Verona Public School District
Curriculum Overview

Advanced Placement Human Geography

Curriculum Committee Members:
Melissa Wallerstein

Supervisor:
Dr. Sumit Bangia

Verona Public Schools Mission Statement:

The mission of the Verona Public Schools, the center of an engaged and supportive community, is to empower students to achieve their potential as active learners and productive citizens through rigorous curricula and meaningful, enriching experiences.

Course Description:

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

Prerequisite(s):

None

Advanced Placement Human Geography

Standard 8: Technology Standards

8.1: Educational Technology: *All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.*	8.2: Technology Education, Engineering, Design, and Computational Thinking - Programming: *All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.*

A. Technology Operations and Concepts
X B. Creativity and Innovation
X C. Communication and Collaboration
X D. Digital Citizenship
X E. Research and Information Fluency
X F. Critical thinking, problem solving, and decision making
	A. The Nature of Technology: Creativity and Innovation
	X B. Technology and Society
	    C. Design
	    D. Abilities for a Technological World
	    E. Computational Thinking: Programming

SEL Competencies and Career Ready Practices

Social and Emotional Learning Core Competencies: *These competencies are identified as five interrelated sets of cognitive, affective, and behavioral capabilities*	Career Ready Practices: *These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.*

Self-awareness: The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.	**X** CRP2. Apply appropriate academic and technical skills.
	    CRP9. Model integrity, ethical leadership, and effective management.
	    CRP10. Plan education and career paths aligned to personal goals.

Self-management: The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.	CRP3. Attend to personal health and financial well-being. **X** CRP6. Demonstrate creativity and innovation. **X** CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP11. Use technology to enhance productivity.
Social awareness: The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.	**X** CRP1. Act as a responsible and contributing citizen and employee. CRP9. Model integrity, ethical leadership, and effective management.

Relationship skills: The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.	**X** CRP4. Communicate clearly and effectively and with reason.
	    CRP9. Model integrity, ethical leadership, and effective management.
	    CRP12. Work productively in teams while using cultural global competence.

Responsible decision making: The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.	**X** CRP5. Consider the environmental, social, and economic impact of decisions. **X** CRP7. Employ valid and reliable research strategies. **X** CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership, and effective management.

Advanced Placement Human Geography

Standard 9: 21st Century Life and Careers

9.1: Personal Financial Literacy: *This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.*	9.2: Career Awareness, Exploration & Preparation: *This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.*	9.3: Career and Technical Education: *This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.*
A. Income and Careers B. Money Management C. Credit and Debt Management D. Planning, Saving, and Investing E. Becoming a Critical Consumer F. Civic Financial Responsibility G. Insuring and Protecting	A. Career Awareness (K-4) B. Career Exploration (5-8) **X** C. Career Preparation (9-12)	A. Agriculture, Food & Natural Res. B. Architecture & Construction C. Arts, A/V Technology & Comm. D. Business Management & Admin. E. Education & Training **X** F. Finance G. Government & Public Admin. H. Health Science I. Hospital & Tourism J. Human Services K. Information Technology L. Law, Public, Safety, Corrections & Security M. Manufacturing N. Marketing O. Science, Technology, Engineering & Math P. Transportation, Distribution & Log.

Course Materials

Core Instructional Materials: *These are the board adopted and approved materials to support the curriculum, instruction, and assessment of this course.*	Differentiated Resources: *These are teacher and department found materials, and also approved support materials that facilitate differentiation of curriculum, instruction, and assessment of this course.*
● Human Geography: People, Place, and Culture (11th edition) ISBN: 9781119043140	● selected readings from Moseley, et al, The Introductory Reader in Human Geography ● excerpts from Diamond, Guns, Germs, and Steel ● Hebert, "Do Maps Create or Represent Reality?" ● Population Reference Bureau 2015 World Population Data Sheet ● "Don't Panic: The Truth about Population" documentary video ● "Between Borders: America's Migrant Crisis" documentary video ● "Death at Sea: Syrian Migrants film their perilous voyage to Europe" documentary video

Advanced Placement Human Geography

	● "We Walk Together: A Syrian family's journey to the heart of Europe" documentary video
	● Frontline: Generation Like
	● UNESCO World Heritage web site
	● "The Linguists" documentary video
	● excerpt from Griswold, <u>The Tenth Parallel: Dispatches from the Fault Line Between Christianity and Islam</u>
	● ARC GIS Online
	● ReDistrictingGame.org
	● New York Times 2010 Census interactive website
	● "Living On One Dollar" documentary video
	● "The True Cost" documentary video
	● excerpts from Schlosser, <u>Fast Food Nation</u>
	● excerpts from Standage, <u>A History of the World In Six Glasses</u>

Unit Title / Topic: Geography – Its Nature and Perspectives	Unit Duration: 3 weeks

Stage 1: Desired Results

Established Goals:

NJCCCS

6.1.12.B.2.a: Analyze how the United States has attempted to account for regional differences while also striving to create an American identity.

6.1.12.B.6.a: Determine the role geography played in gaining access to raw materials and finding new global markets to promote trade.

6.2.12.D.6.a: Assess the role of increased personal and business electronic communications in creating a "global" culture, and evaluate the impact on traditional cultures and values.

Spatial Thinking Skills: Construct various forms of geographic representations to show the spatial patterns of physical and human phenomena.

Spatial Thinking Skills: Relate current events to the physical and human characteristics of places and regions.

NJSLS

RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.

RH.11-12.10 By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.

WHST.11-12.1. Write arguments focused on *discipline-specific content.*

WHST.11-12.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

WHST.11-12.6. Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.

WHST.11-12.7 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.

WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.

WHST.11-12.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Transfer Goal:

Students will be able to <u>independently</u> use their learning to…

Apply the spatial perspective to their own lives.

Students will understand that:	Essential Questions:
● Geography looks at the world from a spatial perspective	● What is geography?

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● 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	● What is human geography? ● What are geographic questions? ● Why do geographers use maps, and what do maps tell us? ● What are geographic concepts, and how are they used in answering geographic questions?

