Course Title: Advanced Placement Human Geography

Subject: Social Studies

Grade Level: 10 - 12

Duration: full year

Prerequisite: none

Elective or Required: Elective

Department Mission Statement:
The mission of Social Studies in the Glen Ridge schools is to ignite students’ passion to become responsible, productive, and active citizens within a democratic society. The Social Studies curriculum will develop the students’ understanding of themselves and their environment, encompassing an awareness of the United States as part of a global society. The curriculum stresses an educational environment which teaches respect for cultural, political, gender, racial and ethnic diversity. Authentic learning opportunities will empower students with critical thinking, problem-solving, thoughtful decision-making, communication, and leadership skills. Students will study historical, geographical, social, political and economic issues that shape the world. The Social Studies program will provide students with the knowledge and understanding of the past which is essential for successfully navigating the present and future.

Course Description:
This class introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and organization of the earth. Emphasis will be placed on how people organize space, how we interact with each other in places and across space, and how we make sense of others and ourselves in our localities, regions, and the world. Economics, geography, history, and sociology are all incorporated within this course, allowing students to gain a greater understanding of the global world that we live in today. Students will examine the following topics while incorporating the use of current events to apply what they are learning to the world around them:

- Geography: Its Nature and Perspectives
- Population and Migration
- Cultural Patterns and Processes
- Political Organization of space
- Agriculture, Food Production, and Rural Land Use
• Industrialization and Economic Development
• Cities and Urban Land Use

This course will adhere to national AP guidelines.

Author: Brian Ianni  
Date Submitted: Summer 2017
Approximate # Of Weeks: 4 weeks

Essential Questions:
- Why is geography a science?
- Why is each point on earth unique?
- Why are geographers concerned with scale and connectedness?
- Why are some actions not sustainable?

Upon completion of this unit students will be able to:
- Understand how cartography developed as a science.
- Identify and evaluate geography’s contemporary analytic mapping tools.
- Understand the role of map scale and projection in reading maps.
- Identify the three types of regions.
- Understand global and local scale changes in economy and culture.
- Describe the various ways that features can spread through diffusion.
- Explain how places are connected through networks, though inequality can hinder connections.
- Describe the three pillars of sustainability.

National Geography Standards:
- **Element 1: The World in Spatial Terms**
  - **Standard 1**: How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective
  - **Standard 2**: How to use mental maps to organize information about people, places, and environments in a spatial context
  - **Standard 3**: How to analyze the spatial organization of people, places, and environments on Earth's surface
- **Element 2: Places and Regions**
  - **Standard 4**: The physical and human characteristics of places
  - **Standard 5**: That people create regions to interpret Earth's complexity
  - **Standard 6**: How culture and experience influence people's perceptions of places and regions
- **Element 4: Human Systems**
  - **Standard 9**: The characteristics, distribution, and migration of human populations on Earth's surface
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- **Standard 13:** How the forces of cooperation and conflict among people influence the division and control of Earth's surface.

- **Element 5: Environment and Safety**
  - **Standard 14:** human actions modify the physical environment.
  - **Standard 15:** How physical systems affect human systems
  - **Standard 16:** The changes that occur in the meaning, use, distribution, and importance of resources.

- **Element 6: Uses of Geography**
  - **Standard 17:** How to apply geography to interpret the past.
  - **Standard 18:** How to apply geography to interpret the present and plan for the future.

**Interdisciplinary Standards (njcccs.org)**
- Standard 9.1- 21st Century Life & Career Skills
- Standard 9.3-Career, Awareness, Exploration and Preparation
- Standard 8.1-Computer and Information Literacy
- Standard 8.2- Technology Education
- Standard 6.3- Active Citizenship in the 21st Century
- CCSS.ELA-LITERACY.CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
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organization, development, and style are appropriate to task, purpose, and audience.

