
- The Rostow model and how it helps classify a country and potentially help it.
- The history of industry is one where people benefited by the environment were hurt.
- The impact of the industrial revolution is one in which MDC's benefited greatly.
- The criteria (site and situation) that help determine where industries decide to settle.
- The weber least cost theory helps people determine where to place industries.
- The reasons for industries' failure vary from stagnant demand to geographic factors.
- The resources of the world are finite and infinite depending on the particular resource.
- The process by which energy is attained is a controversial process.
- The alternatives to current energy sources are controversial and debated by many scholars.
- The impact of pollution is causing many people to change their behaviors.
- The sustainable energy/conservationist movement aspires to continue progress without hurting the future environmentally.

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Objectives:

- Define development. (DOK 1)
- Compare and contrast the components of development. (DOK 3)
- Analyze how developmental components can be manipulated for individual countries' success. (DOK 4)
- Synthesize what constitutes the HDI. (DOK 4)
- Synthesize what constitutes the GDI. (DOK 4)
- Compare and contrast treatment of women from MDC's to LDC's. (DOK 2)
- Simulate fixing a country based on statistics and data gained from HDI and GDI. (DOK 3)
- Explain what the Rostow model is. (DOK 2)
- Assess how the Rostow model can help identify the development level of a country. (DOK 4)
- Analyze the impact of the industrial revolution on today. (DOK 4)
- Identify the factors that lead to industry or business placement. (DOK 1)
- Critique the Weber least cost theory. (DOK 4)
- Analyze how the weber least cost theory can help businesses choose a location. (DOK 4)
- Draw conclusions why businesses and industries fail. (DOK 3)
- Identify the various forms of energy in the world. (DOK 1)
- Prove how the energy forms are "harvested". (DOK 4)
- Describe where these energy forms are found. (DOK 2)
- Analyze the various "alternative" energy forms out in the world. (DOK 4)

Core Activities and Corresponding Instructional Methods Such As:

- Lecture/Discussion coupled with daily reflection questions.
- Creating graphic organizers and outlines
- Cooperative learning groups for research on, construction of, and presentation on alternative energy sources, resource allocation, and the politics of resource distribution, pollution or other relevant issues.
- Individually based, current events research, portfolio construction, and presentations/discussions.
- Individual internet research on various unit topics, utilizing appropriate databases.

Assessments Such As:

Diagnostic: Prior Knowledge Questions such as questions above in Focus Question Section.

Formative: Objective assessment identifying various issues around the globe in which fundamental principles of human geography are essential to understanding of industrial and economic

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development, such as Focus Questions on Schoolnet. AP style test identifying major terms, concepts, and theories in human geography. Essays dealing with industrial and economic development.

Summative: Released AP Exam MCQs and FRQs.

Extensions: TSW (The student will...) apply knowledge learned to create a PowerPoint, WebQuest, of other learning tool to reinforce knowledge and present to instructor and students that may need correctives.

Correctives: TSW (The student will...) identify areas of weakness with instructor and resubmit assessments with corrections. TSW refer to additional learning tools to complete understanding of material assessed. Additional worksheets, readings, and or videos may be assigned.

Suggested Materials and Resources:

Human Geography – People, Place, and Culture AP Edition Di Blig

About the port of Rotterdam:

<http://www.portofrotterdam.com>

About Nike

http://www.nikebiz.com/company_overview

About Wal-Mart's influence on Bentonville, Arkansas

<http://www.pbs.org/wgbh/pages/frontline/shows/walmart>

About geography and environmental hazards

<http://www.bbc.co.uk/scotland/education/int/geog/envhaz/index.shtml>

Unit 7: City and Urban Land Use

Big Idea # 1: The form, function, and size of urban settlements are constantly changing.

Essential Questions: What causes the consistent change with the form, function, and size of urban settlements?

