

Chino Valley Unified School District

High School Course Description

A. CONTACTS	
1. School/District Information:	School/District: Chino Valley Unified School District Street Address: 5130 Riverside Dr., Chino, CA 91710 Phone: (909) 628-1201 Web Site: chino.k12.ca.us
2. Course Contact:	Teacher Contact: Office of Secondary Curriculum Position/Title: Director of Secondary Curriculum Site: District Office Phone: (909) 628-1201 X1630
B. COVER PAGE - COURSE ID	
1. Course Title:	Advanced Placement Human Geography
2. Transcript Title/Abbreviation:	AP Human Geography
3. Transcript Course Code/Number:	5927
4. Seeking Honors Distinction:	Yes
5. Subject Area/Category:	Meets the UC/CSU "a" History/Social Science requirement
6. Grade Level(s):	9-10
7. Unit Value:	5 credits per semester/10 credits total
8. Course Previously Approved by UC:	No
9. Classified as a Career Technical Education Course:	No
10. Modeled after an UC-approved course:	Yes
11. Repeatable for Credit:	No
12. Date of Board Approval:	May 3, 2018
13. Brief Course Description:	The AP Human Geography course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of earth's surface. Students learn to employ spatial concepts and landscape analysis to examine human socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications.
14. Prerequisites:	None
15. Context for Course:	AP Human Geography will be a year-long course offered primarily to freshmen and sophomores. Freshmen who take AP Human Geography will be encouraged to meet their world history requirement by taking AP European History or Honors World History their sophomore year. AP Human Geography is anticipated as a critical component of Ayala High School's attempts to expand the reach of AP course offerings to a broader swath of students.
16. History of Course Development:	This course has been developed over the 2017-2018 school year. The curriculum is modeled on the requirements and suggestions in the College Board's AP Human Geography Course Description AP Human Geography Teacher's Guide.
17. Textbooks:	Recommended textbooks from the College Board will be evaluated, piloted in the 2018/2019 school year.
18. Supplemental Instructional Materials:	Textbook publisher ancillary materials and web resources (see above). Newspaper and magazine articles (see "Key Assignments" section). Videos: <i>The Power of Place: Geography for the 21st Century</i> video series from Annenberg/CPB; <i>Cultures: A Tapestry of Life</i> by National Geographic Society; select YouTube clips, and other videos

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Web Resources: UN Human Development Reports; US Census Bureau, and other web resources as appropriate
Atlases: *Goode's World Atlas*; *Penguin* topic-specific atlases, etc.
Other instructional materials are currently under review and will be added to the list as appropriate.

C. COURSE CONTENT

1. Course Purpose:

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

2. Course Outline:

- I. Geography: Its Nature and Perspectives
 - A. Geography as a field of inquiry
 - B. Evolution of key geographical concepts and models associated with notable geographers
 - C. Key concepts underlying the geographical perspective: location, space, place, scale, pattern, regionalization, and globalization
 - D. Key geographical skills
 1. How to use and think about maps and spatial data
 2. How to understand and interpret the implications of associations among phenomena in places
 3. How to recognize and interpret at different scales the relationships among patterns and processes
 4. How to define regions and evaluate the regionalization process
 5. How to characterize and analyze changing interconnections among places
 - E. New geographic technologies, such as GIS and GPS
 - F. Sources of geographical ideas and data: the field, census data
- II. Population and Migration
 - A. Geographical analysis of population
 1. Density, distribution, and scale
 2. Consequences of various densities and distributions
 3. Patterns of composition: age, sex, race, and ethnicity
 4. Population and natural hazards: past, present, and future
 - B. Population growth and decline over time and space
 1. Historical trends and projections for the future
 2. Theories of population growth including the Demographic Model
 3. Patterns of fertility, mortality, and health
 4. Regional variations of demographic transitions
 5. Effects of population policies
 - C. Population movement
 1. Push and pull factors
 2. Major voluntary and involuntary migrations at different scales
 3. Migration selectivity
 4. Short-term, local movements, and activity space
- III. Cultural Patterns and Processes
 - A. Concepts of culture
 1. Traits
 2. Diffusion
 3. Acculturation
 4. Cultural regions

