

# NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut



AP Human Geography

June 2017

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Suzanne Andrews

## **New Milford's Mission Statement**

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family and community, is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.

### Stage 1 Desired Results

#### ESTABLISHED GOALS

1. Consider the regional organization of various phenomena and be encouraged by geographic analysis in order to understand processes in a changing world. CB, CURRICULUM GOALS UNIT 1, P17
2. Develop an awareness of geographic methods and the relevance of geospatial technologies to a variety of situations. CB, CURRICULUM GOALS UNIT 1, P17
3. Use geospatial and related technologies to interpret map and explain the spatial patterns of cultural and environmental characteristics. C3.D2.GEO.1.9-12
4. Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their political, cultural, and economic dynamics. C3-D2.GEO.2.9-12
5. Construct explanations using sound reasoning, correct sequence, examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanations given its purpose. C3.D4.2.9-12
6. Develop the topic thoroughly by selecting the most significant and

#### *Transfer*

*Students will be able to independently use their learning to know that the location of places is a gateway to understanding complex environmental relationships and interconnections among places and across landscapes. Also, to use and interpret maps, models, and spatial data to better understand the world from a spatial perspective.*

#### *Meaning*

##### UNDERSTANDINGS

*Students will understand that...*

- Geography as a field of inquiry, looks at the world from a spatial perspective.
- Geography offers a set of concepts, skills, and tools that facilitate critical thinking and problem solving.
- Geographical skills provide a foundation for analyzing world patterns and processes.
- Geospatial technologies increase the capability for gathering and analyzing geographic information with applications to everyday life.
- Field experiences continue to be important means of gathering geographic information and data.

(Adopted from College Board)

##### ESSENTIAL QUESTIONS

- What tools and techniques does one use to analyze the world?
- How do humans interact with the environment?
- How do humans depend on the environment?
- Are regions truly unified?

<p>relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>CCSS.ELA-LITERACY.WHST11-12.2 B</p> <p>7. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>CCSS.ELA-LITERACY.W.11-12.2</p> <p>8. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p> <p>CCSS.ELA-LITERACY.RI.11-12.3</p>	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• Geographic information provides context for understanding spatial relationships and human-environment interaction.</li> <li>• Landscape analysis provides a context for understanding the location of people, places, regions, and events.</li> <li>• Maps are used to represent and identify spatial patterns and processes at different scales even though all maps inevitably distort spatial relationships.</li> <li>• Geographers use models as generalizations to think systematically about topics such as land use, industrial location, and the distribution of settlements.</li> <li>• Regions are defined on the basis of one or more unifying characteristics or on patterns of activity.</li> <li>• Regionalism refers to a group's perceived identification with a particular region at any scale.</li> <li>• Geospatial technologies and data is used at all scales for personal, business, and governmental purposes.</li> </ul> <p>(Adopted from College Board)</p>	<p><b>Acquisition</b></p> <p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>• Explaining the importance of geography as a field of study.</li> <li>• Explaining major geographical concepts underlying the geographic perspective.</li> <li>• Using landscape analysis to examine the human organization of space.</li> <li>• Using spatial thinking to analyze the human organization of space.</li> <li>• Using and interpreting maps.</li> <li>• Using concepts such as space, place, and region to examine geographic issues.</li> <li>• Interpreting patterns and processes at different scales.</li> <li>• Explaining and evaluating the regionalization process.</li> <li>• Using quantitative and qualitative geographic data.</li> </ul> <p>(Adopted from College Board)</p>
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Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
T M A	<p>A. (1) two points total thus one for identification and one for description; (2) two points total thus one for identification and one for description; (3) three points total thus one for definition and two for description.</p> <p>B. (1) one point for definition; (2) two points total thus one for definition and one for connection; (3) two points total for discussion.</p> <p>C. (1) two point total thus one for an advantage and one for a disadvantage; (2) two point total thus one for an advantage and one for a disadvantage; (3) two point total thus one for an advantage and one for a disadvantage.</p>	<p>PERFORMANCE TASK(S):</p> <p>A. The geographic perspective consists in part of concepts relating to place, or location, and distance. (1) Identify and describe a similarity between the absolute location and the site of a city. (2) Identify and describe a similarity between the relative location and the situation of large sports stadium. (3) Explain the concept of distance-decay, and describe an example of it from the real world.</p> <p>B. Elements of both culture and the environment can be used by geographers to define regions. (1) Define the term built environment as it is used by geographers. (2) Discuss the concept of region and how geographers use the term to make sense of locations. (3) Discuss how changing the scale of analysis can help geographers develop a deeper understanding of a region.</p> <p>C. All map projects attempt to represent a three-dimensional object (the earth) on a two-dimensional surface (flat map). Three common projections are the Mercator projection, the Robinson projection and the Peters projection. (1) Describe one advantage of using the Mercator projection. Describe one disadvantage of using the Mercator projection. (2) Describe one advantage of using the Robinson projection. Describe one disadvantage of using the Robinson projection. (3) Describe one advantage of using the Peters projection. Describe one disadvantage of using the Peters project.</p>

	<ul style="list-style-type: none"> <li>• Accuracy</li> <li>• Well Crafted</li> <li>• Evidence provided</li> <li>• Applicable to real world.</li> <li>• Connections made</li> <li>• Informative</li> <li>• Clearly explained</li> <li>• Detailed response</li> <li>• Grammatically correct</li> </ul>	<p>OTHER EVIDENCE:</p> <ol style="list-style-type: none"> <li>1. Unit Multiple Choice test</li> <li>2. Map analysis essay - Students select a map from a newspaper, magazine or from the Internet. Students will examine the map carefully and think about the choices the cartographer made. They must consider the map's projection, symbols, data classification, scale and overall design. In a five-paragraph essay, they must evaluate the map's usefulness.</li> <li>3. Read article "Do Maps Create or Represent Reality?" and answer questions.</li> <li>4. Five Themes reading with questions</li> <li>5. You're so spatial to me activity - students looking at the geographic locations of chain stores and restaurants.</li> <li>6. Scale in Cyberspace - Questions related to reading and questions conceptually linked to reading. Students will answer individually and then work in group setting. Students will then answer "How can the Internet support and/or destroy the concept of the modern-day nation-state?" Students will provide specific real-life examples.</li> <li>7. Article presentation - student pick an article from the news related to concept(s) learned. Students will apply concept(s) and present to class.</li> </ol>
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### Stage 3 – Learning Plan

Code	<i>Pre-Assessment</i>	
	Students create a mental map of where they live and then answer a series of questions related to basic geographic terms. We will then review a handout regarding the Four Traditions of Geography by William D. Pattison.	
T M A	<p>Summary of Key Learning Events and Instruction</p> <ul style="list-style-type: none"> <li>• Class discussion and lectures will be completed by reviewing PowerPoint presentations and reviewing guided questions.</li> <li>• Five themes of geography handout</li> <li>• Video “Power of Place”</li> <li>• 19 Maps that tell a story PowerPoint</li> <li>• Ted Talks - Dan Scollon</li> <li>• Where in the World PowerPoint</li> <li>• “Guns, Germs, and Steel” episode 1</li> </ul>	<p>Progress Monitoring</p> <p>Guided questions homework</p> <p>Review Guide</p> <p>Vocabulary review exercises</p> <p>Geography is everywhere worksheet</p> <p>Five themes worksheet</p>



Subject/Course: Population and Migration  
Number of Weeks: 4

Unit: 2

Grade: 9-12

### Stage 1 Desired Results

#### ESTABLISHED GOALS

1. Consider the connections between population phenomena and other topics by analyzing refugee flows, immigration and internal migration patterns. CB, CURRICULUM GOALS UNIT 2, P18
2. Critical understanding of population trends across space and over time as they consider models of population growth. CB, CURRICULUM GOALS UNIT 2, P18
3. Construct explanations using sound reasoning, correct sequence, examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanations given its purpose. C3.D4.2.9-12
4. Analyze the reciprocal nature of how historical events and the spatial diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population. C3.D2.GEO.7.9-12
5. Evaluate the influence of long-term climate variability on human migration and settlement patterns, resource use, and land uses at local-to-global scales. C3.D2.GEO.9.9-12
6. Evaluate the impact of human settlement activities on the environmental and cultural characteristics of specific places and

#### *Transfer*

*Students will be able to independently use their learning to...*  
make informed decisions about population demographics. This enables them to acquire a useful basis of knowledge for informed decision-making on issues arising from human-environmental relationships. They develop skills at evaluating and recommending public policies.