Students will know:

- Geographic information provides context for understanding spatial relationships and human-environment interaction
- Geographical concepts include location, place scale, space, pattern, nature and society, networks, flows, regionalization, and globalization
- Landscape analysis provides a context for understanding the location of people, places, regions, and events; human-environment relationships; and interconnections between and among regions
- People apply spatial concepts to interpret and understand population and migration; cultural patterns and processes; political organization of space; agriculture and rural land use; industrialization and economic development; and cities and urban land use
- Maps are used to represent and identify spatial patterns and processes of different scales
- Types of maps include reference maps and thematic maps
- All map projections inevitably distort spatial relationships
- Mathematical formulas and graphs are used to understand geographical patterns and processes
- Geographers use models as generalizations to think systematically about topics such as land use, industrial location, and the distribution of settlements
- Geographical issues include problems related to human-environmental interactions; conflict and cooperation among countries; and planning and public-policy decision making
- Patterns and processes at different scales reveal variations in and different interpretations of data
- Regions are defined on the basis of one or more unifying characteristics
- Types of regions include formal, functional, and perceptual
- World regions may overlap and often have transnational boundaries
- Regional thinking is applied at local, national, and global scales

Students will be able to:

- Explain the importance of geography as a field of study
- Explain major geographical concepts underlying the geographical perspective
- Use concepts such as space, place, and region to examine geographic issues
- Use spatial thinking to analyze the human organization of space
- Use landscape analysis to examine the human organization of space
- Use and interpret maps
- Apply mathematical formulas and graphs to interpret geographic concepts
- Define region as a concept and identify world regions
- Explain and evaluate the regionalization process
- Explain the concept of culture and identify cultural traits
- Explain how geographers assess the spatial and place dimensions of cultural groups in the past and present
- Interpret patterns and processes at different scales
- Analyze changing interconnections among places

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- Regionalism refers to a group's perceived identification with a particular region at any scale
- Interconnections among places include exchanges of natural resources, agricultural commodities, finished products, services, people, information, money, and pollutants
- Geospatial technologies include geographic information systems, satellite navigation systems, remote sensing, and online mapping and visualization
- Geospatial data is used at all scales for persona, business, and governmental purposes
- Data may be gathered in the field by organizations or by individuals
- Quantitative and qualitative geographic data are used in economic, environmental, political, and social decision making

Stage 2: Acceptable Evidence

Transfer Task
TASK: DRAW 2 MENTAL MAPS

MENTAL MAP 1: The World

Students will draw their own <u>mental maps</u> of the world on a blank sheet of paper.

After drawing the rough outline of the world's land masses, label the continents. Then create a way to label the following things:

Numbers 1 to 5 are physical features like mountains, rivers, lakes, **Numbers 6-10** are political features such as cities and countries. **Numbers 11-15** are economic features like natural resources, trade goods. **Numbers 16-20** are science/ technological features like inventions and ideas. **Numbers 21-25** are cultural features; works of art, literature, music, religions. Then, **use five arrows (26-30)** to show movement across space of major migrations of people.

<u>Questions:</u> when you're finished, spend a minute looking at your own map and answer the following:

1. <u>What did this exercise tell you about your own knowledge (or lack of knowledge) about the world?</u>
2. <u>What regions/areas/countries did you know the most/least about</u>?

MENTAL MAP 2: Verona High School

For the 2nd mental map I want you to draw a mental map of our school. You can draw any aspect of the school that you like, either inside, outside, or both. I don't expect an architectural schematic blueprint of the entire building – whatever route or section of the building you choose is up to you. When finished answer the questions below:

1. <u>What part of the school did you choose and why</u>?

Advanced Placement Human Geography

| 2. Analyzing your own map for a moment, what does your map tell you about how you see and/or feel about the school? |

| **Unit Title / Topic:** Population and Migration | **Unit Duration:** 5 weeks |

Stage 1: Desired Results

Established Goals:

<u>NJCCCS</u>

6.1.12.B.3.a: Assess the impact of Western settlement on the expansion of United States political boundaries

6.1.12.D.3.b: Explain how immigration intensified ethnic and cultural conflicts and complicated the forging of a national identity [in the U.S.]

6.1.12.B.4.b: Analyze the impact of population shifts and migration patterns during the Reconstruction period.

6.1.12.A.8.c: Relate social intolerance, xenophobia, and fear of anarchists to government policies restricting immigration, advocacy, and labor organizations.

6.1.12.C.8.a: Analyze the push-pull factors that led to the Great Migration.

6.1.12.D.8.a: Explain why the Great Migration led to heightened racial tensions, restrictive laws, a rise in repressive organizations, and an increase in violence.

6.1.12.A.13.c: Determine the extent to which changes in national policy after 1965 impacted immigration to New Jersey and the United States.

6.1.12.B.14.a: Determine the impact of recent immigration and migration patterns in New Jersey and the United States on demographic, social, economic, and political issues.

6.2.12.D.1.c: Analyze various motivations for the Atlantic slave trade and the impact on Europeans, Africans, and Americans.

6.2.12.B.5.c: Determine the impact of migration on the way of life (e.g., social, economic, and political structures) in countries of origin and in adopted countries.

6.2.12.B.6.a: Determine the global impact of increased population growth, migration, and changes in urban-rural populations on natural resources and land use.

6.2.12.C.6.b: Compare and contrast demographic trends in industrialized and developing nations, and evaluate the potential impact of these trends on the economy, political stability, and use of resources.

6.2.12.C.6.d: Determine how the availability of scientific, technological, and medical advances impacts the quality of life in different countries.

Spatial Thinking Skills: Construct various forms of geographic representations to show the spatial patterns of physical and human phenomena.

Spatial Thinking Skills: Relate current events to the physical and human characteristics of places and regions.

<u>NJSLS</u>

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Advanced Placement Human Geography

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Transfer Goal:

Students will be able to <u>independently</u> use their learning to…

Reflect upon and analyze their own family's migration history, including push and pull factors.

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

Essential Questions:

- Where in the world do people live and why?
- Why do populations rise or fall in particular places?
- Why does population composition matter?
- How does the geography of health influence population dynamics?
- How do governments affect population change?
- What is migration?
- Why do people migrate?
- Where do people migrate?
- How do governments affect migration?