Activities – include 21st Century Technologies:
- Power of Place Video: Lost in Space and analysis questions
- How GPS Works video and questions
- MasteringGeography Google Earth Exploration of Netherlands Coast
- Mental Map of Glen Ridge and surrounding towns
- Define, Example, Draw (D.E.D) CH. 1 key terms
- Current Events Articles
- Maps Article & analysis: Do Maps Create or Represent Reality
- US Regions Map Activity-Which States are in the Midwest?
- compare GIS with GPS and show the possibility for a close relationship
- Site and Situation Activity
  - Identify locations for settlement based off of geographic features
- Regions worksheet- define, examples, and identify specific types of regions (3 types)
- Chalk Talk: draw specific types of maps, and map projections on the sidewalk. Classmates must identify the specific maps
- Map projections graphic organizer
- Guided reading outlines

Enrichment Activities:
- Geography speed dating
  - Introduction to significant geographers and their theories. Create a resume for your assigned geographer and presentation

Methods of Assessments/Evaluation:
- Written paragraphs
- Interactive graphic organizers and maps
- PowerPoint Lectures
- Thumbs up/thumbs down
- Think/pair/share
- Debate of regions of the United States
- Revisit essential questions
- Chapter test and section quizzes
- Homework
- Classwork
- Evaluation of participation in discussions
- Graded summer assignment video questions and world atlas maps

Resources/Including Online Resources
- Power of Place Video Series
- Online Textbook Information:
- Teacher Webpage
Advanced Placement Human Geography

Unit 2: Population & Migration

Chapters 2 & 3

Approximate # Of Weeks: 5 weeks

Essential Questions:
- Where are the world’s people distributed?
- 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?
- Where are the world’s migrants distributed?
- Where do people migrate within a country?
- Why do people migrate?
- Why do migrants face challenges?
- How do governments affect migration?

Upon completion of this unit students will be able to:
- Understand why some regions have clustered populations and other regions are sparsely inhabited.
- 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 the reasons for changes in fertility rates in different parts of the world.
- Explain the causes and implications of an aging population.
• Understand variations in health-care services between developed and developing nations.
• Explain how push and pull factors contribute to migration.
• Apply the concepts of forced and voluntary migration to historical and contemporary examples.
• Analyze the cultural, economic, environmental, and political consequences of migration.

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Activities – include 21st Century Technologies:

- Power of Place Video: Population Geography
  - View and respond to discussion questions. Class discussion following video
- Guided reading worksheets
- Current Event: The End of Plenty.
  - 1 page summary/response
  - Must include: Short summary of the article - Discussion of whether the Green Revolution has the potential to solve the threat of food shortages due to overpopulation. Statement of your opinion of the Green Revolution: is it good or bad for the world population?
- Reading and Video analysis of population theorist Thomas Malthus
- Current Event articles on China and India population policies.
- Viewing of “The Good Lie” and discussion Questions: topic- Sudanese Refugees
• Current Events Article on Asian and Latin American immigrants
• Define, Example, Draw (D.E.D) CH. 2, 3 key terms
• Debate- immigration reform in America: Tougher controls or legal status?

**Enrichment Activities:**
• Demographic Transition Model Activity
  o Analyze and compare two countries in the world in terms of its population
    statistics and population pyramids. Create your predictions for their future.
    Final products must include the following: Written Analysis, Population
    Statistics Chart, Pyramids, Demographic Transition model, Works Cited
• Immigration interview project
  o Interview someone who emigrated to America and present your results.

**Methods of Assessments/Evaluation:**
• Written paragraphs
• Interactive graphic organizers and maps
• PowerPoint Lectures
• Thumbs up/thumbs down
• Think/pair/share
• Debate US immigration
• Revisit essential questions
• Chapter test and section quizzes
• Homework
• Classwork
• Evaluation of participation in discussions

**Resources/Including Online Resources**
• Power of Place Video Series
• Online Textbook Information:
• Teacher Webpage
• Textbook: The Cultural Landscape: An Introduction to Human Geography
• Supplemental reading book: Human Geography: People, Place, and Culture
• Assigned Current Event Articles
• Maps
• PowerPoint Presentations by teacher and students
• The Good Lie Video
• China’s Lost Girls Video
Advanced Placement Human Geography
Unit 3: Cultural Patterns and Processes
Chapters 4, 5, 6, & 7