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- B. Cultural differences
 - 1. Language
 - 2. Religion
 - 3. Ethnicity
 - 4. Gender
 - 5. Popular and folk culture
- C. Environmental impact of cultural attitudes and practices
- D. Cultural landscapes and cultural identity
 - 1. Values and preferences
 - 2. Symbolic landscapes and sense of place
- IV. Political Organization of Space
 - A. Territorial dimensions of politics
 - 1. The concept of territoriality
 - 2. The nature and meaning of boundaries
 - 3. Influences of boundaries on identity, interaction, and exchange
 - B. Evolution of the contemporary political pattern
 - 1. The nation-state concept
 - 2. Colonialism and imperialism
 - 3. Federal and unitary states
 - C. Challenges to inherited political–territorial arrangements
 - 1. Changing nature of sovereignty
 - 2. Fragmentation, unification, alliance
 - 3. Spatial relationships between political patterns and patterns of ethnicity, economy, and environment
 - 4. Electoral geography, including gerrymandering
- V. Agriculture, Food Production, and Rural Land Use
 - A. Development and diffusion of agriculture
 - 1. Neolithic Agricultural Revolution
 - 2. Second Agricultural Revolution
 - B. Major agricultural production regions
 - 1. Agricultural systems associated with major bioclimatic zones
 - 2. Variations within major zones and effects of markets
 - 3. Linkages and flows among regions of food production and consumption
 - C. Rural land use and settlement patterns
 - 1. Models of agricultural land use, including von Thünen’s model
 - 2. Settlement patterns associated with major agriculture types
 - D. Modern commercial agriculture
 - 1. Third Agricultural Revolution
 - 2. Green Revolution
 - 3. Biotechnology
 - 4. Spatial organization and diffusion of industrial agriculture
 - 5. Future food supplies and environmental impacts of agriculture
- VI. Industrialization and Economic Development
 - A. Key concepts in industrialization and development
 - B. Growth and diffusion of industrialization
 - 1. The changing roles of energy and technology
 - 2. Industrial Revolution
 - 3. Evolution of economic cores and peripheries

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4. Geographic critiques of models of economic localization (i.e., land rent, comparative costs of transportation), industrial location, economic development, and world systems
- C. Contemporary patterns and impacts of industrialization and development
1. Spatial organization of the world economy
 2. Variations in levels of development
 3. Deindustrialization and economic restructuring
 4. Pollution, health, and quality of life
 5. Industrialization, environmental change, and sustainability
 6. Local development initiatives: government policies

VII. Cities and Urban Land Use

- A. Definitions of urbanism
- B. Origin and evolution of cities
1. Historical patterns of urbanization
 2. Rural–urban migration and urban growth
- C. Global cities and megacities
1. Models of urban systems
- D. Functional character of contemporary cities
1. Changing employment mix
 2. Changing demographic and social structures
- E. Built environment and social space
1. Comparative models of internal city structure
 2. Transportation and infrastructure
 3. Political organization of urban areas
 4. Urban planning and design
 5. Patterns of race, ethnicity, gender, and class
 6. Uneven development, ghettoization, and gentrification
 7. Impacts of suburbanization and edge cities

