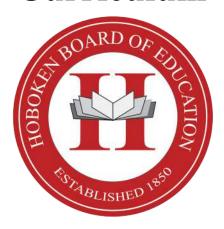# Hoboken Public Schools

AP Human Geography Curriculum

AP Human Geography   HOBOKEN PUBLIC SCHOOLS

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. The curriculum reflects the goals of the National Geography Standards.

Course Resources
Human Geography: "People, Place and Culture" Textbook and Online Resources
College Board Online Resource Center
Shmoop University Online Readings, Drills and Activities
New York Times Upfront Database
Articles, Activities & Maps

Pacing Guide

Unit Title	Time Frame
Unit One: Geography: Its Nature and Perspectives	4 Weeks
Unit Two: Populations and Migration	4-5 Weeks
Unit Three: Cultural Patterns and Processes	4-6 Weeks
Unit Four: Political Organization of Space	4-6 Weeks
Unit Five: Agriculture, Food Production, and Rural Land Use	4-6 Weeks
Unit Six: Industrialization and Economic Development	2-3 Weeks
Unit Seven: Cities and Urban Land Use	4-6 Weeks

Unit 1 – Geography: Its Nature and Perspectives
4 Weeks

Unit 1 Overview
In this unit, students will explore geography as a field of inquiry. Students will understand the major geographical concepts underlying the geographical perspective: location, space, place, scale, pattern, nature and society, regionalization, globalization, and gender issues. Students will discover the use of geospatial technologies, such as GIS, remote sensing, global positioning systems (GPS), and online maps. Students will explore the sources of geographical information and ideas: the field, census data, online data, aerial photography, and satellite imagery. Students will be able to identify the major world

regions.

Essential Questions
- How do geographers describe where things are?
- How and why are different places similar?
- How and why are resources being depleted?

Essential Learning Outcomes
- Students will explore geography as a field of inquiry
- Students will understand the major geographical concepts underlying the geographical perspective: location, space, place, scale, pattern, nature and society, regionalization, globalization, and gender issues
- Students will discover the use of geospatial technologies, such as GIS, remote sensing, global positioning systems (GPS), and online maps
- Students will explore the sources of geographical information and ideas: the field, census data, online data, aerial photography, and satellite imagery
- Students will be able to identify the major world regions

Technology Infusion
- 8.2.12.B.4 Investigate a technology used in a given period of history, e.g., stone age, industrial revolution or information age, and identify their impact and how they may have changed to meet human needs and wants.

Standards Addressed:
- 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

Differentiation
- Provide graphic organizers for additional support or encourage students to create digital multimedia to showcase knowledge.
- Modeling or independent student led research
- Extended time for revisions or opportunity to identify and develop areas of personal interest
- Invite students to explore different points of view on a topic of study and compare.
- Encourage students to make transformations - use a common task or item in a different way
- Encourage students to explore concepts in depth and encourage independent studies or investigations.
- Encourage creative expression and thinking by allowing students to choose how to approach a problem or assignment.

Assessments
- Vocabulary & Concept Quizzes,
- Document Based Questions (short answer or essay)
- Short Answer Questions
- Structured Discussion/Debate

21st Century Learning Connection

- 9.1.12.C.4 Demonstrate leadership and collaborative skills when participating in online learning communities and structured learning experiences.
- 9.1.12.D.2 Determine the immediate and long-term effects of cross cultural misconceptions or misunderstandings resulting from past or current international issues or events.9.1.12.D.1 Interpret spoken and written communication within the appropriate cultural context.

Unit 2 Population and Migration
4-5 Weeks

Unit 2 Overview
In this unit, students will obtain knowledge of the geographic patterns and characteristics of human population facilitates understanding of cultural, political, economic, and urban systems. Students will explore how populations grow and decline over time and space. Students will explore the causes and consequences of migration are influenced by cultural, demographic, economic, environmental, and political factors.

Essential Questions
➢ How is world population distributed?
➢ How has the world's population increased?
➢ How and why is population increasing at different rates in different countries?
➢ How has migration manifested itself over time in different places?

Essential Learning Outcomes

➢ Students will obtain knowledge of the geographic patterns and characteristics of human population facilitates understanding of cultural, political, economic, and urban systems.
➢ Students will explore how populations grow and decline over time and space. Students will explore the causes and consequences of migration are influenced by cultural, demographic, economic, environmental, and political factors.