Students will know:

- Factors that explain patterns of population distribution vary according to the scale of analysis
- Physical factors and human factors influence the distribution of population
- The three methods for calculating population density are arithmetic, physiological, and agricultural
- Population distribution and density influence political, economic, and social processes
- Population distribution and density impact the environment and natural resources
- Population distribution and density affect the need for infrastructure and urban services
- Age, sex, and ethnicity are elements of population composition that may be mapped and graphed at various scales
- Population pyramids are used to project population growth and decline and to predict markets for goods and services
- Demographic factors that determine population growth and decline are fertility, mortality, and migration
- Rates of natural increase and population-doubling times are used to explain population growth and decline
- Social, cultural, political, and economic factors influence fertility, mortality, and migration rates
- The demographic transition model may be used to explain population change over time and space
- Malthusian theory is used to analyze population change and its consequences

Students will be able to:

- Analyze the distribution of human populations at different scales
- Use population density to explain the relationship between people and the environment
- Explain the implications of population distributions and densities
- Analyze population composition
- Explain contemporary and historical trends in population growth and decline
- Interpret and apply theories of population growth and decline
- Evaluate various national and international population policies
- Analyze reasons for changes in fertility rates in different parts of the world
- Explain the causes and implications of an aging population
- Explain how push and pull factors contribute to migration
- Apply the concepts of forced and voluntary migration to historical and contemporary examples
- Analyze major historical migrations
- Analyze the cultural, economic, environmental, and political consequences of migration

Advanced Placement Human Geography

- The epidemiologic transition explains causes of changing death rates
- Types of population policies include those that promote or restrict population growth
- Changing social values and access to education, employment, healthcare, and contraception have reduced fertility rates in most parts of the world
- Changing social, economic, and political roles for women have influenced the patterns of fertility, mortality, and migration
- Population aging is influenced by birth and death rates and life expectancy
- An aging population has social, economic, and political implications
- Push and pull factors can be cultural, demographic, economic, environmental, or political
- Push factors are often negative while pull factors are often perceived as positive
- Forced migrations include those involving refugees, internally displaced persons, and asylum seekers
- Voluntary migrations may be transnational, internal, chain, step, and rural to urban
- Patterns of voluntary and forced migration may be affected by distance and physical features
- Major historical migrations include forced migration of Africans to the Americas, immigration waves to the U.S., and emigration from Europe and Asia to colonies abroad
- Governments institute policies to encourage or restrict migration
- Migration has consequences for areas that generate or receive migrants

Stage 2: Acceptable Evidence

Transfer Task
Personal & Family Migration Stories

It's a truism that the United States is a country of immigrants, whether from Europe in the 18th and 19th centuries, or from Latin American, Asian, and Africa in the late 20th and early 21st. Human migration is a major theme of this course, and not simply memorizing which people went where, but analyzing the reasons (called push and pull factors) that cause people to move long distances, and what impact these migrations have on all places involved, and on the world in general.

In that spirit, rather than simply memorizing a bunch of vocabulary, I want you to tell the story of your own family's migration from wherever they came from to the current town you find yourself living in. You can either speak from personal experience (if you came to this country during your life), or speak with family members to help you answer. Below are a series of prompts to guide your story.

The final product should be no less than one page – but feel free to write as much as you like.

1. From what country did your family originate?
2. When did the migration take place (what year [approximately])?
3. For what reasons did your family migrate from the country they left? What were the push factors (economic reasons, political/cultural reasons, etc.)?
4. What were the pull factors that brought your family to the U.S. specifically? In other words, for whatever reason they left their country, why did they end up in the United States and not Canada, for example?
5. Why did they come to New Jersey (and ultimately Verona) specifically? Why not another state, or region of New Jersey?
6. Did they come directly to the United States, or migrate elsewhere first?
7. By what means did they migrate (plane, boat, on foot, etc.)

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8. Did they (or you) face any challenges when they (or you) reached the new destination? If so, what were the challenges? (Language barriers, job opportunities, attitudes towards immigrants, etc.)?

Unit Title / Topic: Culture	**Unit Duration:** 8 weeks
Stage 1: Desired Results	

Established Goals:

<u>NJCCCS</u>

6.1.12.D.5.d: Relate varying immigrants' experiences to gender, race, ethnicity, or occupation.

6.1.12.D.13.a: Determine the impetus for the Civil Rights Movement, and explain why national governmental actions were needed to ensure civil rights for African Americans.

6.1.12.D.13.f: Relate the changing role of women in the labor force to changes in family structure.

6.1.12.D.14.d: Evaluate the extent to which women, minorities, individuals with gender preferences, and individuals with disabilities have met their goals of equality in the workplace, politics, and society.

6.1.12.D.14.e: Evaluate the role of religion on cultural and social mores, public opinion, and political decisions [in the U.S].

6.1.12.D.14.f: Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.

6.1.12.A.16.a: Examine the impact of media and technology on political and social issues in a global society.

6.1.12.C.16.a: Evaluate the economic, political, and social impact of new and emerging technologies on individuals and nations.

6.1.12 D.16.a: Analyze the impact of American culture on other world cultures from multiple perspectives.

6.2.12.D.5.c: Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information, worldwide.

6.2.12.D.5.d: Analyze how feminist movements and social conditions have affected the lives of women in different parts of the world, and evaluate women's progress toward social equality, economic equality, and political equality in various countries.

6.2.12.D.6.a: Assess the role of increased personal and business electronic communications in creating a "global" culture, and evaluate the impact on traditional cultures and values.

Spatial Thinking Skills: Construct various forms of geographic representations to show the spatial patterns of physical and human phenomena.

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Advanced Placement Human Geography

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Transfer Goal:
Students will be able to <u>independently</u> use their learning to…

Apply the cultural geography concepts of local/folk culture, placelessness, sequent occupance and activity spaces to their own experiences during winter break.

