

Office of Curriculum and Instruction

Advanced Placement Human Geography

Grade 11 or 12

Prerequisite: None

Credit Value: 5

ABSTRACT

Students in Advanced Placement (AP) Human Geography study the patterns and processes that have shaped the exploration, employment, and alteration of the earth's surface over time. Using landscape analysis and the necessary map skills and spatial concepts, students examine the impact of geography on the growth of social groups, as well as the environmental impact of those groups and their practices. The science of geography is discussed as students learn about the methods and tools used by geographers. The interconnectedness among the organization of humans at the local, regional, national, and global levels is an area of focus. Students are prepared to take the Advanced Placement Human Geography examination in May. Benchmark assessments are employed to track individual student progress.

Adopted by the Somerville Board of Education on July 25, 2017

AP Human Geography Grade 11 or 12

Month/ Marking Period	September	October	November/December	January	February
New Jersey Student Learning Standards (NJSL)	6.2.12.A.6.b, 6.2.12.B.3.b, 6.2.12.B.5.c, 6.2.12.B.6.a, 6.2.12.C.3.a-b, 6.2.12.C.3.d, 6.2.12.C.6.b, 6.2.12.C.6.d, 6.2.12.D.3.b, 6.2.12.D.5.c, 6.2.12.D.6.a	6.2.12.A.6.b, 6.2.12.B.3.b, 6.2.12.B.5.c, 6.2.12.B.6.a, 6.2.12.C.3.a-b, 6.2.12.C.3.d, 6.2.12.C.6.b, 6.2.12.C.6.d, 6.2.12.D.3.b, 6.2.12.D.5.c, 6.2.12.D.6.a	6.2.12.A.6.b, 6.2.12.B.3.b, 6.2.12.B.5.c, 6.2.12.B.6.a, 6.2.12.C.3.a-b, 6.2.12.C.3.d, 6.2.12.C.6.b, 6.2.12.C.6.d, 6.2.12.D.3.b, 6.2.12.D.5.c, 6.2.12.D.6.a	6.2.12.A.6.b, 6.2.12.B.3.b, 6.2.12.B.5.c, 6.2.12.B.6.a, 6.2.12.C.3.a-b, 6.2.12.C.3.d, 6.2.12.C.6.b, 6.2.12.C.6.d, 6.2.12.D.3.b, 6.2.12.D.5.c, 6.2.12.D.6.a	6.2.12.A.3.e, 6.2.12.A.6.b, 6.2.12.B.1.b, 6.2.12.B.3.b-c, 6.2.12.B.4.a-b, 6.2.12.B.4.d, 6.2.12.B.5.a, 6.2.12.B.5.c, 6.2.12.B.6.a, 6.2.12.C.1.a, 6.2.12.C.3.a-b, 6.2.12.C.3.d, 6.2.12.C.6.b, 6.2.12.C.6.d, 6.2.12.D.3.b
Essential Question:	What is geography?	In what ways are methods and tools used by geographers?	What factors affect global population?	How is a culture shaped by the environment?	In what ways does geography influence the organization of a nation?
Content:	Basic Concepts in Geography	Map Skills	Population	Folk and Popular Culture	Political Geography
Skills and Topics:	<ul style="list-style-type: none"> define the science of geography assess the knowledge that the study of geography provides (e.g., population, culture, economic development) compare and contrast globalization and local diversity interpret the current cultural landscape of diverse global regions establish learning goals and document in an electronic journal entry 	<ul style="list-style-type: none"> examine a variety of world maps identify the parts of a map (e.g., key, compass rose) differentiate among maps (e.g., political, relief, statistical) research tools used by geographers (e.g., GPS: global positioning system, GIS: geographic information system) apply methods for identification of locations on a map (e.g., place name, longitude, latitude) 	<ul style="list-style-type: none"> create a visual representation of global population density assess factors that contribute to population density (e.g., birth rate, death rate, natural resources) identify the four stages of the demographic transition model analyze the information in a population pyramid and demographic transition model 	<ul style="list-style-type: none"> brainstorm ways that a culture originates determine the environmental factors that influence the development of a culture (e.g., housing, clothing, food) assess the connections among world languages compare and contrast global religions analyze the political impact of world religions research how ethnicities are distributed globally 	<ul style="list-style-type: none"> identify the locations of world nations on a map determine the geographic and/or political reasons for boundaries among states and nations assess how culture, religion, and language affect boundaries discuss and provide examples of territorialities research case studies of territorial disputes