#### *Meaning*

##### UNDERSTANDINGS

*Students will understand that...*

- Knowledge of the geographic patterns and characteristics of human populations facilitates understanding of cultural, political, economic, and urban systems.
- Populations grow and decline over time and space.
- Causes and consequences of migration are influenced by cultural, demographic, economic, environmental, and political factors.

(Adopted from College Board)

##### ESSENTIAL QUESTIONS

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

(Adopted from College Board)

#### *Acquisition*

*Students will know...*

- Physical factors and human factors influence the distribution of population.
- Population distribution and density influence political, economic, and social processes; impact the environment and natural resources; affect the need for infrastructure and urban services.

*Students will be skilled at...*

- Analyzing the distribution of human populations at different scales.
- Using population density to explain the relationship between people and the environment.
- Explaining the implication of population distribution and densities.
- Analyzing population compositions.

<p>regions. C3.D2.GEO.6.9-12</p> <p>7. 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. CCSS.ELA.LITERACY.RH.11-12.2</p> <p>8. Apply an understanding to evaluate issues of population growth and its impact, push and pull factors relation to migration, and the causes and implications of national and global environmental change. NCSS, THEME 3</p> <p>9. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. CCSS.ELA-LITERACY.W.11-12.7</p> <p>10. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. CCSS.ELA-LITERACY.W.11-12.2</p> <p>11. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. CCSS.ELA-LITERACY.RI.11-12.3</p>	<ul style="list-style-type: none"> <li>• Age, sex, and ethnicity are elements of population composition that may be mapped and graphed at various scales.</li> <li>• Population pyramids are used to project population growth and decline and to predict markets for goods and services.</li> <li>• Demographic factors that determine population growth and decline are fertility, mortality, and migration.</li> <li>• Social, cultural, political and economic factors influence fertility, mortality, and migration rates.</li> <li>• The demographic transition model may be used to explain population change over time and space.</li> <li>• Types of population policies include those that promote or restrict population growth.</li> <li>• Changing social, economic, and political roles of women have influenced the patterns of fertility, mortality, and migration.</li> <li>• An aging population has social, economic, and political implications.</li> <li>• Push and pull factors can be cultural, demographic, economic, environmental, or political.</li> <li>• Forced migrations include those involving refugees, internally displaced person, and asylum seekers.</li> <li>• Major historical migrations include forced migrations of Africans to the Americas, immigration waves to the U.S., and emigration from Europe and Asia to colonies abroad.</li> <li>• Migration has consequences for areas that generate or receive migrants.</li> </ul>	<ul style="list-style-type: none"> <li>• Explaining contemporary and historical trends in population growth and decline.</li> <li>• Interpret and apply theories of population growth and decline.</li> <li>• Evaluating various national and international population policies.</li> <li>• Analyzing reasons for changes in fertility rates in different parts of the world.</li> <li>• Explaining the causes and implications of an aging population.</li> <li>• Explaining how push and pull factors contribute to migration.</li> <li>• Applying the concepts of forced and voluntary migration to historical and contemporary examples.</li> <li>• Analyzing major historical migrations.</li> <li>• Analyzing the cultural, economic, environmental, and political consequences of migration.</li> </ul> <p>(Adopted from College Board)</p>
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(Adopted from College Board)

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
T M A	<p>A.(1) one point total for correct definition; (2) three points total thus one point for political, one point for social, and one point for environmental; (3) two points total thus one point for a country and reason and one point for explanation; (4) two points total for explanation.</p> <p>B.(1) two points total for explanations; (2) two points total thus one point for each discussion on positive impact for two counties; (3) two points total thus one point for each discussion on negative impact for two countries.</p> <p>C.(1) four points total thus one point for each identification and one point for each explanation; (2) four points total thus one point for each identification and one point for each explanation.</p>	<p>PERFORMANCE TASK(S):</p> <p>A. In recent years, the number of refugees has been increasing. However, most refugees come from just a few countries. Chart will be provided. (1). Define the term “refugee.” (2). Discuss ONE political, ONE social, and ONE environmental reason why refugees flee their country of origin. (3). Using the chart shown, select a country of origin; then identify and explain ONE reason why refugees have left the country. (4). Explain TWO economic impacts that refugees can have on a receiving country.</p> <p>B.The population pyramids above represent two countries at different stages of the demographic transition and economic development. Population pyramid provided. (1). Explain the demographic characteristics of each country above with respect to the demographic transition model. (2). Discuss ONE positive impact of EACH country’s population structure on its economic development. (3). Discuss ONE negative impact of EACH country’s population structure on its economic development.</p> <p>C. In 1798 Thomas Robert Malthus published An Essay on “The Principle of Population”, in which he argued that population growth will inevitably outpace food production, resulting in widespread famine. (1). Identify and explain TWO reasons why some geographers today believe Malthus’ theory can be used to predict future population issues. (2). Identify and explain TWO reasons why some geographers today believe Malthus’ theory cannot be used to predict future population issues.</p>

	<ul style="list-style-type: none"> <li>• Accuracy</li> <li>• Well crafted</li> <li>• Evidence provided</li> <li>• Applicable to Real World.</li> <li>• Connections made</li> <li>• Informative</li> <li>• Clearly explained</li> <li>• Detailed response</li> <li>• Grammatically correct</li> </ul>	<p>OTHER EVIDENCE:</p> <ol style="list-style-type: none"> <li>1. Unit Multiple Choice test</li> <li>2. Students analyze US Population Pyramids 1950-2050 and discuss the implication and consequences to the country based on their analysis and observation of the data. They will discuss the impact on families, healthcare, elderly, education, social services, and employment.</li> <li>3. National Geographic reading "Population 7 Billion" with questions.</li> <li>4. "Before the Next Doubling" reading with questions.</li> <li>5. The New Commonwealth of Migrants 1945-1962 case study of people who moved to the U.S. compared to those who moved to Australia.</li> <li>6. Population Pyramids in Action activity - students will be assigned a country and analyze change over time. They will then report findings to class.</li> <li>7. Where Have All The People Gone - an investigation using information from the United Nations High Commissioner for Refugee website.</li> </ol>

### Stage 3 – Learning Plan

Code	<i>Pre-Assessment</i>	
	The Geography of Race, Ethnicity, and Gender PowerPoint with class discussion. Also, students will list a variety of push and pull factors while identifying those relating to economic, political, or social causes.	
T M A	<p>Summary of Key Learning Events and Instruction</p> <ul style="list-style-type: none"> <li>• Class discussion and lecture completed with be completed by PowerPoint and reviewing guided questions.</li> <li>• The Habitable World PowerPoint</li> <li>• Push and pull factors of migration PowerPoint</li> <li>• Using the census handout</li> <li>• Population Video - Hans Rosling</li> <li>• Industrialization and population geography handout</li> <li>• Power of Place video</li> </ul>	<p>Progress Monitoring</p> <ul style="list-style-type: none"> <li>• Guided Questions homework</li> <li>• Review guide</li> <li>• Vocabulary review exercises</li> <li>• Reading population pyramid of Russia worksheet</li> <li>• Sweden demographic transition worksheet</li> <li>• Using the Factbook and Factfinder worksheet - case study New Zealand</li> </ul>

		<ul style="list-style-type: none"> <li>Refugee analysis by the U.S. Department of State's Bureau of Population, Refugee and Migration.</li> </ul>
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Subject/Course: Cultural Patterns and Processes