Approximate # Of Weeks: 7

Essential Questions:
• How do the concepts of culture frame the shared behaviors of a society?
• How does culture vary by place and region?
• Why is access to folk and popular culture unequal?
• Why do folk and popular culture face sustainability challenges?
• Where did English and related languages originate and diffuse?
• Why do individual languages vary among places?
• Why do local languages survive?
• Where are the world’s religions distributed?
• Why do religions organize space in distinctive patterns?
• Why do territorial conflicts arise among religious groups?
• Why do religions have distinctive distributions?
• Why do ethnicities have distinctive distributions?
• Why might ethnicities face conflicts?
• Why do ethnic cleansing and genocide occur?

Upon completion of this unit students will be able to:
• 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 (religion, language, ethnicity).
• Explain the diffusion of culture and cultural traits through time and space.
• Compare and contrast ethnic and universalizing religions and their geographic patterns.
• 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.

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**Activities – include 21st Century Technologies:**

- **Name that Diffusion-**
  - Determine which type of diffusion is best represented in each statement and record it in the space provided.
- Define, Example, Draw (D.E.D) CH. 4, 5, 6, 7 key terms
- Guided Reading worksheets
- Reading - Body Ritual among the Nacirema
  - Respond to questions and make comparisons to American Culture
- Fish Bowl: Human Cultural Identities under attack.
  - Read/view 3 of the 6 current event articles options related to the disappearances of human cultures and be prepared for a fish bowl discussion.
- Read “Fast Food Nation: The Dark Side of the All American Meal” and write an essay addressing the following:
  - Describe how the author argues that fast food has altered:
    1. The American Diet
    2. The American economy
    3. The workforce
    4. General American popular culture
- Which culture am I From?
  - Identify nations based on cultural activities
- -Watch “A Hot Dog Proram” about cultural differences around USA and complete discussion questions
- Whatrs Your Dialect
  - Take the New York Times Dialect Quiz
    - According to the quiz, where in America do you come from?
- Did the quiz locate you correctly by analyzing your dialect? If not, what words/phrase did you use that may have broken the quiz?
- If the quiz placed you incorrectly, do you have some kind of connection to the region(s) in which you were placed? (Think about where your family comes from)
- Name a few interesting words that you used that might have helped to correctly/incorrectly place you.

- **Endangered Languages Fishbowl Discussion**
  - In preparation for the fishbowl discussion please view/read at least 3 videos/articles on endangered, dying, or extinct languages. Take a few notes for yourself as you prepare to contribute to the discussion. You may only watch 1 video; the other two must be articles
- Directions: Use your textbook, starting on page 146, organize important information on languages to complete the global family languages chart.
- WebQuest on religions throughout the world
- **Holy Sites Analysis**
  - Analyze various “Holy Site Coordinates” using Google Maps and respond to the assigned questions.
  - For EACH holy site, answer these questions on a SEPARATE SHEET of PAPER:
    - a. ~ What is the name of the site?
    - b. ~ What religion is associated with this site?
    - c. ~ Describe the holy site/place itself and the surrounding area (i.e. How is it organized? What do you see? Architecture/building styles? Colors? Symbols? Signs? People?)
    - d. ~Why is this holy site located where it is? (i.e. Significance, importance, connection to historical/religious event- use evidence from textbook when possible!)
  - REFLECTION- Once you have analyzed all 6 sites, write 1-2 paragraph reflection overall, describing any major similarities/differences you noticed between the places visited!

- Viewing and reflection paper on Hotel Rwanda
- Debates:
  - should Europe accept face covers for women?
  - Should English be the official language of the United States?
  - Should the United States intervene in ethnic conflicts?
- **Ethnic Conflict WebQuest**- investigate the cause, nature, and extent of tension in your assigned location
  - What lies at the root of this conflict?
  - What form does this conflict take (tension, discrimination, open violence?)
  - What is the spatial extent of the conflict?
  - How long has there been tension or conflict?
  - In what ways has this conflict been manifested?
  - How many people have been affected? In what ways?
Enrichment Activities:

- Cultural Observation: you'll observe the cultural landscape of one part of our community. You can choose a location that represents popular culture (e.g., a mall, grocery store, a coffee shop, a park, a street intersection, an athletic event) and/or folk culture (e.g., a folk art festival, a street market, a musical performance, a church). You'll need to use all five of your senses to study a particular place/event and report on your observations
  - write a 500 word response discussing what you observed. Make sure to relate your observations to our course content, specifically in Chapter 4, and earlier chapters by incorporating specific KEY terms and concepts from your textbook into your response (i.e. folk culture, pop culture, assimilation, taboos, cultural landscape, region, sustainability, contagious diffusion, etc.)