Students will understand that:	**Essential Questions:**
● Concepts of culture frame the shared behaviors of a society ● Culture varies by place and region	● What are local and popular cultures? ● How are local cultures sustained? ● How is popular culture spread? ● How can local and popular cultures be seen in the cultural landscape? ● What is identity and how are identities constructed? ● How do places affect identity, and how can we see identities in places? ● How does geography reflect and shape power relationships among groups?
Students will know:	**Students will be able to:**
● Culture is comprised of the shared practices, technologies, attitudes, and behaviors transmitted by a society ● Cultural traits are individual elements of culture and include such things as food preferences, architecture, and land use ● Geographers use maps and the spatial perspective to analyze and assess language, religion, ethnicity, and gender ● Communication technologies are reshaping and accelerating interactions among people and places and changing cultural practices ● Regional patterns of language, religion, and ethnicity contribute to a sense of place, enhance place making, and shape the global cultural landscape ● Language patterns and distributions can be represented on maps, charts, and language trees ● Religious patterns and distributions can be represented on maps and charts	● Explain the concept of culture and identify cultural traits ● Explain how geographers assess the spatial and place dimensions of cultural groups in the past and present ● Explain how globalization is influencing cultural interactions and change ● Explain cultural patterns and landscapes as they vary by place and region ● Explain the diffusion of culture and cultural traits through time and space ● Explain how culture is expressed in landscapes and how land and resource use represents cultural identity ● Compare and contrast popular and folk culture and the geographic patterns associated with each

Advanced Placement Human Geography

- Ethnicity and gender reflect cultural attitudes that shape the use of space
- Language, religion, ethnicity, and gender are essential to understanding landscapes symbolic of cultural identity
- Types of diffusion include expansion (contagious, hierarchical, stimulus) and relocation
- Language families, languages, dialects, world religions, ethnic cultures, and gender roles diffuse from cultural hearths, resulting in interactions between local and global forces that lead to new forms of cultural expression
- Colonialism, imperialism, and trade helped to shape patterns and practices of culture
- Acculturation, assimilation, and multiculturalism are shaped by the diffusion of culture
- Ethnic religions are generally found near the hearth or spread through relocation diffusion
- Universalizing religions are spread through expansion and relocation diffusion
- Cultural landscapes are amalgamations of physical features, agricultural and industrial practices, religious and linguistic characteristics, and other expressions of culture
- Folk culture origins are usually anonymous and rooted in tradition and are often found in rural or isolated indigenous communities
- Popular culture origins are often urban, changeable, and influenced by media

Stage 2: Acceptable Evidence

Transfer Task

Local Culture & Activity Spaces Winter Break Project

Objective:
Students will observe surroundings and photograph examples of local culture, placelessness, sequent occupance and activity spaces enjoyed during the winter holiday break (December 24, 2015 – January 4, 2016.)

Assignment:
During your time off from school, document your travels, whether they are local or you go elsewhere. Make notes on what you see and take pictures to offer examples of the cultural landscapes you encounter. Compile your photos in a Power Point, Prezi, PiktoChart or Google Slides presentation and use them to answer the following questions:

1. Define your activity space using a map and description.

2. Give examples of the cultural landscape around your home and the places to which you travel (if you do). If you stay home, try to travel around the Northern New Jersey / New York City area providing examples of the cultural landscape, including architecture, popular culture, diffusion, sequent occupance, and the human imprint on the environment.

Advanced Placement Human Geography

3. Provide at least one example of placelessness you encounter in your travels.

4. Provide examples of tradition and culture which may be unique to your family (i.e. decorating, making cookies, gift exchange, religious services, visiting family, eating Chinese food, going to the movies, etc.)

Advanced Placement Human Geography

Unit Title / Topic: Political Geography	Unit Duration: 2 weeks

Stage 1: Desired Results

Established Goals:

NJCCCS

6.1.12.B.3.a: Assess the impact of Western settlement on the expansion of United States political boundaries.

6.1.12.A.12.c: Explain how the Arab-Israeli conflict influenced American foreign policy.

6.1.12.A.15.a: Analyze the factors that led to the fall of communism in Eastern European countries and the Soviet Union, and determine how the fall influenced the global power structure.

6,1.12.A.15.c: Evaluate the role of diplomacy in developing peaceful relations, alliances, and global agreements with other nations.

6.1.12.A.15.e: Analyze the impact of United States support for the policies and actions of the United Nations and other international organizations.

6.1.12.D.15.a: Compare the United Nations policies and goals intended to promote human rights and prevent the violation of human rights with actions taken by the United States.

6.1.12.D.15.c: Explain how and why religious tensions and historic differences in the Middle East have led to international conflicts, and analyze the effectiveness of United States policy and actions in bringing peaceful resolutions to the region.

6.1.12.D.15.d: Analyze the reasons for terrorism and the impact that terrorism has had on individuals and government policies, and assess the effectiveness of actions taken by the United States and other nations to prevent terrorism.

6.1.12.B.16.a: Explain why natural resources continue to be a source of conflict, and analyze how the United States and other nations have addressed issues concerning the distribution and sustainability of natural resources.

6.2.12.B.1.a: Explain major changes in world political boundaries between 1450 and 1770, and assess the extent of European political and military control in Africa, Asia, and the Americas by the mid-18th century.

6.2.12.B.1.b: Determine the role of natural resources, climate, and topography in European exploration, colonization, and settlement patterns.

6.2.12.A.2.b: Determine the reasons for, and the consequences of, the rise of powerful, centralized nation states in Europe.

6.2.12.B.3.a: Assess the impact of imperialism by comparing and contrasting the political boundaries of the world in 1815 and 1914.

6.2.12.B.3.b: Relate the role of geography to the spread of independence movements in Latin America.

6.2.12.B.4.a: Determine the geographic impact of World War I by comparing and contrasting the political boundaries of the world in 1914 and 1939.

6.2.12.B.4.c: Explain how the disintegration of the Ottoman Empire and the mandate system led to the creation of new nations in the Middle East.

6.2.12.B.4.d: Explain the intended and unintended consequences of new national boundaries established by the treaties that ended World War II.

6.2.12.A.5.b: Analyze the structure and goals of the United Nations and evaluate the organization's ability to solve or mediate international conflicts.

6.2.12.B.5.a: Determine the impact of geography on decisions made by the Soviet Union and the United States to expand and protect their spheres of influence.

6.2.12.B.5.b: Analyze the reasons for the Cold War and the collapse of the Soviet Union, and evaluate the impact of these events on changing national boundaries in Eastern Europe and Asia.