Concepts: Site and situation influence the origin, function, and growth of cities. Transportation and communication have facilitated urbanization (e.g., Borchert's epochs of urban growth) and suburbanization. Improvements in agriculture and transportation, population growth, migration, economic development, and government policies influence urbanization. World cities function at the top of the world's urban hierarchy and drive globalization. Megacities are rapidly increasing in countries of the periphery and semiperiphery. Megacities and world cities experience economic, social, political, and environmental challenges.

Competencies: Explain the factors that initiate and drive urbanization and suburbanization.

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Big Idea # 2: Models help to understand the distribution and size of cities.

Essential Questions: How do models help to understand the distribution and size of cities?

Concepts: Models that are useful for explaining the distribution and size of cities include the rank-size rule, the law of the primate city, and Christaller's central place theory. The gravity model is useful in explaining interactions among networks of cities.

Competencies: Apply models to explain the hierarchy and interaction patterns of urban settlements.

Big Idea # 3: Models of internal city structure and urban development provide a framework for urban analysis.

Essential Questions: How do models of internal city structure and urban development provide a framework for urban analysis?

Concepts: Classic models that are useful for explaining the internal structures of cities and urban development are the Burgess concentric-zone model, the Hoyt sector model, and the Harris–Ullman multiple-nuclei model. The galactic city model is useful for explaining internal structures and urban development within metropolitan areas. World-regional models (e.g., Latin America, Africa) are useful (with limitations) for explaining land use and urban development.

Competencies: Explain the models of internal city structure and urban development.

Big Idea # 4: Built landscapes and social space reflect the attitudes and values of a population.

Essential Questions: How do (built) landscapes and social space reflect the attitudes and values of a population?

Concepts: Residential buildings and patterns of land use reflect a city's culture, technological capabilities, and cycles of development. Economic development and interconnection within a metropolitan area are dependent upon the location and quality of infrastructure (e.g., public transportation, airports, roads, communication systems, water and sewer systems). Sustainable design initiatives include walkable mixed-use commercial and residential areas and smart-growth policies (e.g., new urbanism, greenbelts, slow-growth cities). Functional and geographic fragmentation of governments presents challenges in addressing urban issues. Quantitative information about a city's population is provided by census and survey data. Qualitative data from field studies and narratives provide information about individual attitudes toward urban change.

Competencies: Analyze residential land use in terms of low-, medium-, and high-density housing. Evaluate the infrastructure of cities. Explain the planning and design issues and political organization of urban areas. Analyze the demographic composition and population characteristics of cities using quantitative and qualitative data.

Big Idea # 5: Urban areas face economic, social, political, cultural, and environmental challenges.

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Essential Questions: In what ways do urban areas face economic, social, political, cultural, and environmental challenges?

Concepts: Economic and social problems associated with the growth and decline of urban communities include housing and insurance discrimination, housing affordability, access to food stores and public services, disamenity zones, zones of abandonment, and gentrification. Land use and environmental problems associated with the growth and decline of urban communities include suburban sprawl, sanitation, air and water quality, remediation and redevelopment of brown fields, farmland protection, and energy use.

Competencies: Evaluate problems and solutions associated with growth and decline within urban areas. Evaluate problems associated with urban sustainability.

UNIT: Community Service Project

Big Idea # 1: Students use tools and resources as well as their own experience and skills to contribute to geographically relevant community service.

Essential Questions: How does the study of Human Geography influence how members of a community contribute to the well-being of their physical surroundings?

Concepts: Students will apply skills and understandings of geographical concepts to contribute to their physical surroundings..

Competencies: Identify a community service needed as it relates to geography and work to fill that need.

Unit 7: City and Urban Land Use

Time Range in Days: 20 Days

Standard(s):

7.1.9.A. 7.1.9.B. 7.2.9.A. 7.2.9.B. 7.3.9.A. 7.4.9.A. 7.4.9.B. 7.1.12.A. 7.1.12.B. 7.2.12.A. 7.2.12.B. 7.3.12.A. 7.4.12.A. 7.4.12.B.