Technology Infusion
➢ 8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.
➢ 8.1.12.B.2 Apply previous content knowledge by creating and piloting a digital learning game or tutorial.

Standards Addressed
➢ 8.1.12.C.1 Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.
➢ 8.1.12.E.1 Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.
➢ 8.2.12.D.4 Assess the impacts of emerging technologies on developing countries

Differentiation
➢ Provide graphic organizers for additional support or encourage students to create digital multimedia to showcase knowledge.
➢ Modeling or independent student led research
➢ Extended time for revisions or opportunity to identify and develop areas of personal interest
➢ Invite students to explore different points of view on a topic of study and compare.
➢ Encourage students to make transformations - use a common task or item in a different way
➢ Encourage students to explore concepts in depth and encourage independent studies or investigations.
➢ Encourage creative expression and thinking by allowing students to choose how to approach a problem or assignment.

Assessments

- ➢ Vocabulary & Concept Quizzes,
- ➢ Document Based Questions (short answer or essay)
- ➢ Short Answer Questions
- ➢ Structured Discussion/Debate

21st Century Learning Connection

- ➢ 9.1.12.D.1 Interpret spoken and written communication within the appropriate cultural context.
- ➢ 9.1.12.D.2 Determine the immediate and long-term effects of cross cultural misconceptions or misunderstandings resulting from past or current international issues or events.
- ➢ 9.1.12.F.6 Relate scientific advances (e.g., advances in medicine) to the creation of new ethical dilemmas.

Unit 3 – Cultural Patterns & Processes
4-6 Weeks

Unit 3 Overview
Students will understand the concepts of culture. Students will explore the cultural differences and regional patterns. Students will discover the cultural landscapes and cultural identity.

Essential Questions
- ➢ How are religions distributed?
- ➢ How do religions affect and organize space and landscape?
- ➢ How can religious space and landscape lead to conflict?
- ➢ How are languages distributed?

Essential Learning Outcomes
- ➢ Students will understand the concepts of culture.
- ➢ Students will explore the cultural differences and regional patterns.
- ➢ Students will discover the cultural landscapes and cultural identity.

Technology Infusion
- ➢ 8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.
- ➢ 8.1.12.E.1 Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.
- ➢ 8.2.12.B.4 Investigate a technology used in a given period of history, e.g., stone age, industrial revolution or information age, and identify their impact and how they may have changed to meet human needs and wants.

Standards Addressed
- ➢ 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.
- ➢ 6.1.12.D.16.a Analyze the impact of American culture on other world cultures from multiple perspectives.
- ➢ 6.2.12.A.4.d Assess government responses to incidents of ethnic cleansing and genocide
- ➢ 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.

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

Differentiation
➢ Provide graphic organizers for additional support or encourage students to create digital multimedia to showcase knowledge.
➢ Modeling or independent student led research
➢ Extended time for revisions or opportunity to identify and develop areas of personal interest
➢ Invite students to explore different points of view on a topic of study and compare.
➢ Encourage students to make transformations - use a common task or item in a different way
➢ Encourage students to explore concepts in depth and encourage independent studies or investigations.
➢ Encourage creative expression and thinking by allowing students to choose how to approach a problem or assignment.

Assessments
➢ Vocabulary & Concept Quizzes,
➢ Document Based Questions (short answer or essay)
➢ Short Answer Questions
➢ Structured Discussion/Debate

21st Century Learning Connection
➢ 9.1.12.C.3 Explain why some current and/or past world leaders have had a greater impact on people and society than others, regardless of their countries of origin.
➢ 9.1.12.C.4 Demonstrate leadership and collaborative skills when participating in online learning communities and structured learning experiences.
➢ 9.1.12.D.1 Interpret spoken and written communication within the appropriate cultural context.

Unit 4 – Political Organization of Space
4-6 Weeks

Unit 4 Overview
In this unit, students will be able to explore territorial dimensions of politics. Students will discover the evolution of the contemporary political patterns. Students will understand the challenges to inherited political-territorial arrangements.

Essential Questions

1. How and why did states, nations and international organizations develop?
2. How have ethnicity and nationalism led to conflict and, more recently, terrorism?

Essential Learning Outcomes

➢ Students will be able to explore territorial dimensions of politics.
➢ Students will discover the evolution of the contemporary political patterns.
➢ Students will understand the challenges to inherited political-territorial arrangements.

Technology Infusion

- 8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.
- 8.1.12.C.1 Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.
- 8.1.12.D.3 Compare and contrast policies on filtering and censorship both locally and globally.
- 8.1.12.E.1 Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.