Unit: 3

Grade: 9-12

Number of Weeks: 4

### Stage 1 Desired Results

#### ESTABLISHED GOALS

1. Distinguish between languages and dialects, ethnic religions and universalizing religions, and folk and popular cultures, as well as between ethnic political movements. CB, CURRICULUM GOALS UNIT 3, P18
2. Recognize how culture is expressed in landscapes and how land use, in turn, represents cultural identity. CB, CURRICULUM GOALS UNIT 3, P18
3. Evaluate the impact of human settlement activities on cultural characteristics of specific places and regions. C3.D2.GEO.6.9-12
4. Determine the central ideas or information of primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. CCSS.ELA.LITERACY.RH.11-12.2
5. Integrate and evaluate multiple sources of information presented in diverse formats and media (visually, quantitatively, as well as in words) in order to address a question or solve a problem. CCSS.ELA-LITERACY.RI.11-12.7
6. Examine the socially transmitted

#### Transfer

*Students will be able to independently use their learning to...*  
increase their respect towards foreign cultures. Understanding one's culture is fatal to prejudice, bigotry, and narrow-mindedness. Students will see themselves both as individuals and as members of a particular culture that shares similarities with other cultural groups.

#### Meaning

##### UNDERSTANDINGS

*Students will understand that...*

- Concepts of culture frame the shared behaviors of a society.
- Culture varies by place and region.

(Adopted from College Board)

##### ESSENTIAL QUESTIONS

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

(Adopted from College Board)

#### Acquisition

*Students will know...*

- 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

*Students will be skilled at...*

- Explaining the concept of culture and identifying cultural traits.
- Explaining how geographers assess the spatial and place dimensions of cultural groups in the past and present.

<p>beliefs, values, institutions, behaviors, traditions and way of life of a group of people that encompasses other cultural attributes and products such as language, music, artifacts, and foods. NCSS, THEME 1</p> <p>7. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. CCSS.ELA-LITERACY.W.11-12.1</p> <p>8. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. CCSS.ELA-LITERACY.W.11-12.7</p> <p>9. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. CCSS.ELA-LITERACY.RI.11-12.3</p>	<p>food preferences, architecture, and land use.</p> <ul style="list-style-type: none"> <li>• Geographers use maps and the spatial perspective to analyze and assess language, religion, ethnicity, and gender.</li> <li>• Communication technologies are reshaping and accelerating interaction among people and places and changing cultural practices.</li> <li>• Regional patterns of language, religion, and ethnicity contribute to a sense of place, enhance place making, and shape the global cultural landscape.</li> <li>• Language, religion, ethnicity, and gender are essential to understanding landscapes symbolic of cultural identity.</li> <li>• 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.</li> <li>• Universalizing religions are spread through expansion and relocation diffusion.</li> <li>• Cultural landscapes are amalgamations of physical features, agricultural and industrial practices, religious and linguistic characteristics, and other expression of culture.</li> <li>• Folk culture origins are usually anonymous and rooted in tradition and are often found in rural or isolated indigenous communities.</li> <li>• Popular culture origins are often urban,</li> </ul>	<ul style="list-style-type: none"> <li>• Explaining how globalization is influencing cultural interactions and change.</li> <li>• Explaining cultural patterns and landscapes as they vary by place and region.</li> <li>• Explaining the diffusion of culture and cultural traits through time and space.</li> <li>• Comparing and contrasting ethnic and universalizing religions and their geographic patterns.</li> <li>• Explaining how culture is expressed in landscapes and how land and resource use represents cultural identity.</li> <li>• Comparing and contrasting popular and folk culture and the geographic patterns associated with each.</li> </ul> <p>(Adopted from College Board)</p>
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changeable, and influenced by media.  
(Adopted from College Board)

### Stage 2 – Evidence

Code	Evaluative Criteria	Assessment Evidence
T M A	<p>A. (1) one point total for common, original, or systematic definition; (2) Two points total for historical factors thus one point for identification and description and one point for processes and agents; (3) four points total thus one point for identification and one point for explanation.</p> <p>B.(1)one point for identification; (2) two points total thus one for identification and one for explanation; (3) two points total thus one for identification and one for explanation; (4) two points total thus one for identification and one for explanation.</p> <p>C.(1) three points total thus</p>	<p>PERFORMANCE TASK(S):</p> <p>A. English is the most widely used language in the world, thus becoming the world's lingua franca. (1). Define the term "lingua franca." (2). Identify and describe ONE historical factor that contributed to the worldwide use of English. (3). Identify and explain TWO examples that show how globalization is contributing to English becoming the world's lingua franca.</p> <p>B. Countries in the graph above have been chosen to illustrate an important trend in educational patterns in the developing world. Graph provided. (1). Identify the trend shown in the graph above. (2). Identify and explain an effect of this trend on population growth in the developing world. (3). Identify and explain an effect of this trend on economic development in the developing world. (4). Identify and explain an effect of this trend on gender roles in the developing world.</p> <p>C. The map above shows the distribution of three religious groups in the United States. Map provided. (1). Using the letters in the legend, name the three religious groups shown on the map. (2). For ONE of the three religious groups, first identify and then explain TWO factors that have influenced the distribution shown on the map. (3). Explain how the map as presented at this scale is an incomplete representation of the geography of religion in the United States.</p>

	one for each identification; (2) four points total thus two for each fact and two for each explanation; (3) one point for explanation.	
	<ul style="list-style-type: none"> <li>• Accuracy</li> <li>• Well crafted</li> <li>• Evidence provided</li> <li>• Applicable to Real World</li> <li>• Connections made</li> <li>• Informative</li> <li>• Clearly explained</li> <li>• Grammatically correct</li> </ul>	<p>OTHER EVIDENCE:</p> <ol style="list-style-type: none"> <li>1. Unit Multiple Choice test</li> <li>2. Students use an almanac to find information about each of the 25 most populous nations in the world according to U.S. government sources. Based on the evidence of the number of ethnic groups, religions, and languages spoken in a country, students decide if it is unit- or multicultural and justify their response.</li> <li>3. Architecture activity - Students are assigned a style of residential architecture to research. They will make a two-minute presentation to the class that must have required elements included.</li> <li>4. Religious Museum project - students will create a museum room for a religion to illustrate the roots, basic information, and impact of a particular religion.</li> <li>5. Religious Conflict project - Students will research and create a visual explaining a conflict from a particular region.</li> <li>6. America's Cultural Challenge Abroad - reading with questions.</li> </ol>

### Stage 3 – Learning Plan

<b>Code</b>	<b><i>Pre-Assessment</i></b>
	Vocabulary worksheet on culture terms and defining culture activity with partner.



T M A	<p>Summary of Key Learning Events and Instruction</p> <ul style="list-style-type: none"> <li>• Class discussion and lectures will be completed by reviewing PowerPoint presentation and reviewing guided questions.</li> <li>• Cultural Relativism handout</li> <li>• Cultural Diffusion: Its process and patterns PowerPoint</li> <li>• Ethnocentrism and Racism PowerPoint</li> <li>• Language discussion with handout</li> <li>• Ted Talk - Jimmy Nelson</li> <li>• Ted Talk - Thandie Newton</li> <li>• Religious landscapes chart</li> </ul>	<p>Progress Monitoring</p> <ul style="list-style-type: none"> <li>• Guided questions homework</li> <li>• Review guide</li> <li>• Vocabulary review exercises</li> <li>• Crash Course Globalization activity</li> <li>• Globalized production activity</li> <li>• Festivals of Nations activity</li> <li>• Reading a cultural landscape activity</li> <li>• Religious comparison matrix</li> </ul>
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Subject/Course: Political Organization of Space  
Number of Weeks: 4

Unit: 4

Grade: 9-12

### Stage 1 Desired Results

#### TABLISHED GOALS

1. Consider the nature and significance of the political organization of territory at different scales. CB, CURRICULUM GOALS UNIT 4, P18
2. Realize the basic structure of the political map, including the inconsistencies between maps of political boundaries and maps of ethnic, cultural, economic, and environmental patterns. CB, CURRICULUM GOALS UNIT 4, P18
3. Construct explanations using sound reasoning, correct sequence, examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanations given its purpose. C3.D4.2.9-12
4. Analyze the role of comparative advantage in international trade of goods and services. C3.D2.ECO.14.9-12
5. 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. CCSS.ELA.LITERACY.RH.11-12.2
6. Integrate and evaluate multiple sources of information presented in diverse formats and media in order to address a question or solve a problem. CCSS.ELA.LITERACY.RH.11-12.7
7. Understand that connections among

#### *Transfer*

*Students will be able to independently use their learning to...*  
synthesize information to form conclusions. They will be able to make connections between time, place and regions. They will develop skills in addressing and evaluating critical issues such as peace, conflict, poverty, disease, human rights, and trade.