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Skills and Topics:		<ul style="list-style-type: none"> compare and contrast formal, functional, and vernacular regions track learning goals in an electronic journal 	<ul style="list-style-type: none"> create a population pyramid and/or demographic transition model based on provided data collaborate to provide an explanation of the circumstances that promote overpopulation compare and contrast push versus pull factors in migration track learning goals in an electronic journal 	<ul style="list-style-type: none"> analyze the connection between religion and nationalism and multinational and multiethnic states track learning goals in an electronic journal 	<ul style="list-style-type: none"> investigate international organizations that promote global harmony (e.g., United Nations, North Atlantic Treaty Organization) track learning goals in an electronic journal
Integration of Technology:	http://www.state.nj.us/education/ , content-related websites, Internet, Web Quets, ThinkQuest, wireless laptop computers, interactive maps, iPads, SMART Boards, Google apps, Google Docs, prezis, wikis, VoiceThread, video streaming, podcasting				
Writing:	Open-ended responses, conclusions and analysis of exploratory activities, reflective electronic journal entries				
Formative Assessments:	Oral presentation, multimedia presentations, self-assessments, peer assessments, scoring rubric, benchmark assessments				
Summative Assessments:	Quizzes, tests, reports, presentations, benchmark assessments				
Performance Assessments:	Oral reports, debates, re-enactments, dramatizations, multimedia presentations				
Interdisciplinary Connections:	*ELA: RH.SS.11-12.1-10, WH.SS.11-12.1-10 Science: 5.1.12.A.2-3, 5.1.12.B.3, 5.1.12.C.1, 5.1.12.D.1-2 Technology: 8.1.12.F.1-2 21 st Century Life/Careers: 9.2.12.C.1-3, 9.2.12.C.7-9 CRP 1,2,4,5,8,12	*ELA: RH.SS.11-12.1-10, WH.SS.11-12.1-10 Science: 5.1.12.A.2-3, 5.1.12.B.3, 5.1.12.C.1, 5.1.12.D.1-2 Technology:8.1.12.F.1-2 21 ^s Century Life/Careers: 9.2.12.C.1-3, 9.2.12.C.7-9 CRP 1,2,4,5,8,12	*ELA: RH.SS.11-12.1-10, WH.SS.11-12.1-10 Science: 5.1.12.A.2-3, 5.1.12.B.3, 5.1.12.C.1, 5.1.12.D.1-2 Technology:8.1.12.F.1-2 21 ^s Century Life/Careers: 9.2.12.C.1-3, 9.2.12.C.7-9 CRP 1,2,4,5,8,12	*ELA: RH.SS.11-12.1-10, WH.SS.11-12.1-10 Science: 5.1.12.A.2-3, 5.1.12.B.3, 5.1.12.C.1, 5.1.12.D.1-2 Technology: 8.1.12.F.1-2 21 st Century Life/Careers: 9.2.12.C.1-3, 9.2.12.C.7-9 CRP 1,2,4,5,8,12	*ELA: RH.SS.11-12.1-10, WH.SS.11-12.1-10 Science: 5.1.12.A.2-3, 5.1.12.B.3, 5.1.12.C.1, 5.1.12.D.1-2 Technology: 8.1.12.F.1-2 21 st Century Life/Careers: 9.2.12.C.1-3, 9.2.12.C.7-9 CRP 1,2,4,5,8,12

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Month/ Marking Period	September	October	November/December	January	February
21st Century Themes:	Global Awareness Civic Literacy Financial, Economic, Business, and Entrepreneurial Literacy <input type="checkbox"/> Health Literacy				
21st Century Skills:	Creativity and Innovation Media Literacy Critical Thinking and Problem Solving Life and Career Skills Information and Communication Technologies Literacy <input checked="" type="checkbox"/> Communication and Collaboration <input checked="" type="checkbox"/> Information Literacy				
Resources:	Textbook, trade books, magazines, periodicals, newspapers, professional journals, maps, videos, CDs, culturally-authentic documents, teacher-created resources				
Modifications/ Accommodations	<p>Intervention - Teachers will address intervention needs by using the following tools/strategies:</p> <ul style="list-style-type: none"> • Computer-assisted instruction • Instructional Level - Teachers will utilize texts that stretch the students' instructional level. Differentiated materials may be found in the book room and Newsela.com. • Text to Speech (Speak It!) <p>Enrichment/Gifted-</p> <ul style="list-style-type: none"> • Tired graphic organizers to add complex layers • Raise levels of intellectual demands • Differentiate content, process or product depending on students' readiness, interests and/or learning styles • expanded open-ended questions <p>ELL Students-</p> <ul style="list-style-type: none"> • Sheltered Instruction Strategies • Text to Speech (Speak It!) <p>Special Education-</p> <ul style="list-style-type: none"> • IEP accommodations and modifications • Extra time as needed • Repeated directions • Read directions aloud • Additional scaffolding as needed • Modified assignments as needed <p>*Please note – The noted accommodations and modifications for sub-groups of students are recommended, but teachers are not limited to these resources.</p>				