- Religion Project
  - research and present on the core beliefs, geographical impact and changes to one of the world’s religions. You must present your research and analysis to the class with one to three partners.

Methods of Assessments/Evaluation:

- Written paragraphs
- Interactive graphic organizers and maps
- PowerPoint Lectures
- Thumbs up/thumbs down
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- Debate US immigration
- Revisit essential questions
- Chapter test and section quizzes
- Homework
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- Evaluation of participation in discussions
- Class debates

Resources/Including Online Resources

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- Online Textbook Information:
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- Supplemental reading book: Human Geography: People, Place, and Culture
- Assigned Current Event Articles
- Maps
PowerPoint Presentations by teacher and students
Hotel Rwanda
New York Times Interactive Dialect activity

Advanced Placement Human Geography
Unit 4: Political Organization of Space
Chapter 8

Approximate # Of Weeks: 5

Essential Questions:
- How has the contemporary political map been shaped by events of the past?
- How do spatial political patterns reflect ideas of territoriality and power at a variety of scales?
- How has globalization challenged contemporary, political-territorial arrangements?

Upon completion of this unit 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 the 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.

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Activities – include 21st Century Technologies:
- Define, Example, Draw (D.E.D) CH. 8 key terms
- Guided Reading worksheets
- Gerrymandering Activities
  - Redistricting Chicago article & questions
  - Redistricting game- play on-line game and answer corresponding questions
  - Gerrymandering using M&M’s activity to display effects of redistricting for political votes
- Devolution Activities
  - Ethnic Conflict in the Balkans Webquest
  - Devolution of the United States
    - Create 3-6 countries within the United States
- Caucuses Case Study
- Super-nationalism readings, questions, and graphic organizer and fishbowl activities
- UN Statehood Simulation
  - Develop a deeper understanding of the complexities of defining a “state” and how a nation-state (or multi nation-state) comes to be. Come to see the historical forces at play in geopolitical conflicts today. Understand the variety of self-determination movements around the world and how this plays into the study of political geography.
- Shapes of states, boundaries graphic organizer-impact of its shape on economy, unity, and administration
- Complete a project that examines an area in the world that is experiencing tension, or has experienced it, as a result of political geography.
- TedEd Video and questions: Mapping the Future of Countries
• Legacy of Imperialism and Colonialism worksheet
  o What is the legacy of imperialism and colonialism on the contemporary political map of Africa? Why has it led to conflict today?

**Enrichment Activities:**

• Political Geography Project
  o Complete a project that examines an area in the world that is experiencing tension, or has experienced it, as a result of political geography.
  o GROUP PRESENTATION: This presentation will cover the basics of the conflict that your group will be covering. The presentation should give the class an overview of the conflict.
    ▪ Who is it between and what are they fighting over?
    ▪ Why is the piece of territory important? (Cultural, strategic, historical, valuable due to resources located there ...)
  o Must include at least 2 maps – one map should be of the world to show the location of the conflict and the other a detailed map of the region. You should place the world map towards the beginning of your presentation so your classmates have an understanding of this conflict’s location in the world.