#### *Meaning*

##### UNDERSTANDINGS

*Students will understand that...*

- The contemporary political map has been shaped by events of the past.
- Spatial political patterns reflect ideas of territoriality and power at a variety of scales.
- The forces of globalization challenge contemporary political-territorial arrangements.

(Adopted from College Board)

##### ESSENTIAL QUESTIONS

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

(Adopted from College Board)

<p>nations and regions of the world provide opportunities as well as uncertainties. The realities of global interdependence require deeper understanding of the increasing and diverse global connections among world societies and regions. NCSS, THEME 9</p> <p>8. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. CCSS.ELA-LITERACY.W.11-12.7</p> <p>9. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. CCSS.ELA-LITERACY.RI.11-12.3</p>	<p><b>Acquisition</b></p> <p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• Independent states are the primary building blocks of the world political map.</li> <li>• Colonialism and imperialism led to the spread of nationalism and influenced contemporary political boundaries.</li> <li>• Independence movements and democratization have shaped the political map since the end of WWII.</li> <li>• The fall of Communism ended the Cold War, led to the creation of newly independent states, and changed the world balance of power.</li> <li>• Political power is expressed geographically with control over people, land, and resources.</li> <li>• Territoriality is the connection of people, their culture, and their economic systems to the land.</li> <li>• Boundaries are defined, delimited, demarcated, and administered.</li> <li>• International boundaries establish the limits of sovereignty and can be the source of disputes.</li> <li>• The Law of the Sea has enabled states to extend their boundaries offshore, which sometimes results in conflicts.</li> <li>• Voting districts, redistricting, and gerrymandering influence the results of elections at various scales.</li> <li>• Forms of governance include unitary states, and federal states.</li> <li>• Local and metropolitan forms of governance are subnational political units that have varying degrees of local control.</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>• Explaining the structure of the contemporary political map.</li> <li>• Explaining the evolution of the contemporary political map.</li> <li>• Evaluating the geopolitical forces that influence the contemporary political map.</li> <li>• Explaining the concepts of political power and territoriality.</li> <li>• Evaluating the nature and function of international and internal boundaries.</li> <li>• Analyzing the spatial relationships between political systems and patterns of culture and economy.</li> <li>• Comparing and contrasting forms of governance.</li> <li>• Describing patterns of local and metropolitan governance.</li> <li>• Explaining how the political, economic, and cultural, and technological elements of globalization challenge state sovereignty.</li> <li>• Applying the concepts of centrifugal and centripetal forces at the national scale.</li> </ul> <p>(Adopted from College Board)</p>
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	<ul style="list-style-type: none"> <li>• Supranationalism is expressed in the creation of multinational organization.</li> <li>• Advances in communication technology have facilitated devolution, supranationalism, and democratization.</li> <li>• Centrifugal forces can originate in political dimensions, economic dimension, or cultural dimensions.</li> </ul> <p>(Adopted from College Board)</p>	
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Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
T M A	<p>A. (1) one point total for correct identification, (2). redistricting and census thus one point for basic or partial explanation and two points for full explanation, (3). four points total thus one point for identification and one point for discussion.</p> <p>B.(1) two points for correct definitions; (2) two points total thus one for identification and one for detail; (3) two points total thus one for identification and one for detail.</p> <p>C.(1) three points total thus one for each example; (2) one point for purpose; (3) three points total thus one for each discussion.</p>	<p>PERFORMANCE TASK(S):</p> <p>A. In the redistricting that occurred in 2012, voters in Maryland approved a redrawn Third Congressional District, as shown in the map provided. A geospatial analysis firm named it the least compact district in the nation. (1). Identify the political phenomenon represented on the map. (2). Explain the relationship between redistricting and the census. (3). Identify and discuss TWO political consequences that could result from redistricting.</p> <p>B. The viability of any state depends on a balance between centrifugal and centripetal forces. Map provided. (1) Define the concepts of centrifugal and centripetal forces. (2) Give a specific example of and explain a centripetal force that affects the viability of any of the states shown on the map above. (3) With reference to a different specific example, identify and explain a centrifugal force that affects the viability of any of the states shown on the map above.</p> <p>C. Walls and other barriers built by countries to establish their borders are some of the oldest and most controversial elements in the cultural landscape. (1). Identify three examples of walls or other barriers built by countries in the twentieth and twenty-first centuries. (2). Explain the purpose of one of the examples you identified in part one. (3). For each of the categories listed below, discuss a consequence faced by countries as a result of walls or other barriers established along their borders. i. social or political ii. economic iii. environmental.</p>

	<ul style="list-style-type: none"> <li>• Accuracy</li> <li>• Well crafted</li> <li>• Evidence provided</li> <li>• Applicable to Real World</li> <li>• Connections made</li> <li>• Informative</li> <li>• Clearly explained</li> <li>• Detailed response</li> <li>• Grammatically correct</li> </ul>	<p>OTHER EVIDENCE:</p> <ol style="list-style-type: none"> <li>1. Unit Multiple Choice test</li> <li>2. Students select a current political issue to research. Each student makes an oral presentation to the class using appropriate maps and providing classmates with copies of a one-page summary.</li> <li>3. “Do Orange and Green Clash” reading regarding residential segregation in Northern Ireland. This will be accompanied by guided questions.</li> <li>4. Criticism of Supranational Organization - students pick one organization, review criticisms and problem solve to address shortcomings.</li> <li>5. The Political Imprint: All Nations Great and Small - WebQuest to explore political boundaries - brings relative abstraction of politics to the reality of everyday life.</li> </ol>

### Stage 3 – Learning Plan

Code	<i>Pre-Assessment</i>
	The Nature of Political Boundaries handout and class discussion. Requires students to review disputes of national and international boundaries.

T M A	<p>Summary of Key Learning Events and Instruction</p> <ul style="list-style-type: none"> <li>• Class discussion and lectures will be completed by reviewing PowerPoint presentation and reviewing guided questions.</li> <li>• The Political Imprint: All Nations Great and Small handout with guided questions.</li> <li>• United Nations: Is It Effective reading</li> <li>• Forming Borders PowerPoint</li> <li>• Colonial, Tribal, and Modern Africa in Maps PowerPoint</li> </ul>	<p>Progress Monitoring</p> <ul style="list-style-type: none"> <li>• Guided questions homework</li> <li>• Review guide</li> <li>• Vocabulary review exercises</li> <li>• Criticism of Supranational Organizations worksheet</li> <li>• Where are States Located activity worksheet, organizational chart</li> <li>• Why Do Boundaries Cause Problems worksheet</li> <li>• Why has terrorism increased activity</li> <li>• UN website - seeking information and interpreting key parts of mission statement</li> </ul>
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Subject/Course: Agriculture, Food Production, and Rural Land Use  
Number of Weeks: 4