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Careers:	Applicable career options are discussed as they arise throughout the social studies program. Career options include, but are not limited to, the following career clusters: Agriculture, Food, and Natural Resources Career Cluster; Architecture and Construction Career Cluster; Arts, A/V Technology, and Communications Career Cluster; Business, Management, and Administration Career Cluster; Education and Training Career Cluster; Finance Career Cluster; Government and Public Administration Career Cluster; Health Science Career Cluster; Hospitality and Tourism Career Cluster; Human Services Career Cluster; Information Technology Career Cluster; Law, Public Safety, Correction, and Security Career Cluster; Manufacturing Career Cluster; Marketing Career Cluster; Science, Technology, Engineering and Mathematics Career Cluster; Transportation, Distribution, and Logistics Career Cluster.
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*2010 Common Core Content Standards:

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|--------------------------------|-------------------------------|
| RL: Reading Literature | N: Real Number System |
| RI: Reading Informational Text | A: Algebra |
| W: Writing | F: Functions |
| SL: Speaking and Listening | G: Geometry |
| L: Language | S: Statistics and Probability |
| | MD: Measurement and Data |

AP Human Geography Grade 11 or 12

Month/ Marking Period	March	April	May	June
New Jersey Student Learning Standards (NJSL)	6.2.12.A.6.b, 6.2.12.B.1.b, 6.2.12.B.3.b, 6.2.12.B.5.c, 6.2.12.B.6.a, 6.2.12.C.3.a-b, 6.2.12.C.3.d, 6.2.12.C.5.a, 6.2.12.C.6.b, 6.2.12.C.6.d, 6.2.12.D.3.b-c, 6.2.12.D.5.a	6.2.12.A.6.b, 6.2.12.B.1.b, 6.2.12.B.3.b, 6.2.12.B.5.c, 6.2.12.B.6.a, 6.2.12.C.1.b, 6.2.12.C.3.a-b, 6.2.12.C.3.d, 6.2.12.C.5.a, 6.2.12.C.6.b, 6.2.12.C.6.d, 6.2.12.D.3.b-c	6.2.12.A.6.b, 6.2.12.B.1.b, 6.2.12.B.3.b, 6.2.12.B.5.c, 6.2.12.B.6.a, 6.2.12.C.1.b, 6.2.12.C.3.a-b, 6.2.12.C.3.d, 6.2.12.C.5.a, 6.2.12.C.6.b, 6.2.12.C.6.d, 6.2.12.D.3.b-c	6.2.12.A.6.b, 6.2.12.B.1.b, 6.2.12.B.3.b, 6.2.12.B.5.c, 6.2.12.B.6.a, 6.2.12.C.3.a-b, 6.2.12.C.3.d, 6.2.12.C.6.b, 6.2.12.C.6.d, 6.2.12.D.3.b-c, 6.2.12.D.5.c, 6.2.12.D.6.a
Essential Question:	What impacts the growth of a nation?	In what ways is a country's economy affected by agriculture?	How are industrialization and economic development linked?	How can the popular media illustrate the study of geography?
Content:	Development	Agriculture	Industry and Urbanization	Projects
Skills and Topics:	<ul style="list-style-type: none"> define LDC and MDC (less developed country and more developed country) and the significance of those terms research factors that affect the classification of nations (e.g., rate of national increase, literacy, education, economy) analyze case studies of national development (e.g., Africa, China, India, Japan, Russia) track learning goals in an electronic journal 	<ul style="list-style-type: none"> track the development of agriculture through history determine the factors that contributed to agricultural revolutions (e.g., The Neolithic Revolution, Second Agricultural Revolution) compare and contrast agriculture in LDCs and MDCs research the development of modern agriculture assess the uses of biotechnology to address global issues (e.g., overpopulation) collaborate to prepare for the Advanced Placement examination using College Board test preparation materials track learning goals in an electronic journal 	<ul style="list-style-type: none"> brainstorm ways in which industry is and has been affected by technology and new energy sources globally investigate ways in which industry affects population (e.g., urbanization) research diverse models of urban spatial organization compare and contrast spatial organization models create an urban model track learning goals in an electronic journal 	<ul style="list-style-type: none"> evaluate ways in which geography is represented in the popular media determine an example of the representation of geography in the popular media for an individual or paired project analyze how geographic factors (e.g., population, development, agriculture, industry) are portrayed in the popular media present findings in a multimedia presentation utilize a scoring rubric to assess peer and personal presentations assess learning and achievement in final electronic journal entries