6.2.12.B.5.d: Analyze post-independence struggles in South Asia, including the struggle over the partitioning of the subcontinent into India and Pakistan, as well as later tensions over Kashmir.

6.2.12.B.5.e: Assess the role of boundary disputes and limited natural resources as sources of conflict.

6.2.12.C.5.f: Assess the impact of the European Union on member nations and other nations.

6.2.12.D.5.a: Relate the lingering effects of colonialism to the efforts of Latin American, African, and Asian nations to build stable economies and national identities.

Advanced Placement Human Geography

6.2.12.A.6.a: Evaluate the role of international cooperation and multinational organizations in attempting to solve global issues.

6.2.12.A.6.b: Analyze the relationships and tensions between national sovereignty and global interest in matters such as territory economic development, use of natural resources, and human rights.

6.2.12.A.6.c: Analyze why terrorist movements have proliferated, and evaluate their impact on governments,

individuals, and societies.

6.2.12.A.6.d: Assess the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences.

6.3.12.D.1: Analyze the impact of current governmental practices and laws affecting national security and/or individual civil rights/privacy.

6.3.12.D.2: Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.

Spatial Thinking Skills: Construct various forms of geographic representations to show the spatial patterns of physical and human phenomena.

Spatial Thinking Skills: Relate current events to the physical and human characteristics of places and regions.

NJSLS

RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.

RH.11-12.10 By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.

WHST.11-12.1. Write arguments focused on *discipline-specific content.*

WHST.11-12.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

WHST.11-12.6. Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.

WHST.11-12.7 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.

WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.

WHST.11-12.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Transfer Goal:

Students will be able to independently use their learning to…

Analyze the impact of geographical knowledge on the political process through redistricting and gerrymandering.

Students will understand that:	Essential Questions:
● The contemporary political map has been shaped by events of the past.	● How is space politically organized into states and nations?

Advanced Placement Human Geography

● Spatial political patterns reflect ideas of territoriality and power at a variety of scales. ● The forces of globalization challenge contemporary political-territorial arrangements	● How do states spatially organize their governments? ● How are boundaries established, and why do boundary disputes occur? ● How does the study of geopolitics help us understand the world? ● What are supranational organizations, and what is the future of the state?

Students will know:

● Independent states are the primary building blocks of the world political map
● Types of political entities include nations, states, nation-states, stateless nations, multinational states, multistate nations, and autonomous regions
● The concept of the modern nation-state began in Europe
● Colonialism and imperialism led to the spread of nationalism and influenced contemporary political boundaries
● Independence movements and democratization have shaped the political map since World War II
● The fall of Communism ended the Cold War, led to the creation of newly independent states, an changed the world balance of power
● Political power is expressed geographically as control over people, land, and resources
● Territoriality is the connection of people, their culture, and their economic systems to the land
● Boundaries are defined, delimited, demarcated, and administered
● International boundaries establish the limits of sovereignty and can be the source of disputes
● Boundaries can influence identity and promote or prevent international or internal interactions and exchanges
● The Law of the Sea has enabled states to extend their boundaries offshore, which sometimes results in conflicts
● Voting districts, redistricting, and gerrymandering influence the results of elections at various scales
● Political boundaries do not always coincide with patterns of language, religion, ethnicity, nationality, and economy
● Forms of governance include unitary states and federal states
● Powers of the subdivisions of states vary according to the form of governance
● State morphology has economic, political, and social implications
● Local and metropolitan forms of governance are subnational political units that have varying degrees of local control
● Some forces that may lead to supranationalism include economies of scale, trade agreements, military alliances, and transnational environmental challenges
● Supranationalism is expressed in the creation of multinational organizations

Students will be able to:

● Explain the structure of the contemporary political map
● Explain the evolution of the contemporary political map
● Evaluate the geopolitical forces that influence the contemporary political map
● Explain the concepts of political power and territoriality
● Evaluate the nature and function of international and internal boundaries
● Analyze the spatial relationships between political systems and patterns of culture and economy
● Compare and contrast forms of governance
● Describe patterns of local and metropolitan governance
● Explain how the political, economic, cultural, and technological elements of globalization challenge state sovereignty
● Apply the concepts of centrifugal and centripetal forces at the national scale

Advanced Placement Human Geography

- Some forces that may lead to devolution of states include physical geography, ethnic separatism, terrorism, economic and social problems, and irredentism
- Devolution is expressed in the fragmentation of states into autonomous regions, subnational political-territorial units, or Balkanization
- Advances in communication technology have facilitated devolution, Supranationalism, and democratization
- Centrifugal forces can originate in political dimensions, economic dimensions, or cultural dimensions
- Centripetal forces can originate in political dimensions, economic dimensions, or cultural dimensions

Stage 2: Acceptable Evidence

Transfer Task

Students will play the ReDistricting Game (http://redistrictinggame.org/game.php) in order to understand the causes and effects of gerrymandering.

Unit Title / Topic: Urban Geography	Unit Duration: 2 weeks

Stage 1: Desired Results

Established Goals:

NJCCCS

6.1.12 B.5.b: Assess the impact of rapid urbanization on the environment and on the quality of life in cities in the U.S.

6.1.12.B.13.a: Determine the factors that led to migration from American cities to suburbs in the 1950s and 1960s, and describe how this movement impacted cities.

6.1.12.D.13.d: Determine the extent to which suburban living and television supported conformity and stereotyping during this time period.

6.1.12. B.14.b: Analyze how regionalization, urbanization, and suburbanization have led to social and economic reform movements in New Jersey and the United States.

6.1.12.D.14.b: Assess the effectiveness of actions taken to address the causes of continuing urban tensions and violence.

6.2.12.D.3.b: Explain how industrialization and urbanization affected class structure, family life, the daily lives of men, women, and children, and the environment.

6.2.12.B.6.a: Determine the global impact of increased population growth, migration, and changes in urban-rural populations on natural resources and land use..

Spatial Thinking Skills: Construct various forms of geographic representations to show the spatial patterns of physical and human phenomena.

Spatial Thinking Skills: Relate current events to the physical and human characteristics of places and regions.

NJSLS

RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.

RH.11-12.10 By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.

WHST.11-12.1. Write arguments focused on *discipline-specific content.*

WHST.11-12.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

WHST.11-12.6. Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.