3. Key Assignments:

- Readings: Students will be required to regularly read assigned textbook chapters and other select readings outside of class. Most weeks, students will read a chapter from their textbook. Newspaper and magazine articles from sources such as *The New York Times*, *The Economist*, *The Los Angeles Times*, *The Atlantic*, and *The Chino Champion* will be assigned occasionally. Students will be held accountable for the readings in a variety of ways— reading quizzes, comprehension questions, class discussions, and/or notecards.
- Notebook: Students will be required to keep an organized notebook containing all of their discussion/ video/ lecture notes, homework, class handouts and returned assignments and tests. Student notebooks will be periodically checked for completeness and organization. Students will be expected and encouraged to use their notebooks as they prepare for taking the AP Human Geography exam.
- Unit exams: The College Board has identified seven major units of study that are listed in the section above. At the culmination of each unit, students will be assessed on the key concepts and skills in that unit. Exam questions may include of a combination of multiple choice, short answer and essay questions depending on the specific content in the unit.
- Practice tests: Students will take released tests from the College Board and commercially published practice tests to help them better prepare for the AP Human Geography exam. These formative assessments will be taken with increased frequency approaching the AP exam in May.
- Research-based projects: Students will engage in at least one research-based project each semester on a topic of their choice. Projects may be completed individually or in small groups. All projects will require students to engage in academic research beyond the textbook and websites such as Wikipedia. Students will need to use and cite at least three quality academic sources appropriate for a college research project. Student learning

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may be expressed in a variety of ways such as through a written paper, class presentation, video, power point, etc. based on the specific nature of each project topic.

4. Instructional Methods and/or Strategies: Instruction will focus on student understanding and application of the curricular concepts outlined above with an emphasis on making connections within and across units. Instructional strategies will include all of the following methods.

- **Discussion and Debates:** Class discussion and debate will be frequently used to help students internalize the course material and make connections across topics. Some discussions will be whole-class Socratic Seminars or fishbowl style while other discussions and debates will take place in smaller groups using a jigsaw or shared inquiry approach. Some possible discussion and debate topics include: Should government encourage or restrict migration? Should cultural diffusion be encouraged or resisted? How should political boundaries and cultural patterns be reconciled? Is the impact of globalization and new technologies positive or negative? How effective are transnational organizations and agreements? How should the negative effects of restructuring and deindustrialization be addressed? How should cities and countries regulate environmental issues and land use?
- **Mapping Activities:** Students will engage regularly in a variety of mapping exercises such as creating a mind map (e.g. of Chino Hills), comparing different types of maps and mapped information (e.g. dot distribution, choropleth), evaluating the advantages and limitations of specific maps and projections (e.g. conic, cylindrical), and using maps to analyze data and answer questions (e.g. population, climate, socio-economic).
- **Case Studies:** Within each unit, students will examine one or more case studies to grapple with the real-world implications of the issues being studied. Case studies may include some of the following examples—overpopulation in Egypt, Mexican migration, the legacy of colonialism in the Ivory Coast, shared space in Jerusalem, ethnic diversity in Boston, Chile’s role in world trade, and the emergence of Tokyo as a megacity.
- **Data Analysis:** Students will read, collect and analyze various geographical data. Examples may include collecting class data on residential preference, calculating the Human Development Index for a country based on a set of statistical data, examining local and national U.S. Census data, comparing and plotting data over time to look for patterns, and ranking regions of the world based on data from the *CIA’s World Factbook*.
- **Direct Instruction:** Periodic direct instruction will be used to deliver and reinforce important concepts. Lectures, readings and video clips will provide students with essential course content. As befitting an AP class taught primarily to freshmen and sophomores, direct instruction will be chunked into manageable segments and built upon with skill-based activities. In other words, the content provided via direct instruction will be the foundation for the activities, exercises, discussions and debates in and beyond the classroom.

5. Assessment Including Methods and/or Tools:

The evaluation of student progress and evaluation will be based on the following criteria outlined in Board Policy:

- **Assessments:** 60-75% of the final grade
 - Multiple choice quizzes and tests
 - Short answer responses and essays
 - Research projects
- **Assignments and class discussions:** 25-40% of the final grade
 - Document analysis
 - Graphic organizers
 - Written questions
 - Discussion, video, and lecture notes
 - Class notebook