AP Human Geography Grade 11 or 12

Month/ Marking Period	March	April	May	June
Integration of Technology:	http://www.state.nj.us/education/ , content-related websites, Internet, Web Quets, ThinkQuest, wireless laptop computers, interactive maps, iPads, SMART Boards, Google apps, Google Docs, prezis, wikis, VoiceThread, video streaming, podcasting			
Writing:	Open-ended responses, conclusions and analysis of exploratory activities, reflective electronic journal entries			
Formative Assessments:	Oral presentation, multimedia presentations, self-assessments, peer assessments, scoring rubric, benchmark assessments			
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21st Century Themes:	Global Awareness Civic Literacy Financial, Economic, Business, and Entrepreneurial Literacy <input type="checkbox"/> Health Literacy			
21st Century Skills:	Creativity and Innovation Media Literacy Critical Thinking and Problem Solving Life and Career Skills Information and Communication Technologies Literacy <input checked="" type="checkbox"/> Communication and Collaboration <input checked="" type="checkbox"/> Information Literacy			
Resources:	Textbook, trade books, magazines, periodicals, newspapers, professional journals, maps, videos, CDs, culturally-authentic documents, teacher-created resources			

AP Human Geography Grade 11 or 12

Month/ Marking Period	March	April	May	June
Modifications/ Accommodations	<p>Intervention - Teachers will address intervention needs by using the following tools/strategies:</p> <ul style="list-style-type: none"> • Computer-assisted instruction • Instructional Level - Teachers will utilize texts that stretch the students' instructional level. Differentiated materials may be found in the book room and Newsela.com. • Text to Speech (Speak It!) <p>Enrichment/Gifted-</p> <ul style="list-style-type: none"> • Tired graphic organizers to add complex layers • Raise levels of intellectual demands • Differentiate content, process or product depending on students' readiness, interests and/or learning styles • expanded open-ended questions <p>ELL Students-</p> <ul style="list-style-type: none"> • Sheltered Instruction Strategies • Text to Speech (Speak It!) <p>Special Education-</p> <ul style="list-style-type: none"> • IEP accommodations and modifications • Extra time as needed • Repeated directions • Read directions aloud • Additional scaffolding as needed • Modified assignments as needed <p>*Please note – The noted accommodations and modifications for sub-groups of students are recommended, but teachers are not limited to these resources.</p>			
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*2010 Common Core Content Standards:

RL: Reading Literature

N: Real Number System

AP Human Geography
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RI: Reading Informational Text
W: Writing
SL: Speaking and Listening
L: Language

A: Algebra
F: Functions
G: Geometry
S: Statistics and Probability
MD: Measurement and Data

AP Human Geography Course Requirements

Grade: 11 or 12

Prerequisite: None

Credit Value: 5

Length of Course: Academic Year

Course Description

Students in Advanced Placement (AP) Human Geography study the patterns and processes that have shaped the exploration, employment, and alteration of the earth's surface over time. Using landscape analysis and the necessary map skills and spatial concepts, students examine the impact of geography on the growth of social groups, as well as the environmental impact of those groups and their practices. The science of geography is discussed as students learn about the methods and tools used by geographers. The interconnectedness among the organization of humans at the local, regional, national, and global levels is an area of focus. Students are prepared to take the Advanced Placement Human Geography examination in May. Benchmark assessments are employed to track individual student progress.

Course Content

This course will consist of the following units of study:

- Basic Concepts in Geography
- Map Skills
- Population
- Folk and Popular Culture
- Political Geography
- Development
- Agriculture
- Industry and Urbanization
- Projects

Course Objectives

The student will demonstrate the ability to answer in detail the following essential questions:

- What is geography?
- In what ways are methods and tools used by geographers?
- What factors affect global population?
- How is a culture shaped by the environment?
- In what ways does geography influence the organization of a nation?
- What impacts the growth of a nation?

Course Objectives (continued)

- In what ways is a country's economy affected by agriculture?
- How are industrialization and economic development linked?
- How can the popular media illustrate the study of geography?
- What are the post-graduation and/or career options that apply to the course content?

Evaluation Process

A final average of 65% or better is required to be awarded course credit. Throughout the length of this course, students may be evaluated on the basis of, but not limited to:

- Formative Assessments, such as writing prompts, journals, and portfolios
- Summative Assessments, such as quizzes, tests, and midterm and final examinations
- Performance Assessments, such as projects and presentations
- Technology-based Applications, such as electronic portfolios, Web Quests, ThinkQuest, and podcasting
- Class Participation
- Homework

Specific weights will be determined by course and level.

**AP Human Geography
Student Agreement**

STUDENT NAME: _____
Last Name First Name

GRADE: _____

My signature below indicates that I have received a copy of the Somerville Public Schools Course Requirements for AP Human Geography.

I acknowledge my responsibility to read and understand all of the information contained in the AP Human Geography Course Requirements information and syllabus packet.

Student Signature

Date

Note: Please share the course requirements for AP Human Geography with your parents.