WHST.11-12.7 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.

WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.

WHST.11-12.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Advanced Placement Human Geography

Transfer Goal:	
Students will be able to independently use their learning to… Describe and analyze the land use practices in their school's neighborhood.	
Students will understand that: ● The form, function, and size of urban settlements are constantly changing ● Models help to understand the 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 attitudes and values of a population ● Urban areas face economic, social, political, cultural, and environmental challenges	**Essential Questions:** ● When and why did people start living in cities? ● Where are cities located and why? ● How are cities organized, and how do they function? ● How do people shape cities? ● What role do cities play in globalization?
Students will know: ● Site and situation influence the origin, function, and growth of cities ● Transportation and communication have facilitated urbanization and suburbanization ● Improvements in agriculture and transportations, population growth, migration, economic development, and government policies influence urbanization ● World cities function at the top of the world's urban hierarchy and drive globalization ● Megacities are rapidly increasing in countries of the periphery and semiperiphery ● Megacities and world cities experience economic, social, political, and environmental challenges ● Models that are useful for explaining the distribution and size of cities include the rank-size rule, the law of the primate city, and Christaller's central place theory ● The gravity model is useful in explaining interactions among networks of cities ● Classic models that are useful for explaining the internal structures of cities and urban development are the burgess concentric-zone model, the Hoyt sector model, and the Harris-Ullman multiple-nuclei model ● The galactic city model is useful for explaining internal structures and urban development within metropolitan areas ● World-regional models are useful (with limitations) for explaining land use and urban development ● Economic development and interconnection within a metropolitan area are dependent upon the location and quality of infrastructure ● Sustainable design initiatives include walkable mixed-use commercial and residential areas and smart-growth policies ● Functional and geographic fragmentation of governments presents challenges in addressing urban issues ● Quantitative information about a city's population is provided by census and survey data	**Students will be able to:** ● Explain the factors that initiate and drive urbanization and suburbanization ● Apply models to explain the hierarchy and interaction patterns of urban settlements ● Explain the models of internal city structure and urban development ● Analyze residential land use in terms of low-, medium-, and high-density housing ● Evaluate the infrastructure of cities ● Explain the planning and design issues and political organization of urban areas ● Analyze the demographic composition and population characteristics of cities using quantitative and qualitative data ● Evaluate problems and solutions associated with growth and decline within urban areas ● Evaluate problems associated with urban sustainability

Advanced Placement Human Geography

- Qualitative data from field studies and narratives provide information about individual attitudes toward urban change
- Economic and social problems associated with the growth and decline of urban communities include housing and insurance discrimination, housing affordability, access to food stores and public services, disamenity zones, zones of abandonment, and gentrification
- Land use and environmental problems associated with the growth and decline of urban communities include suburban sprawl, sanitation, air and water quality, remediation and redevelopment of brown fields, farmland protection, and energy use

Stage 2: Acceptable Evidence

Transfer Task

Neighborhood Awareness
Formulate a correlation between different land use practices within the school's neighborhood. Prepare maps and overlays of information on land use, settlement patterns, patterns of ethnicity, commercial land use, traffic patterns, mass transit infrastructure, and schools and other public buildings.

Unit Title / Topic: Development and Industry	Unit Duration: 5 weeks

Stage 1: Desired Results

Established Goals:

<u>NJCCCS</u>

6.1.12.C.3.a: Analyze how technological developments transformed the economy, created international markets, and affected the environment in New Jersey and the nation.

6.1.12.C.3.b: Relate the wealth of natural resources to the economic development of the United States and to the quality of life of individuals.

6.1.12.B.6.a: Determine the role geography played in gaining access to raw materials and finding new global markets to promote trade.

6.1.12.B.6.b: Compare and contrast issues involved in the struggle between the unregulated development of natural resources and efforts to conserve and protect natural resources during the period of industrial expansion.

6.1.12.D.6.a: Assess the impact of technological innovation and immigration on the development of agriculture, industry, and urban culture during the late 19th century in New Jersey and the United States.

6.1.12.C.12.c: Analyze how scientific advancements impacted the national and global economies and daily life.

6.1.12.B.13.b: Evaluate the effectiveness of environmental movements and their influence on public attitudes and environmental protection laws.

6.1.12.B.14.c: Evaluate the impact of individual, business, and government decisions and actions on the environment, and assess the efficacy of government policies and agencies in New Jersey and the United States in addressing these decisions.

6.1.12.C.14.c: Analyze economic trends, income distribution, labor participation, and government and consumer debt and their impact on society.

6.1.12.C.14.d: Relate the changing manufacturing, service, science, and technology industries and educational opportunities to the economy and social dynamics in New Jersey.

6.1.12.C.15.a: Relate the role of America's dependence on foreign oil to its economy and foreign policy.

6.1.12.D.15.a: Compare United Nations policies and goals intended to promote human rights and prevent the violation of human rights with actions taken by the United States.

6.1.12.A.16.c: Assess from various perspectives the effectiveness with which the United States government addresses economic issues that affect individuals, business, and/or other countries.

6.1.12.C.16.a: Evaluate the economic, political, and social impact of new and emerging technologies on individuals and nations.

6.1.12.C.16.b: Predict the impact of technology on the global workforce and on entrepreneurship.

6.1.12.C.16.c: Assess the impact of international trade, global business organizations, and overseas competition on the United States economy and workforce.

6.1.12.D.16.b: Explain how and why technology is transforming access to education and educational practices worldwide.

6.1.12.D.16.c: Determine past and present factors that led to the widening of the gap between the rich and poor, and evaluate how this has affected individuals and society.

6.2.12.C.1.c: Assess the role of mercantilism in stimulating European expansion through trade, conquest, and colonization.

6.2.12.C.3.a: Analyze interrelationships among the Industrial Revolution, nationalism, competition for global markets, imperialism, and natural resources.

6.2.12.C.3.d: Determine how, and the extent to which, scientific and technological changes, transportation, and new forms of energy brought about massive social, economic, and cultural changes.

6.2.12.C.3.e: Compare the impact of imperialism on economic development in Africa, Asia, and Latin America regarding barriers or opportunities for future development and political independence.