**Methods of Assessments/Evaluation:**

• Written paragraphs
• Interactive graphic organizers and maps
• PowerPoint Lectures
• Thumbs up/thumbs down
• Think/pair/share
• Revisit essential questions
• Chapter test and section quizzes
• Homework
• Classwork
• Evaluation of participation in discussions
• Fishbowl activities
• Case studies
• Graphic organizers

**Resources/Including Online Resources**

• TedEd: mapping the future of countries
• Redistrictinggame.org
• Power of Place Video Series
• Online Textbook Information:
• Teacher Webpage
• Textbook: The Cultural Landscape: An Introduction to Human Geography
• Supplemental reading book: Human Geography: People, Place, and Culture
• Assigned Current Event Articles
• Maps
• PowerPoint Presentations by teacher and students
 Approximately # Of Weeks: 3

Essential Questions:

- How did the development of agriculture lead to widespread alteration of the natural environment?
- How does physical geography shape the type of agriculture people practice?
- How do agricultural practices shape the cultural landscape?
- How do types of agriculture vary around the world, especially between more developed countries (MDCs) and less developed countries (LDCs)?
- How have the Second and Third (Green) Agricultural Revolutions changed the way people produce food and interact with their environments?
- What has led to the growth of “agribusinesses” in the United States and other MDCs? How does this affect what we eat?
- According to Von Thünen, why are certain agricultural practices located where they are? Does this model still apply today?
- What issues are related to contemporary agriculture?

Upon completion of this unit students will be able to:

- Identify major centers of domestication of plants and animals and patterns of diffusion in the first (Neolithic) 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.
- Evaluate the environmental consequences of agricultural practices.
- Explain the spatial organization of large-scale commercial agriculture and agribusiness.
- Explain issues related to the changing nature of contemporary agriculture.
- Analyze the economic forces that influence agricultural practices
- Identify rural settlement patterns
- Analyze the application of von Thunen’s land use model to agricultural production in the real world.
- Explain the interdependence among regions of food production and consumption.
- Evaluate the changing role of women in food production and consumption.
- Explain issues related to the changing nature of contemporary agriculture.

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- **Element 6: Uses of Geography**
  - **Standard 17**: How to apply geography to interpret the past.
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**Interdisciplinary Standards (njcccs.org)**

- Standard 9.1-21st Century Life & Career Skills
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Activities – include 21st Century Technologies:
• Define, Example, Draw (D.E.D) CH. 8 key terms
• Guided Reading worksheets
• Agriculture maps activity
  o Understand patterns and processes that have influenced the development and distribution of agricultural practices throughout time and space. Understand the relationship between climate regions and types of agriculture.
• Agriculture introduction activity: choose TWO of your favorite foods and answer the following questions for each:
  o Where and how are they produced?
  o How do these foods reach the consumer?
  o What factors influence our production and consumption of the foods you selected?
• Video- American Revdaled: Food Machine. Watch and complete discussion questions
• Agribusiness activity
  o Chicken and Pork Commodity reading and complete assigned questions
• Food Detective
Take a prepared food product and find out what the food is made from, the source of the ingredients, and how the ingredients were grown. Look on the label for clues that may help you discover where in the world the food came from. Fill in the Food Detective Ingredient Chart. Use sources from the library or the Internet to help find more information about how and where food is grown.

- Video-Food Inc. View and complete assigned questions
- Debate- GMO
  - Debate 1: Are Genetically Modified Foods Safe/Healthy/Beneficial?
  - Debate 2: Should Genetically Modified Foods be Labeled?
- Urban Gangsta- video and discussion questions
  - Determined to change South Los Angeles from food desert to food forest, Ron Finley wants his actions to be educational, inspiring, and nutritious. Ron got tired of driving 45 minutes for decent food — so he planted the seeds for a revolution instead. He wants kids to grow up with the option of healthy food, instead of fried, fattening staples. He wants to sweep up and transform his street, his hood, the city of LA and communities everywhere

Enrichment Activities:
- Farmers market project
  - Understand types of agriculture practiced in different regions around the world. Be able to identify key characteristics of each type of agriculture.
  - Design a poster and brochure that helps capture and display the key points of your type of agriculture and the lifestyle associated with it. Include few words that capture the key points and pictures that are attractive and relevant. Assignments will be displayed throughout and the room and groups will visit each farmers market and take appropriate notes.