Unit: 5

Grade: 7-12

### Stage 1 Desired Results

ESTABLISHED GOALS	<i>Transfer</i>	
<ol style="list-style-type: none"> <li>1. Examine geographic hearths where domestication of plants and animals first occurred and study the processes by which domesticated crops and animals spread. CB, CURRICULUM GOALS UNIT 5, P19</li> <li>2. Critique land survey system, environmental conditions, sustainability, global food supply issues, and the cultural values that shape agricultural patterns. CB, CURRICULUM GOALS UNITS 5, P19</li> <li>3. Construct explanations using sound reasoning, correct sequence, examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanations given its purpose. C3.D4.2.9-12</li> </ol>	<p><i>Students will be able to independently use their learning to...</i> make informed decisions as a consumer regarding their dietary needs and preserving the environment. Also, use critical thinking skills to determine how best to deal with scarcity of resources.</p>	
	<i>Meaning</i>	
	<p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• The development of agriculture led to the widespread alteration of the natural environment.</li> <li>• Major agricultural regions reflect physical geography and economic forces.</li> <li>• Settlement patterns and rural land use are reflected in the cultural landscape.</li> <li>• Changes in food production and consumption present challenges and opportunities.</li> </ul> <p>(Adopted from College Board)</p>	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> <li>• How has the development of agriculture affected the spatial distribution of people?</li> <li>• Why does agriculture vary so greatly around the world?</li> <li>• How do farmers and others who live in rural areas decide how to use land?</li> </ul> <p>(Adopted from College Board)</p>

<p>4. Evaluate the consequences of human-made and natural catastrophes on land use patterns. C3.D2.GEO.12.9-12</p> <p>5. 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. CCSS.ELA.LITERACY.RH.11-12.2</p> <p>6. Integrate and evaluate multiple sources of information presented in diverse formats and media (visually, quantitatively, as well as in words) in order to address a question or solve a problem. CCSS.ELA.LITERACY.RH.11-12.7</p> <p>7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. CCSS.ELA-LITERACY.W.11-12.7</p> <p>8. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. CCSS.ELA-LITERACY.RI.11-12.3</p>	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• Early hearths of domestication of plants and animals include Southwest Asia, Southeast Asia, and the Americas.</li> <li>• Patterns of diffusion resulted in the globalization of various plants and animals.</li> <li>• Populations alter the landscape to increase food production.</li> <li>• New technology and increased food production led to a better diet, a longer life, and more people available to work in factories.</li> <li>• The Green Revolution began with the development of high-yield seeds, resulting in the increased use of chemical and mechanized farming.</li> <li>• Some agricultural regions are associated with particular bioclimatic zones.</li> <li>• Agricultural production regions are defined by the extent to which they reflect subsistence or commercial practices, or intensive or extensive use of land.</li> <li>• The transformation of agriculture into large-scale agribusiness has resulted</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>• Identifying major centers of domestication of plants and animals and patterns of diffusion in the first agricultural revolution.</li> <li>• Explaining the connection between physical geography and agricultural practices.</li> <li>• Explaining the advances and impacts of the second agricultural revolution</li> <li>• Analyzing the consequences of the Green Revolution on the food supply and the environment.</li> <li>• Identifying agricultural production regions associated with bioclimatic zones.</li> <li>• Analyzing the economic forces that influence agricultural practices.</li> <li>• Explaining the spatial organization of large-scale commercial agriculture and agribusiness.</li> <li>• Explaining the interdependence among regions of food production and consumption.</li> <li>• Identifying rural settlement patterns.</li> <li>• Comparing and contrasting the land use zones of von Thunen's model.</li> <li>• Analyzing the application of von</li> </ul>
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	<p>in complex commodity chains linking production and consumption of agricultural products.</p> <ul style="list-style-type: none"> <li>• Patterns of global food distribution are affected by political systems, infrastructure and patterns of world trade.</li> <li>• Rural settlement patterns are classified as clustered, dispersed, or linear.</li> <li>• Von Thunen's model helps explain the contemporary distribution of agricultural regions.</li> <li>• Environmental systems are affected by land use/land cover change.</li> <li>• Von Thunen's model helps to explain rural land use by emphasizing the importance of transportation costs associated with distance from the market.</li> <li>• Agricultural innovation has resulted in ongoing debates over environmental, cultural, and health impacts.</li> <li>• Factors affecting the location of food-processing facilities include markets, economy of scale, transportation, and government policies.</li> <li>• The role of women in food production has changed.</li> </ul> <p>(Adopted from College Board)</p>	<p>Thunen's land use model to agricultural production in the real world.</p> <ul style="list-style-type: none"> <li>• Evaluating the environmental consequences of agricultural practices.</li> <li>• Explaining issues related to the changing nature of contemporary agriculture.</li> <li>• Explaining issues related to the location of food-production facilities.</li> <li>• Explaining the changing role of women in food production and consumption.</li> </ul> <p>(Adopted from College Board)</p>
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Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
T M A	A.(1) two points total thus one for example and one for explanation; (2) two points total thus one for example	<p>PERFORMANCE TASK(S):</p> <p>A. The map above shows areas of shifting cultivation, a form of subsistence agriculture. Map provided. (1). Define subsistence agriculture. (2). Describe the practice of shifting cultivation. (3). Explain one reason why shifting cultivation was sustainable in the past. (4). Explain two</p>



	<p>and one for explanation; (3) two point total thus one for example and one for explanation; four points total thus one for each example and one for each explanation.</p> <p>B.(1) one point for description; (2) two points total thus one for each explanation of impacts; (3) two points total thus one for identification and one for explanation; (4) two points total thus one for basic explanation and one for complex explanation.</p> <p>C.(1) one point for identification; (2) two points total thus one for each identification; (3) four points total thus one for each identification and one for each explanation.</p>	<p>reasons why shifting cultivation is expected to diminish during the twenty-first century.</p> <p>B. Agricultural systems, such as the production of coffee, are part of a global network. Map provided. (1). Describe a common characteristic shared by the coffee producing countries shown on the map. (2). Explain two impacts of coffee farming on producing countries. (3). Identify and explain one way increased coffee consumption outside of coffee growing areas affects its production. (4). Explain one change in the urban landscape in the developed world associated with coffee consumption.</p> <p>C. Von Thünen's model of land use and Burgess' model of land use are similar in appearance but different in their geographic setting. Analyze and discuss the two models in terms of each of the following: (1). For each of these models, identify the type of land use the model addresses. (2). Identify two assumptions that are shared by both models. (3). For each of these models, explain how relative location affects land-use patterns.</p>
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	<ul style="list-style-type: none"> <li>• Accuracy</li> <li>• Well crafted</li> <li>• Evidence provided</li> <li>• Applicable to Real World</li> <li>• Connections made</li> <li>• Informative</li> <li>• Clearly explained</li> <li>• Detailed response</li> <li>• Grammatically correct</li> </ul>	<p>OTHER EVIDENCE:</p> <ol style="list-style-type: none"> <li>1. Unit Multiple Choice test</li> <li>2. Agricultural Products Projects - students research a specific agricultural product and present findings to class.</li> <li>3. "Green Revolution in India" - case study</li> <li>4. "Major Agricultural Regions of the Earth" reading with guided questions.</li> <li>5. Plotting Agricultural Zones of California - students will plot the zones and then apply Von Thunen's model, backing up conclusions with evidence in essay format.</li> </ol>
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Stage 3 – Learning Plan		
<b>Code</b>	<b><i>Pre-Assessment</i></b>	
	The Geography of Breakfast activity	
T M A	<p>Summary of Key Learning Events and Instruction</p> <ul style="list-style-type: none"> <li>• Class discussion and lectures will be completed by reviewing PowerPoint presentations and reviewing guided questions.</li> <li>• Case study on Aral Sea PowerPoint</li> <li>• Hungry Planet PowerPoint with student response</li> <li>• Ted Talk - Peter Menzel</li> <li>• Ted Talks - variety on food consumption</li> <li>• "The Worst Mistake in the History of the Human Race" reading with guided questions.</li> <li>• Power of Place episode 6</li> </ul>	<p>Progress Monitoring</p> <ul style="list-style-type: none"> <li>• Guided questions homework</li> <li>• Review guide</li> <li>• Vocabulary review exercises</li> <li>• Climate and Commercial Agriculture worksheet</li> <li>• Desertification worksheet</li> <li>• Produce Field study</li> </ul>