Standards Addressed:

(Number Only- See Appendix for Description)

Anchor(s): CC.8.5.11-12.A, CC.8.5.11-12.B, CC.8.5.11-12.C, CC.8.5.11-12.D, CC.8.5.11-12.F, CC.8.5.11-12.H, CC.8.5.11-12.I, CC.8.6.11-12.A, CC.8.6.11-12.B, CC.8.6.11-12.C, CC.8.6.11-12.D, CC.8.6.11-12.E, CC.8.6.11-12.H

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Overview: Students who live in an urbanized area obviously find the urban material easier to “see.” But students in small towns can connect with urban models and concepts if their teacher downsizes the models to fit their locale. For example, the teacher can talk about bid rent and the central business district (CBD) of a small town. Students can compare the cost of land at the CBD and at the outskirts of town. Teachers should go on a walking tour of their town or city with students. There are geographic treasures to find regardless of size.

Focus Question(s):

- What makes a service a successful?
- What makes a service fail?
- What compels people to have somebody do something for them?
- How does a business choose its location?
- To what extent does location determine a service’s success?
- To what extent does urban population impact the placement of successful services?
- How does a city impact a region?
- Why go to the big city?
- What makes a central business district successful?
- Why suburbia?
- Why move to the big city?
- To what degree is a city different than rural area?
- How are urban/rural problems similar?
- How are urban/rural problems different?
- To what extent is connectedness good?

Goals: The Student will understand ...

- Location dictates the types and amount of services offered.
- Consumer services include: personal, retail, business, producer, transportation, and public.
- Consumer services provide service to individual customers who desire them.
- The development of personal services from past to present shows how much the world has changed.
- The central place is a market center for the exchange of goods and services by people attracted from the surrounding areas.
- Market area is key in determining business placement.
- Range and threshold are also key factors in determining business placement.
- Market area, range, and threshold are key factors for a business’ success.
- A business’ success is one that minimizes the distance to the service for the largest number of people.
- A country’s success can often be determined by how populated the second most populated city is compared to the most populated.
- The evolution of cities from past to present is a change from city-state to metropolis.
- The theories of markets and services apply to areas on a global scale.

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- Cities in regions will often determine the direction of that region.
- Cities will often specialize in a particular service.
- Talented people will often move to cities.
- Talented people are not distributed evenly.
- A central business district is a large grouping of services in the center of a city.
- Today retail services will often not succeed in a CBD due to high thresholds not being met.
- High threshold, low range, costs of land, and other urban problems have hindered retail activity in CBD's.
- CBD's also have to deal with low residency, which in turn will impact the access to customers and workers.
- Due to costs and availability of customers and workers, businesses (retail and commercial) moved into the suburbs.
- Urbanization is the process by which cities grow.
- There are now more people in urban areas than there are in rural areas.
- Many of the largest cities in the world are in LDC's, this is due to migration for work.
- Social differences between urban and rural areas include: size, density of population, and societal heterogeneity.
- A city is an urban settlement that has been legally incorporated into an independent, self-governing unit.
- An urbanized area is central city area and the surrounding built-up suburbs.
- Where people live in an urbanized area is determined by services, jobs, and access to a better life.
- Inner cities have many problems including: building/infrastructure deterioration, crime, poverty, lack of education, lack of jobs, homelessness, racism, and social stratification.
- Many cities are battling inner city problems to recreate and revitalize neighborhoods.
- People who can afford to often move away from a city to an outlying suburb.
- Suburbia has many problems of its own including: sprawl, lack of public transportation, social stratification, and the development of edge cities.
- Public transportation is vital in connecting people to urban areas.