Advanced Placement Human Geography

6.2.12.D.3.b: Explain how industrialization and urbanization affected class structure, family life, the daily lives of men, women, and children, and the environment.

6.2.12.D.3.c: Compare and contrast China's and Japan's views of and responses to imperialism, and determine the effects of imperialism on the development and prosperity of each country in the 20th century.

6.2.12.C.5.d: Determine the challenges faced by developing nations in their efforts to compete in a global economy.

6.2.12.C.5.e: Assess the reasons for and consequences of the growth of communism and shift toward a market economy in China.

6.2.12.C.5.g: Evaluate the role of the petroleum industry in world politics, the global economy, and the environment.

6.2.12.D.5.a: Relate the lingering effects of colonialism to the efforts of Latin American, African, and Asian

nations to build stable economies and national identities.

6.2.12.A.6.b: Analyze the relationships and tensions between national sovereignty and global interest in matters such as territory, economic development, use of natural resources, and human rights.

6.2.12.C.6.a: Evaluate efforts of governmental, nongovernmental, and international organizations to address economic imbalances and social inequalities.

6.2.12.C.6.b: Compare and contrast demographic trends in industrialized and developing nations, and evaluate the potential impact of these trends on the economy, political stability, and use of resources.

6.2.12.C.6.c: Assess the role government monetary policies, central banks, international investment, and exchange rates play in maintaining stable regional and global economies.

6.2.12.C.6.d: Determine how the availability of scientific, technological, and medical advances impacts the quality of life in different countries.

6.3.12.C.1: Participate in a simulated meeting, research evidence from multiple sources about an economic problem, and develop a plan of action.

Spatial Thinking Skills: Construct various forms of geographic representations to show the spatial patterns of physical and human phenomena.

Spatial Thinking Skills: Relate current events to the physical and human characteristics of places and regions.

NJSLS

RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.

RH.11-12.10 By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.

WHST.11-12.1. Write arguments focused on *discipline-specific content.*

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WHST.11-12.6. Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.

WHST.11-12.7 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.

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WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.

Advanced Placement Human Geography

WHST.11-12.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Transfer Goal:
Students will be able to independently use their learning to…
Identify and analyze the industries of their own local region.

Students will understand that:	**Essential Questions:**
- The Industrial Revolution, as it diffused from its hearth, facilitated improvements in standards of living - Measures of development are used to understand patterns of social and economic differences at a variety of scales - Development is a process that varies across space and time - Sustainable development is a strategy to address resource depletion and environmental degradation	- Where did the Industrialization Revolution begin, and how did it diffuse? - How have the character and geography of industrial production changed? - How have deindustrialization and the rise of service industries altered the economic geography of production?
Students will know:	**Students will be able to:**
- Industrialization began in response to new technologies and was facilitated by the availability of natural resources - The diffusion of industrialization led to growing populations and increased food supplies, which freed workers to seek industrial jobs in cities - Increased industrialization led to demands for raw materials and the search for new markets and was a factor in the rise of colonialism and imperialism - The economy consists of primary, secondary, tertiary, quaternary, and quinary sectors - Alfred Weber's model of industrial location emphasized the owner's desire to minimize transportation and labor costs and maximize agglomeration economies - Measures of social and economic development include Gross National Income (GNI) per capita, sectoral structure of an economy, income distribution, fertility rates, infant mortality rates, access to healthcare, and literacy rates - Measures of gender inequality include reproductive health, indices of empowerment, and labor-market participation - The Human Development Index (HDI) is a composite measure used to show spatial variation in levels of development - Models like Rostow's Stages of Economic Growth and Wallerstein's World System Theory help explain spatial variations in development - The U.N. Millennium Development Goals help measure progress in development - In contrast to the periphery and semiperiphery, the core countries achieved dominance through industrial production of goods	- Explain the role of the Industrial Revolution in the growth and diffusion of industrialization - Identify the different economic sectors - Use Weber's model to explain industrial location - Explain social and economic measures of development - Analyze spatial patterns of economic and social development - Evaluate the role of women in economic development and gender equity in the workforce. - Analyze the causes and consequences of international trade and growing interdependence in the world economy. - Explain how economic restructuring and deindustrialization are transforming the contemporary economic landscape. - Analyze sustainability issues related to industrialization and development.

Advanced Placement Human Geography

- Although there are more women in the workforce, they do not have equity in wages or employment opportunities
- Microloans have provided opportunities for women to create small local businesses, which have improved standards of living
- Complementarity and comparative advantage establish the basis for trade
- International trade and trading blocs have become more important as a result of globalization
- Geographies of interdependence in the world economy include global financial crises, the shift in manufacturing to newly industrialized countries, imbalances in consumption patterns, and the roles of women in the labor force
- Outsourcing and economic restructuring have led to a decline in jobs in manufacturing regions and to the relocation of a significant segment of the workforce to other areas
- In countries outside the core, the diffusion of industry has resulted in the emergence of the international division of labor and manufacturing zones
- The contemporary economic landscape has been transformed by the emergence of service sectors, high technology industries, and growth poles
- Government initiatives at all scales may help promote economic development
- 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
- Ecotourism is a strategy used by some countries to help protect the environment and generate jobs

Stage 2: Acceptable Evidence

Transfer Task

Students use industrial statistics to identify products from the local area and how they are traded locally, nationally, and internationally.

Advanced Placement Human Geography

Unit Title / Topic: Agriculture, Food Production, and Rural Land Use	Unit Duration: 2 weeks

Stage 1: Desired Results

Established Goals:

NJCCCS

6.1.12.C.12.b: Assess the impact of agricultural innovation on the world economy.

6.1.12.B.16.a: Explain why natural resources (i.e., fossil fuels, food, and water) continue to be a source of conflict, and analyze how the United States and other nations have addressed issues concerning the distribution and sustainability of natural resources.

6.2.12.B.6.a: Determine the global impact of increased population growth, migration, and changes in urban-rural populations on natural resources and land use.

Spatial Thinking Skills: Construct various forms of geographic representations to show the spatial patterns of physical and human phenomena.

Spatial Thinking Skills: Relate current events to the physical and human characteristics of places and regions.

NJSLS

RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.

RH.11-12.10 By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.