Subject/Course: Industrialization and Economic Development  
Number of Weeks: 4

Unit: 6

Grade: 9-12

## Stage 1 Desired Results

ESTABLISHED GOALS	<i>Transfer</i>	
<ol style="list-style-type: none"> <li>1. Pose questions about economic development that may help explain why the world is divided into a more developed economic core and a less developed periphery with a semi periphery between them. CB, CURRICULUM GOALS UNIT 6, P19</li> <li>2. Recognize the ways in which countries, regions, and communities must confront new patterns of economic inequality that are linked to geographies of interdependence in the world economy. CB, CURRICULUM GOALS UNIT 6, P20</li> <li>3. Construct explanations using sound reasoning, correct sequence, examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanations given its purpose. C3.D2.2.9.12</li> <li>4. Evaluate how economic globalization and the expanding use of scarce resources contribute to conflict and cooperation within and among countries. C3.D2.GEO.11.9-12</li> <li>5. 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. CCSS.ELA.LITERACY.RH.11-12.2</li> <li>6. Integrate and evaluate multiple sources of information presented in diverse formats and media (visually, quantitatively, as well as in words) in</li> </ol>	<i>Students will be able to independently use their learning to...</i> recognize that industrialization and economic development is greatly impacted by globalization and may affect their chosen career. Also, it is important for students in the future as they analyze complex aspects of the economy.	
	<i>Meaning</i>	
	<b>UNDERSTANDINGS</b> <i>Students will understand that...</i> <ul style="list-style-type: none"> <li>• The Industrial Revolution, as it diffused from its hearth, facilitated improvement in standards of living.</li> <li>• Measures of development are used to understand patterns of social and economic differences at a variety of scales.</li> <li>• Development is a process that varies across space and time.</li> <li>• Sustainable development is a strategy to address resource depletion and environmental degradation.</li> </ul> (Adopted from College Board)	<b>ESSENTIAL QUESTIONS</b> <ul style="list-style-type: none"> <li>• How did the diffusion of industrialism affect people around the world?</li> <li>• How has growing economic interdependence changes spatial relationships among people in the world?</li> <li>• What does development mean, how can it be measured, and how can it be encouraged?</li> </ul> (Adopted from College Board)
	<i>Acquisition</i>	
	<i>Students will know...</i> <ul style="list-style-type: none"> <li>• Industrialization began in response to new technologies and was facilitated by the availability of natural resources.</li> <li>• Increased industrialization led to demands for raw materials and the</li> </ul>	<i>Students will be skilled at...</i> <ul style="list-style-type: none"> <li>• Explaining the role of the Industrial Revolution in the growth and diffusion of industrialization.</li> <li>• Identifying the different economic sectors.</li> </ul>

<p>order to address a question or solve a problem. CCSS.ELA.LITERACY.RH.11-12.7</p> <p>7. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. CCSS.ELA-LITERACY.W.11-12.1B</p> <p>8. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. CCSS.ELA-LITERACY.RI.11-12.3</p>	<p>search for new markets and was a factor in the rise of colonialism and imperialism.</p> <ul style="list-style-type: none"> <li>• The economy consists of primary, secondary, tertiary, quaternary, and quinary sectors.</li> <li>• Alfred Weber's model of industrial location emphasized the owner's desire to minimize transportation and labor costs and maximize agglomeration economies.</li> <li>• Measures of social and economic development include Gross National Income per capita, sectoral structure of an economy, income distribution, fertility rates, infant mortality rates, access to healthcare, and literacy rates.</li> <li>• Models like Rostow's stages of Economic Growth and Wallerstein's world system theory help explain spatial variations in development.</li> <li>• Complementarity and comparative advantage establish the basis for trade.</li> <li>• International trade and trading blocs have become more important as a result of globalization.</li> <li>• Geographers of interdependence in the world economy include global financial crisis, the shift in manufacturing to newly industrialized countries, imbalances in consumption patterns, and the roles of women in the labor forces.</li> <li>• In countries outside the core, the diffusion of industry has resulted in the emergence of the international division of labor and manufacturing zones.</li> </ul>	<ul style="list-style-type: none"> <li>• Using Weber's model to explain industrial location.</li> <li>• Explaining social and economic measures of development.</li> <li>• Analyzing spatial patterns of economic and social development.</li> <li>• Evaluating the role of women in economic development and gender equity in the workforce.</li> <li>• Analyzing the causes and consequences of international trade and growing interdependence in the world economy.</li> <li>• Explaining how economic restructuring and deindustrialization are transforming the contemporary economic landscape.</li> <li>• Analyzing sustainability issues related to industrialization and development.</li> </ul> <p>(Adopted from College Board)</p>
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	<ul style="list-style-type: none"> <li>Sustainable development addresses issues of natural resource depletion, mass consumption, the costs and effects of pollution, and the impact of climate change, as well as issues of human health, well-being, and social and economic equity.</li> </ul> (Adopted from college board)	
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Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
T M A	<p>A. (1) two points total thus one point for example and one point for explanation; (2) two points total thus one point for example and one point for explanation; (3) two points total thus one point for factor and one point for explanation.</p> <p>B.(1) four points total thus two points for two examples and two points for two explanations; (2) four points total thus two point for two examples and two points for two explanations.</p> <p>C.(1) two points total thus one point for each identification; (2) four points total thus one for each identification and one for each explanation.</p>	<p>PERFORMANCE TASK(S):</p> <p>A. According to Alfred Weber’s theory of industrial location, three factors determine the location of a manufacturing plant: the location of raw materials, the location of the market, and transportation costs. Map provided. (1). Using an example of a specific industry other than the one portrayed on the map above, explain under what conditions an industry would locate near the market. (2). Using an example of a specific industry other than the one portrayed on the map above, explain under what conditions an industry would locate near raw materials. (3). Using the map above and Weberian theory, explain the geography of ethanol plants in the United States.</p> <p>B. Since 1950 many states have faced challenges in developing a strong national identity. (1). Using contemporary examples, explain how each of the following has contributed to the development of national identity and the strengthening of a state. 1. Economic development 2. Relocation of a state’s capital (since 1950) (2). Using contemporary examples, explain how each of the following may detract from the development of national identity and weaken a state. 1. Ethnicity 2. Transportation infrastructure.</p> <p>C. Industrial location models are used to explain geographic patterns of economic activity. The maps above show automobile factories built before and after 1986 in the United States. Maps provided. (1). Identify TWO changes in the geography of automobile factory construction shown by the maps. (2). Identify and explain TWO factors related to industrial location that may have contributed to the changes.</p>

	<ul style="list-style-type: none"> <li>• Accuracy</li> <li>• Well crafted</li> <li>• Evidence provided</li> <li>• Applicable to Real World</li> <li>• Connections made</li> <li>• Informative</li> <li>• Clearly explained</li> <li>• Detailed response</li> <li>• Grammatically correct</li> </ul>	<p>OTHER EVIDENCE:</p> <ol style="list-style-type: none"> <li>1. Unit Multiple Choice test</li> <li>2. Help Wanted: The Changing geography of Jobs - Activity followed by essay.</li> <li>3. Is Walmart Good for the Economy - argumentative short essay supported by evidence.</li> <li>4. Are We There Yet - WebQuest requiring students to track the economic development of an assigned country.</li> </ol>

### Stage 3 – Learning Plan

Code	<i>Pre-Assessment</i>
	Students will be introduced to the Human Development Index and answer a series question relating to a country assigned.