Objectives:

- Identify and describe the types of services and the jobs associated with them. (DOK 2)
- Explain why people want a particular service. (DOK 1)
- Analyze services in our local area. (DOK 4)
- Cite evidence as to how services have evolved over time. (DOK 4)
- Predict new types of services that may come to being in the near future. (DOK 2)
- Explain what a central place is. (DOK 1)
- Prove the importance of market area in business. (DOK 4)
- Differentiate range and threshold to local areas. (DOK 3)
- Explain what a "successful service" entails. (DOK 1)
- Assess how a country's success is often linked to the populations of its' metropolitan areas. (DOK 4)

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- Cite evidence of the evolution of cities. (DOK 4)
- Compare and contrast the pros and cons of specializing in a service. (DOK 3)
- Analyze the phenomena of young people migrating to cities and explain why it is occurring. (DOK 4)
- Connect market theories to local urban areas. (DOK 4)
- Identify and describe the impact of the placement of a CBD. (DOK 2)
- Compare concepts of threshold, range, costs of land to local area. (DOK 3)
- Explain how threshold, range, cost of land can hurt retail activity. (DOK 2)
- Prove how a CBD can be a success and a failure. (DOK 4)
- Analyze the impact of businesses moving to suburbs. (DOK 4)
- Analyze why people, in general, move to cities. (DOK 4)
- Investigate why there is social stratification in cities. (DOK 3)
- Assess the impact of social stratification in urban areas. (DOK 4)
- Define suburbia. (DOK 1)
- Analyze why people move to “suburbia”. (DOK 4)
- Identify, explain, and describe problems and issues in cities and suburbia. (DOK 3)
- Propose solutions to problems in cities and suburbia. Analyze the impact of mass transit on an area. (DOK 3)

Core Activities and Corresponding Instructional Methods Such As:

- Lecture/Discussion coupled with daily reflection questions.
- Creating graphic organizers and outlines.
- Cooperative learning groups for research on, construction of, and presentation on building/infrastructure deterioration, crime, poverty, lack of education, lack of jobs, homelessness, racism, and social stratification or other relevant issues.
- Individually based, current events research, portfolio construction, and presentations/discussions.
- Individual internet research on various unit topics, utilizing appropriate databases.

Assessments Such As:

Diagnostic: Prior Knowledge Questions such as questions above in Focus Question Section.

Formative: Objective assessment identifying various issues around the globe in which fundamental principles of human geography are essential to understanding of city and urban land use, such as Focus Questions on Schoolnet. AP style test identifying major terms, concepts, and theories in human geography. Essays dealing with city and urban land use.

Summative: Released AP Exam MCQs and FRQs.

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Extensions: TSW (The student will...) apply knowledge learned to create a PowerPoint, WebQuest, or other learning tool to reinforce knowledge and present to instructor and students that may need correctives.

Correctives: TSW (The student will...) identify areas of weakness with instructor and resubmit assessments with corrections. TSW refer to additional learning tools to complete understanding of material assessed. Additional worksheets, readings, and or videos may be assigned.

Suggested Materials and Resources:

Human Geography – People, Place, and Culture AP Edition Di Blig

About media ownership

Columbia Journalism Review's Who Owns What Website

www.cjr.org/tools/owners/

About the Network of World Cities

http://www.brook.edu/metro/pubs/20050222_worldcities.pdf

About the World Social Forum

www.forumsocialmundial.org.br/

Unit VIII: Community Service

Time Range in Days: 25

Standard(s): 7.1.12.A, 7.1.12.B, 7.4.12.B

Overview:

Community service projects can provide a vehicle for meaningful application of the concepts of Human Geography and collaboration between students and the community.

Focus Question(s):

- How can geographical knowledge help identify community needs?
- What role can planning and communication play in filling the need?
- What geographical skills and processes can be utilized for community service projects?

Goals:

- Students will seek out geographically based needs within the school and local community.
- Students will work as a team(s) to devise an action plan.
- Students will identify and utilize personal strengths of team members.
- Students will communicate with client(s) to ensure satisfaction and success.
- Students will employ best efforts and skill.
- Students will meet deadlines in timely fashion.