WHST.11-12.1. Write arguments focused on *discipline-specific content.*

WHST.11-12.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

WHST.11-12.6. Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.

WHST.11-12.7 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.

WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.

WHST.11-12.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Transfer Goal:

Students will be able to <u>independently</u> use their learning to…

Advanced Placement Human Geography

Use evidence from their local supermarket to apply to key concepts that they learned in this unit, including the economic forces that influence agricultural practices, the effects of large-scale commercial agriculture and agribusiness, and the pros and cons of agricultural innovations such as GMOs.	

Students will understand that:	**Essential Questions:**
● The development of agriculture led to widespread alteration of the natural environment ● Major agricultural regions reflect physical geography and economic forces ● Settlement patterns and rural land use are reflected in the cultural landscape ● Changes in food production and consumption present challenges and opportunities.	● What is agriculture, and where did agriculture begin? ● How did agriculture change with industrialization? ● What imprint does agriculture make on the cultural landscape? ● How is agriculture currently organized geographically, and how has agribusiness influenced the contemporary geography of agriculture?

Students will know:	**Students will be able to:**
● Early hearths of domestication of plants and animals include Southwest Asia, Southeast Asia, and the Americas ● Patterns of diffusion resulted in the globalization of various plants and animals ● Agricultural regions are influenced by the natural environment ● Populations alter the landscape to increase food production ● New technology and increased food production led to better diet, longer life, and more people available for work in factories ● The Green Revolution began with the development of high-yield seeds, resulting in the increased use of chemical and mechanized farming ● Positive consequences of the Green Revolution include increased food production and relative reduction in hunger at the global scale ● Negative consequences of the Green Revolution include environmental damage resulting from irrigation and chemical use and the cost of technology and seeds ● Plant and animal production is dependent on climatic conditions, including spatial variations in temperature and rainfall ● Some agricultural regions are associated with particular bioclimatic zones ● Agricultural production regions are defined by the extent to which they reflect subsistence or commercial practices, or intensive or extensive use of land ● Intensive farming practices include market gardening, plantation agriculture, mixed crop/livestock systems, etc. ● Extensive farming practices include shifting cultivation, nomadic herding, ranching, etc. ● Large-scale commercial agricultural operations are replacing small family farms ● The transformation of agriculture into large-scale agribusiness has resulted in complex commodity chains linking production and consumption of agricultural products ● Technological improvements have changed the economies of scale in the agricultural sector	● Identify major centers of domestication of plants and animals and patterns of diffusion in the first agricultural revolution ● Explain the connection between physical geography and agricultural practices ● Explain the advances and impacts of the second agricultural revolution ● Analyze the consequences of the Green Revolution on food supply and the environment ● Identify agricultural production regions associated with major bioclimatic zones ● Analyze the economic forces that influence agricultural practices ● Explain the spatial organization of large-scale commercial agriculture and agribusiness ● Explain the interdependence among regions of food production and consumption ● Identify rural settlement patterns ● Compare and contrast the land use zones of von Thünen's model ● Analyze the application of von Thünen's land use model to agricultural production in the production in the real world ● Evaluate the environmental consequences of agricultural practices ● Explain issues related to the changing nature of contemporary agriculture ● Explain issues related to the location of food-production facilities ● Explain the changing role of women in food production and consumption

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- Food is part of a global supply chain; products from less developed low-latitude regions are often consumed globally
- Patterns of global food distribution are affected by political systems, infrastructure, and patterns of world trade
- Rural settlement patterns are classified as clustered, dispersed, or linear
- Von Thünen's model helps to explain rural land use by emphasizing the importance of transportation costs associated with distance from the market
- Von Thünen's model helps explain the contemporary distribution of agricultural regions
- Regions of specialty farming do not always conform to von Thünen's concentric rings
- Environmental systems are affected by land use/land cover change
- Agricultural innovations have resulted in ongoing debates over environmental, cultural, and health impacts
- Environmental issues related to agriculture include sustainability, soil degradation, reduction in biodiversity, overgrazing, river and aquifer depletion, animal wastes, and extensive fertilizer and pesticide use
- Patterns of food production and consumption are influenced by food-choice issues

Stage 2: Acceptable Evidence

Transfer Task
Grocery Store Scavenger Hunt Assignment

Choose two:
1. Find three items that are from New Jersey from three different sections of the store (must be food and not in deli section – must be in aisles).
2. Choose any five items at random and find out where they were made and distributed. How many miles did it take to get to you? Explain how this might be problematic.
3. Look at a number of items at the store and try to find the one that has the highest amount of trans fat. Describe why trans fats are bad for you and then why a corporation would want to use them.

Choose two:
4. What are the ingredients in a Twinkie? Why does a Twinkie have a long shelf life? How much does it cost to make a Twinkie? How does this explain why items like Twinkies are popular at stores and with customers?
5. What does "organic" mean? What does a food product have to do in order to have the label of organic?
6. Go to the organic section in the store (for packaged foods, not produce): How do the ingredients in this aisle differ from the ones in the non-organic sections?

Choose one:
7. How is the store designed? Which items are by the register and why?
8. How many juices out of ten contain high fructose corn syrup instead of sugar (name them)?

Choose one:

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9. Explain how a factory farm leads to lower poultry and egg prices and state the current prices of factory farmed eggs versus natural or free-range chickens/eggs.
10. What type of farming techniques do commercial farms use? What products advertise NOT using these techniques and why?

Choose one:

11. List the ingredients in Coke. How is Coke an example of commercial farming?
12. How do the ingredients in Smart Puffs differ from the ingredients in Cheetos?

Choose one:

13. "7Up is all natural." Look at its ingredients and defend or refute this statement.
14. What do you think is the average size of a farm that helped produce the food you get at this store? Explain why you think this, using relevant vocabulary.

MANDATORY:

15. Find three genetically engineered fruits or vegetables. Explain how they most likely got from the tree/plant to the store (include relevant vocabulary).
16. What is the price difference between organic and non-organic milk? Do their expiration rates differ?
17. Which foods give you the largest portion – size or weight or calories – for the price (name three)? Why do you think this is?
18. Use three items from the store to show how von Thünen's theory no longer applies to New Jersey.

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