T M A	<p>Summary of Key Learning Events and Instruction</p> <ul style="list-style-type: none"> <li>• Class discussion and lectures will be completed by reviewing PowerPoint presentation and reviewing guided questions.</li> <li>• Ted Talk - Charles Roberson</li> <li>• Developments in industrialization PowerPoint with case studies</li> <li>• Power of Place video</li> </ul>	<p>Progress Monitoring</p> <ul style="list-style-type: none"> <li>• Guided questions homework</li> <li>• Review guide</li> <li>• Vocabulary review exercises</li> <li>• Identifying levels of development activity</li> <li>• Identifying Rostow and Wallerstein activity</li> <li>• Impacts of Development worksheet with partner</li> <li>• The Geography of Modern Economic Change activity</li> </ul>
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Subject/Course: Cities and Urban Land Use

Unit: 7

Grade: 9-12

Number of Weeks: 4

### Stage 1 Desired Results

#### ESTABLISHED GOALS

1. Have a clear idea of cities as places enhanced by both quantitative data from censuses and qualitative information from narrative accounts and field studies. CB, CURRICULUM GOALS UNIT 7, P20
2. Consider sustainable urban planning design initiatives and community actions that reduce energy use and protect the environments of cities in the future. CB, CURRICULUM GOALS UNIT 7, P21
3. Construct explanations using sound reasoning, correct sequence, examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanations given its purpose. C3.D4.2.9-12
4. Critique relationships among government, civil societies, and

#### *Transfer*

*Students will be able to independently use their learning to...*  
use their knowledge of urban development and recognize the impact on rural development and be able to make informed voting decisions about their community. By applying these concepts, students learn how to promote positive societal change. May also use this knowledge when deciding where to live and buy a house.

#### *Meaning*

##### UNDERSTANDINGS

*Students will understand that...*

- The form, function, and size of urban settlements are constantly changing.
- Models help to understand distribution and size of cities.
- Models of internal city structure and urban development provide a framework for urban analysis.
- Built landscapes and social space reflect the attitude and values of a population.
- Urban areas face economic, social, political, cultural, and environmental

##### ESSENTIAL QUESTIONS

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

(Adopted from College Board)

<p>economic markets. C3. D2.CIV.6.9-12</p> <p>5. Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems. C3.D4.6.9-12</p> <p>6. 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. CCSS.ELA.LITERACY.RH.11-12.2</p> <p>7. Integrate and evaluate multiple sources of information presented in diverse formats and media (visually, quantitatively, as well as in words) in order to address a question or solve a problem. CCSS.ELA.LITERACY.RH.11-12.7</p> <p>8. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. CCSS.ELA-LITERACY.W.11-12.7</p> <p>9. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. CCSS.ELA-LITERACY.RI.11-12.3</p>	<p>challenges. (Adopted from College Board)</p> <hr/> <p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• Site and situation influence the origin, function, and growth of cities.</li> <li>• Improvements in agriculture and transportation, population growth, migration, economic development, and government policies influence urbanization.</li> <li>• Megacities and world cities experience economic, social, political, and environmental challenges.</li> <li>• Models that are useful for explaining the distribution and size of cities include the rank-size rule, the law of primate city, and Christaller's central place theory.</li> <li>• 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.</li> <li>• Residential buildings and patterns of land use reflect a city's culture, technological capabilities, and cycles of development.</li> <li>• Economic development and</li> </ul>	<hr/> <p><b>Acquisition</b></p> <hr/> <p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>• Explaining the factors that initiate and drive urbanization and suburbanization.</li> <li>• Applying models to explain the hierarchy and interaction patterns of urban settlements.</li> <li>• Explaining the models of internal city structure and urban development.</li> <li>• Analyzing residential land use in terms of low, medium, and high-density housing.</li> <li>• Evaluating the infrastructure of cities.</li> <li>• Explaining the planning and design issues and political organization of urban areas.</li> <li>• Analyzing the demographic composition and population characteristics of cities using quantitative and qualitative data.</li> <li>• Evaluating problems and solutions associated with growth and decline within urban areas.</li> <li>• Evaluating problems associated with urban sustainability.</li> </ul> <p>(Adopted from College Board)</p>
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	<p>interconnection within a metropolitan area are dependent upon the location and quality of infrastructure.</p> <ul style="list-style-type: none"> <li>• Functional and geographic fragmentation of governments presents challenges in addressing urban issues.</li> <li>• 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.</li> </ul> <p>(Adopted from College Board)</p>	
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## Stage 2 – Evidence

Code	Evaluative Criteria	Assessment Evidence
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T M A	<p>A. (1) three points total thus one for each definition and one for description; (2) four points total thus two for explanation of positive effects and two for explanation of negative effects.</p> <p>B.(1) four points total thus one for each identification and one for each explanation; (2) four points total thus one for each identification and one for each explanation.</p> <p>C.(1) one point for description; (2) two points total thus one for each description; (3) three points total thus one for each detailed account.</p>	<p>PERFORMANCE TASK(S):</p> <p>A. The map and table above show the geographic location, population growth, and projected growth of Mexico's most populous cities. Map and table provided. (1). Define the following terms and describe how each relates to Mexico's urban geography. • Primate city • Rank-size rule (2). Explain TWO positive effects of primate cities on a country's economic development and TWO different negative effects of primate cities on a country's economic development.</p> <p>B. Over the past 150 years, railroad and highway systems influenced patterns of urban growth in the United States. (1). Identify and explain one way that railroads affected the size and one way that railroads affected the form of cities in the United States between 1870 and 1920. (2). Identify and explain two ways that the Interstate Highway System affected cities in the United States between 1950 and today.</p> <p>C. A large proportion of urban residents in the megacities of the periphery of the world system live in squatter settlements. (1). Describe a typical location of squatter settlements within urban areas of megacities on the global periphery. (2). Describe two factors that contribute to the formation of squatter settlements. (3). Give a detailed account of THREE consequences of the rapid growth of squatter settlements. The three consequences you discuss may be social, economic, political or environmental.</p>
	<ul style="list-style-type: none"> <li>• Accuracy</li> <li>• Well crafted</li> <li>• Evidence provided</li> <li>• Applicable to Real World</li> <li>• Connections made</li> <li>• Informative</li> <li>• Clearly explained</li> <li>• Detailed response</li> <li>• Grammatically correct</li> </ul>	<p>OTHER EVIDENCE:</p> <ol style="list-style-type: none"> <li>1. Unit Multiple Choice test</li> <li>2. "The World Urban Hierarchy: Implications for Cities, Top to Bottom" reading with guided questions.</li> <li>3. Create a Theme Park project - students will create a model of a theme park</li> <li>4. Summer Olympics City Proposal - students will create a bid accompanied by a display, for an opportunity to host the Summer Olympics.</li> </ol>

Stage 3 – Learning Plan		
Code	<p><i>Pre-Assessment</i></p> <p>Using “The Origin and Evolution of Cities” handout with class discussion.</p>	
T M A	<p>Summary of Key Learning Events and Instruction</p> <ul style="list-style-type: none"> <li>• Class discussion and lectures will be completed by reviewing PowerPoint presentation and reviewing guided questions.</li> <li>• “Human Planet” BBC Series, Episode “Cities” with guided questions</li> <li>• Ted Talk - Rasmus Frisk</li> <li>• Review of “Gentrification in America Report”</li> <li>• John Borchert Urban Transportation 5 Epochs PowerPoint</li> </ul>	<p>Progress Monitoring</p> <ul style="list-style-type: none"> <li>• Guided questions homework</li> <li>• Review guide</li> <li>• Vocabulary review exercises</li> <li>• Gentrification worksheet</li> <li>• Introducing Central Place Theory worksheet</li> <li>• Saint Paul Urban Growth activity</li> </ul>

## Post Exam Independent Study (College Board)

### I. PowerPoint Presentation

Your presentation can be related to any aspect of geography. It must have:

- at least 10 slides, with at least 7 of them having some form of graphic and/or image and some form of text description
- a one-page typed, and double-spaced explanation of why you picked this topic (why is this topic relevant)
- a one-page typed, and double-spaced explanation of the topics geographic relevance (why would it be helpful for either a person who is knowledgeable in geography, or someone who is not, to view this presentation)

### II. Book Review

From the list provided, chose a book that you have not read. Review the book based on the following questions:

- What do you feel are the major points of view of this book? List and explain. Make sure you touch on at least three main ideas. (one page typed and double-spaced).
- What is the significance of this book as it relates to geographical concepts and themes? (one page typed and double-spaced).
- Do you feel this book would be a worthwhile read for somebody else? Why or why not? Please give examples from the book to support your reasoning. (one page typed and double-spaced).