Standards Addressed

- 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.d Assess the impact of the arms race and the proliferation of nuclear weapons on world power, security, and national foreign policy.
- 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.C.4.d Analyze the ways in which new forms of communication, transportation, and weaponry affected relationships between governments and their citizens and bolstered the power of new authoritarian regimes.
- 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.

Differentiation

- Provide graphic organizers for additional support or encourage students to create digital multimedia to showcase knowledge.
- Modeling or independent student led research
- Extended time for revisions or opportunity to identify and develop areas of personal interest
- Invite students to explore different points of view on a topic of study and compare.
- Encourage students to make transformations - use a common task or item in a different way
- Encourage students to explore concepts in depth and encourage independent studies or investigations.
- Encourage creative expression and thinking by allowing students to choose how to approach a problem or assignment.

Assessments

- Vocabulary & Concept Quizzes,
- Document Based Questions (short answer or essay)
- Short Answer Questions
- Structured Discussion/Debate

21st Century Learning Connection

- 9.1.12.C.3 Explain why some current and/or past world leaders have had a greater impact on people and society than others, regardless of their countries of origin.
- 9.1.12.C.4 Demonstrate leadership and collaborative skills when participating in online learning communities and structured learning experiences.

➢ 9.1.12.D.1 Interpret spoken and written communication within the appropriate cultural context.

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Unit 5 – Agriculture, Food Production, and Rural Land Use
4-6 Weeks

Unit 5 Overview
In this unit, students will be able to discuss the development and diffusion of agriculture. Students will be able to explore the major agricultural production regions. Students will be able to explore the rural land use and settlement patterns. Students will be able to discuss the issues in contemporary commercial agriculture.

Essential Questions

1. How did agriculture originate and diffuse?
2. How and why does agriculture vary from developed to less developed countries
3. How did agriculture originate and diffuse?
4. How and why does agriculture vary from developed to less developed countries?

Essential Learning Outcomes
➢ Students will be able to discuss the development and diffusion of agriculture.
➢ Students will be able to explore the major agricultural production regions.
➢ Students will be able to explore the rural land use and settlement patterns.
➢ Students will be able to discuss the issues in contemporary commercial agriculture.
Technology Infusion

➢ 8.1.12.F.1 Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.
➢ 8.2.12.B.4 Investigate a technology used in a given period of history, e.g., stone age, industrial revolution or information age, and identify their impact and how they may have changed to meet human needs and wants.
➢ 8.2.12.C.2 Analyze a product and how it has changed or might change over time to meet human needs and wants.
➢ 8.2.12.D.4 Assess the impacts of emerging technologies on developing countries

Standards Addressed
➢ 6.1.12.C.12.b Assess the impact of agricultural innovation on the world economy.
➢ 6.1.12.B.8.a Determine the impact of the expansion of agricultural production into marginal farmlands and other ineffective agricultural practices on people and the environment.
➢ 6.2.12.B.5.e Assess the role of boundary disputes and limited natural resources as sources of conflict.
➢ 6.1.12.C.6.a Evaluate the effectiveness of labor and agricultural organizations in improving economic opportunities for various groups.

Differentiation
➢ Provide graphic organizers for additional support or encourage students to create digital multimedia to showcase knowledge.
➢ Modeling or independent student led research
➢ Extended time for revisions or opportunity to identify and develop areas of personal interest

- ➢ Invite students to explore different points of view on a topic of study and compare.
- ➢ Encourage students to make transformations - use a common task or item in a different way
- ➢ Encourage students to explore concepts in depth and encourage independent studies or investigations.
- ➢ Encourage creative expression and thinking by allowing students to choose how to approach a problem or assignment.

Assessments
- ➢ Vocabulary & Concept Quizzes,
- ➢ Document Based Questions (short answer or essay)
- ➢ Short Answer Questions
- ➢ Structured Discussion/Debate

21st Century Learning Connection

- ➢ 9.1.12.C.3 Explain why some current and/or past world leaders have had a greater impact on people and society than others, regardless of their countries of origin.
- ➢ 9.1.12.C.4 Demonstrate leadership and collaborative skills when participating in online learning communities and structured learning experiences.
- ➢ 9.1.12.D.1 Interpret spoken and written communication within the appropriate cultural context.