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Objectives:

- Student will be able to identify and select an appropriate project. (DOK 1,2)
- Student will be able to select a group to be assisted, define the problem to be addressed, conduct research and choose the best manner of addressing needs. (DOK 4)
- Student will be able to devise and follow action plan. (DOK 3)

Core Activities and Corresponding Instructional Methods:

- Cooperative learning groups for research on, construction of, and presentation on building/infrastructure deterioration, crime, poverty, lack of education, lack of jobs, homelessness, racism, and social stratification or other relevant issues.
- Individually based, current events research, portfolio construction, and presentations/discussions.
- Individual internet research on various unit topics, utilizing appropriate databases.

Assessments:

Diagnostic: Pre instruction question and answer activity

Formative: Teacher observation of planning and preliminary activities and student self-evaluation.

Summative: Final evaluation of community service using proposed action plan guidelines, student/peer self-evaluation.

Extensions: Independent work by student, less teacher guidance and suggestions.

Correctives: More teacher guidance, peer buddy system with more knowledgeable student. Utilize a checklist for step by step requirements. Peer review and teacher review of proposed service before submission.

Materials and Resources:

Computer/internet

Telephones

Camera

Transportation to site, if needed

Primary Textbook(s) Used for this Course of Instruction

Name of Textbook: Human Geography – People, Place, and Culture AP Edition

Textbook ISBN #: 978-1-119-04314-0

Textbook Publisher & Year of Publication: Wiley 2015

Curriculum Textbook is utilized in (title of course): AP Human Geography

Please complete one sheet for each primary textbook.

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SECONDARY STANDARDS Grades 9,12

- 7.1.9.A. Explain and illustrate how geographic tools are used to organize and interpret information about people, places, and environments.
- 7.1.9.B. Explain and locate regions and their shared connections as defined by physical and human features
- 7.2.9.A. Explain the physical characteristics of places and regions, including spatial patterns of Earth's physical systems.
- 7.2.9.B. Explain the dynamics of the fundamental processes that underlie the operation of Earth's physical systems.
- 7.3.9.A. Explain the human characteristics of places and regions using the following criteria: • Population • Culture • Settlement • Economic activities • Political activities
- 7.4.9.A. Compare and contrast the effect of the physical systems on people across regions of the United States.
- 7.4.9.B. Compare and contrast the effect of people on the physical region across regions of the United States.
-
- 7.1.12.A. Use geographic tools to analyze information about the interaction between people, places, and the environment.
- 7.1.12.B. Assess how physical changes to a region may have global impact.
- 7.2.12.A. Analyze the physical characteristics of places and regions, including the interrelationships among the components of Earth's physical systems.
- 7.2.12.B. Analyze the significance of physical processes in shaping the character of places and regions.
- 7.3.12.A. Analyze the human characteristics of places and regions using the following criteria: • Population • Culture • Settlement • Economic activities • Political activities
- 7.4.12.A. Analyze the global effects of changes in the physical systems.
- 7.4.12.B. Analyze the global effects of human activity on the physical systems.

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Common Core Anchors

CC.8.5.11-12.A. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

CC.8.5.11-12.B. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

CC.8.5.11-12.C. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

CC.8.5.11-12.D. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text.

CC.8.5.11-12.F. Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

CC.8.5.11-12.H. Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

CC.8.5.11-12.I. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Appendix

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Checklist to Complete and Submit with Curriculum:

- _____ A hard copy of the curriculum using The template entitled “Planned Instruction,” available on the district website

- _____ Hard copies of all supplemental resources not available electronically

- _____ The primary textbook form(s)

- _____ The appropriate payment form, in compliance with the maximum curriculum writing hours noted on the first page of this document

- _____ A USB/Flash Drive containing a single file that will print the curriculum in its intended sequence from beginning to end and all supplemental resources that are available in electronic format.

Each principal and/or department chair has a schedule of First and Second Readers/Reviewers. Each Reader/Reviewer must sign & date below.

First Reader/Reviewer Printed Name _____

First Reader/Reviewer Signature _____ Date _____

Second Reader/Reviewer Printed Name _____

Second Reader/Reviewer Signature _____ Date _____