Grades 9-12: AP Human Geography  
Pacing Calendar 2017-2018

UNIT	TIMELINE
<p>Unit One: Geography Its Nature and Perspective</p> <ul style="list-style-type: none"> <li>• Geography as a field of inquiry</li> <li>• Evolution of key geographical concepts and models associated with</li> <li>• notable geographers</li> <li>• Key concepts underlying the geographical perspective: location, space,</li> <li>• place, scale, pattern, regionalization, and globalization</li> <li>• Key geographical skills</li> <li>• New geographic technologies, such as GIS and GPS</li> <li>• Sources of geographical ideas and data: the field, census data</li> </ul>	<p>5-10% AP Exam</p> <p>September 2017 (4 weeks)</p> <p>Week 1 – Pre-assessment Week 4 – Unit test with performance task regarding geographic perspective, elements of culture and environment, and map projections. Formative assessments throughout the unit</p>
<p>Unit Two: Population and Migration</p> <ul style="list-style-type: none"> <li>• Geographical analysis of population density, distribution, and scale</li> <li>• Consequences of various densities and distributions</li> <li>• Patterns of composition: age, sex, race, and ethnicity</li> <li>• Population and natural hazards: past, present, and future</li> <li>• Population growth and decline over time and space</li> <li>• Historical trends and projections for the future</li> <li>• Theories of population growth, including the Demographic Model</li> <li>• Patterns of fertility, mortality, and health</li> <li>• Regional variations of demographic transitions</li> <li>• Effects of population policies</li> <li>• Migration</li> <li>• Population movement</li> <li>• Push and pull factors</li> </ul>	<p>13-17% AP Exam</p> <p>October 2017 (4 Weeks)</p> <p>Week 1 – Pre- assessment Week 4 – Unit test with performance task regarding refugees, population pyramids, and theory of Robert Malthus. Formative assessments throughout the unit</p>
<p>Unit Three: Cultural Patterns and Processes</p> <ul style="list-style-type: none"> <li>• Concepts of culture</li> </ul>	<p>13-17% AP Exam</p>

<ul style="list-style-type: none"> <li>• Traits, Diffusion, Acculturation</li> <li>• Cultural regions</li> <li>• Cultural differences</li> <li>• Language</li> <li>• Religion</li> <li>• Ethnicity</li> <li>• Gender</li> <li>• Popular and folk culture</li> <li>• Environmental impact of cultural attitudes and practices</li> <li>• Cultural landscapes and cultural identity</li> <li>• Values and preferences</li> <li>• Symbolic landscapes and sense of place</li> </ul>	<p>November – December 2017 (4 weeks)</p> <p>Week 1 – Pre-assessment Week 4 – Unit Test with performance task regarding English as lingua franca, educational patterns, and regional religious groups. Formative assessments throughout the unit</p>
<p>Unit Four: Political Organization of Space</p> <ul style="list-style-type: none"> <li>• Territorial dimensions of politics</li> <li>• The concept of territoriality</li> <li>• The nature and meaning of boundaries</li> <li>• Influences of boundaries on identity, interaction, and exchange</li> <li>• Evolution of the contemporary political pattern</li> <li>• The nation-state concept</li> <li>• Colonialism and imperialism</li> <li>• Federal and unitary states</li> <li>• Challenges to inherited political-territorial arrangements</li> <li>• Changing nature of sovereignty</li> <li>• Fragmentation, unification, alliance</li> <li>• Spatial relationships between political patterns and patterns of ethnicity, economy, and environment</li> <li>• Electoral geography, including gerrymandering</li> </ul>	<p>13-17% of Exam</p> <p>December – January 2017 (4weeks)</p> <p>Week 1 – Pre-assessment Week 4 – Unit Test with performance task regarding voting districts, centrifugal v. centripetal forces, and physical barriers on borders. Formative assessments throughout the unit</p>
<p>Unit Five: Agriculture, Food Production, and Rural Land Use</p> <ul style="list-style-type: none"> <li>• Development and diffusion of agriculture</li> <li>• Neolithic Agricultural Revolution</li> <li>• Second Agricultural Revolution</li> <li>• Major agricultural production regions</li> </ul>	<p>13-17% of AP Exam</p> <p>January – February 2017 (4 weeks)</p> <p>Week 1 – Pre-assessment Week 4 – Unit Test with performance task regarding shifting cultivation</p>

<ul style="list-style-type: none"> <li>• Agricultural systems associated with major bioclimatic zones</li> <li>• Variations within major zones and effects of markets</li> <li>• Linkages and flows among regions of food production and consumption</li> <li>• Rural land use and settlement patterns</li> <li>• Models of agricultural land use, including von Thünen's model</li> <li>• Settlement patterns associated with major agriculture types</li> <li>• Modern commercial agriculture</li> <li>• Third Agricultural Revolution</li> <li>• Green Revolution</li> <li>• Biotechnology</li> <li>• Spatial organization and diffusion of industrial agriculture</li> <li>• Future food supplies and environmental impacts of agriculture</li> </ul>	<p>of subsistence agriculture, agricultural systems, and the von Thunen model.</p> <p>Formative assessments throughout the unit</p>
<p>Unit Six: Industrialization and Economic Development</p> <ul style="list-style-type: none"> <li>• Growth and diffusion of industrialization</li> <li>• The changing roles of energy and technology</li> <li>• Industrial Revolution</li> <li>• Evolution of economic cores and peripheries</li> <li>• Geographic critiques of models of economic localization (i.e., land rent, comparative costs of transportation), industrial location, economic development, and world systems</li> <li>• Contemporary patterns and impacts of industrialization and development</li> <li>• Spatial organization of the world economy</li> <li>• Variations in levels of development</li> <li>• Deindustrialization and economic restructuring</li> <li>• Pollution, health, and quality of life</li> <li>• Industrialization, environmental change, and sustainability</li> <li>• Local development initiatives: government policies</li> </ul>	<p>13-17% of AP Exam</p> <p>February – March 2017 (4 weeks)</p> <p>Week 1 – Pre-assessment Week 4 – Unit Test with performance task regarding Weber's theory, national identity through economic growth, and industrial location models.</p> <p>Formative assessments throughout the unit</p>
<p>Unit Seven: Cities and Urban Land Use</p> <ul style="list-style-type: none"> <li>• Definitions of urbanism</li> </ul>	<p>13-17% of AP Exam</p> <p>March – April 2017 (4 Weeks) – Last week before AP exam will be</p>

<ul style="list-style-type: none"> <li>• Origin and evolution of cities</li> <li>• Historical patterns of urbanization</li> <li>• Rural-urban migration and urban growth</li> <li>• Global cities and megacities</li> <li>• Models of urban systems</li> <li>• Functional character of contemporary cities</li> <li>• Changing employment mix</li> <li>• Changing demographic and social structures</li> <li>• Built environment and social space</li> <li>• Comparative models of internal city structure</li> <li>• Transportation and infrastructure</li> <li>• Political organization of urban areas</li> <li>• Urban planning and design</li> <li>• Patterns of race, ethnicity, gender, and class</li> <li>• Uneven development, ghettoization, and gentrification</li> <li>• Impacts of suburbanization and edge cities</li> </ul>	<p>used for review.</p> <p>Week 1 – Pre-assessment</p> <p>Week 4 – Unit Test with performance task regarding Mexico's urban geography, transportation and urban growth, and squatter settlements in megacities.</p> <p>Formative assessments throughout the unit</p>
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