Unit 6 – Contemporary United States: International Policies and Interconnected Global Society (1970-Present)
2-3 Weeks

Unit 6 Overview
In this unit, students will explore the growth and diffusion of industrialization. Students will discover the social and economic measures of development. Students will understand the contemporary patterns and impacts of industrialization.

Essential Questions

- ➢ How is development measured?
- ➢ How does the level of development vary among regions and countries?
- ➢ How can countries promote development?

Essential Learning Outcomes
- ➢ Students will explore the growth and diffusion of industrialization.
- ➢ Students will discover the social and economic measures of development.
- ➢ Students will understand the contemporary patterns and impacts of industrialization.

Technology Infusion

- ➢ 8.1.12.E.1 Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.

- ➢ 8.1.12.F.1 Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.
- ➢ 8.2.12.B.4 Investigate a technology used in a given period of history, e.g., stone age, industrial revolution or information age, and identify their impact and how they may have changed to meet human needs and wants.
- ➢ 8.2.12.C.2 Analyze a product and how it has changed or might change over time to meet human needs and wants.
- ➢ 8.2.12.D.4 Assess the impacts of emerging technologies on developing countries

Standards Addressed
- ➢ 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.
- ➢ 6.1.12.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.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.5.g Evaluate the role of the petroleum industry in world politics, the global economy, and the environment.

Differentiation
- ➢ Provide graphic organizers for additional support or encourage students to create digital multimedia to showcase knowledge.
- ➢ Modeling or independent student led research
- ➢ Extended time for revisions or opportunity to identify and develop areas of personal interest
- ➢ Invite students to explore different points of view on a topic of study and compare.
- ➢ Encourage students to make transformations - use a common task or item in a different way
- ➢ Encourage students to explore concepts in depth and encourage independent studies or investigations.
- ➢ Encourage creative expression and thinking by allowing students to choose how to approach a problem or assignment.

Assessments
- ➢ Vocabulary & Concept Quizzes,
- ➢ Document Based Questions (short answer or essay)
- ➢ Short Answer Questions
- ➢ Structured Discussion/Debate

21st Century Learning Connection

- ➢ 9.1.12.C.3 Explain why some current and/or past world leaders have had a greater impact on people and society than others, regardless of their countries of origin.
- ➢ 9.1.12.C.4 Demonstrate leadership and collaborative skills when participating in online learning communities and structured learning experiences.
- ➢ 9.1.12.D.1 Interpret spoken and written communication within the appropriate cultural context.

Unit 7 – Cities and Urban Land Use
4-6 Weeks

Unit 7 Overview
In this unit, students will explore the development and characters of cities. Students will explore the models of urban hierarchies: reasons for the distribution and size of cities. Students will explore the models of internal city structure and urban development: strengths and limitations of models. Students will discover about the built environment and social space. Students will analyze and understand contemporary urban issues.

Essential Questions

1. How are the activities and problems are associated with the inner-city and central business district of a major urban center described?
2. How are the causes of suburbanization described as well as the consequences?
3. How are different social, economic, and ethnic groups distributed within an urban area?

Essential Learning Outcomes
➢ Students will explore the development and characters of cities.
➢ Students will explore the models of urban hierarchies: reasons for the distribution and size of cities.
➢ Students will explore the models of internal city structure and urban development: strengths and limitations of models.
➢ Students will discover about the built environment and social space.
➢ Students will analyze and understand contemporary urban issues.

Technology Infusion

➢ 8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.
➢ 8.1.12.E.1 Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.
➢ 8.2.12.D.4 Assess the impacts of emerging technologies on developing countries

Standards Addressed
➢ 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.
➢ 6.1.12.B.5.b Assess the impact of rapid urbanization on the environment and on the quality of life in cities.
➢ 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.

Differentiation
➢ Provide graphic organizers for additional support or encourage students to create digital multimedia to showcase knowledge.
➢ Modeling or independent student led research
➢ Extended time for revisions or opportunity to identify and develop areas of personal interest
➢ Invite students to explore different points of view on a topic of study and compare.
➢ Encourage students to make transformations - use a common task or item in a different way
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> ➢ Vocabulary & Concept Quizzes,
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> ➢ Structured Discussion/Debate

21st Century Learning Connection

> ➢ 9.1.12.C.3 Explain why some current and/or past world leaders have had a greater impact on people and society than others, regardless of their countries of origin.
> ➢ 9.1.12.C.4 Demonstrate leadership and collaborative skills when participating in online learning communities and structured learning experiences.
> ➢ 9.1.12.D.1 Interpret spoken and written communication within the appropriate cultural context.