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Resources/Including Online Resources
- Video: America Revealed
Advanced Placement Human Geography
Unit 6: Industrialization and Economic Development
Chapters 10, 11

Approximate # Of Weeks: 5 weeks

Essential Questions:
- How did the Industrial Revolution, as it diffused from its hearth, facilitate improvements in standards of living?
- How did the Industrial Revolution influence the location of industrial regions in the world today?
- How are measures of development used to understand patterns of social and economic differences at a variety of scales?
- How and why are global industrial processes changing?
- Why is development a process that varies across space and time?
- How is sustainable development a strategy to address resource depletion and environmental degradation?

Upon completion of this unit students will be able to:
- Explain the role of the Industrial Revolution in the growth and diffusion of industrialization.
- Identify different economic sectors.
- Use Weber’s model to explain industrial location.
- Explain social and economic measures of development.
- Explain how economic restructuring and deindustrialization are transforming the contemporary economic landscape.
- Analyze sustainability issues related to industrialization and 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 interdependence in the world economy.

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Activities – include 21st Century Technologies:
- Define, Example, Draw (D.E.D) CH. 10,11 key terms
- Guided Reading worksheets
- Complete economic sectors case study
- Gender Gap WebQuest
- Human Development Index activity and reflection questions
- Reading: “I Pencil” and complete questions regarding economic activity
- Documentary: “living on a Dollar” video and questions
- Weber Activity Case Study
- Rostow Cup
  - The Road to the Rostow Cup is just like a fantasy sports league, but instead of drafting players that will score points based on athletic performance, you will be drafting countries that will score points based on
their level of development. Below is a sample of how this will look and how the scoring is based.

- Video- Factory City and discussion questions
- Debate- should the US government buy domestic or foreign made clothes?

**Enrichment Activities:**
- Energy SuperHero
  - create an energy “superhero” that highlights the advantages and disadvantages of various types of energy. After presenting these superheroes to the class, we will choose the top 5 to be included in an ENERGY LEAGUE that will fight to bring development to the global population while being attentive to issues of climate change and pollution.

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- Assigned Current Event Articles
- Maps
- PowerPoint Presentations by teacher and students
- Documentary: Living on a Dollar
- Documentary: Factory City
Approximate # Of Weeks: 5 weeks

Essential Questions:
- What influences the growth of cities?
- How are the form, function, and size of urban settlements constantly changing?
- How do urban models help to understand the distribution and size of cities?
- How do models of internal city structures and urban development provide a framework for urban analysis?
- How do built landscapes and social space reflect the attitudes and values of a population?
- Why do urban areas face economic, social, political, cultural, and environmental challenges?
- How do geographers study the size of and interaction between cities?
- What has led to the growth of megacities and what challenges do they present for the Earth?

Upon completion of this unit 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.

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Activities – include 21st Century Technologies:
- Define, Example, Draw (D.E.D) CH. 10,11 key terms
- Guided Reading worksheets
- Services Lab Activity-Central place theory
  - examining different types of services, and how and why consumer services are distributed in regular patterns.
  - Using your services handout, we will identify several types of services, identify what size of city these services would likely be found in, and estimate the range, threshold, and demographics for each service.
- Rank Size Rule v. Primate Cities
  - Look at major world cities in India, China, and Japan. Analyze the size of those cities, and decide if those countries follow the rank-size rule, the primate city model, or neither of these models.
- Current Events Article: Mayor of Rust and questions
- Central Place Theory Reading and discussion questions
- Urban Models Gallery Station
  - Travel through urban gallery stations and provide pros and cons of each model, description of each model and history of each model
- New Urbanism
  - Smart growth v. urban sprawl analysis through current event articles
- Documentary: urbanized
- Cities and Planning WebQuest
  - Visit assigned websites to complete assigned questions.
- Documentary: Race: The Power of an Illusion
- Census Tract WebQuest
- MegaCity WebQuest
Enrichment Activities:
- Create your own city
  o You are an urban developer who is designing a new city that hopes to attract thousands of new residents from other overcrowded areas. You will need to use your knowledge of cities and urban land use to design your own city based on what you think is the most logical and functional model of urban layout and then present that design to the class of potential residents. Your city must have a name and a function (i.e. why is it there? For example, if you say that your city grew up around the automotive industry, then you better dedicate some areas of your city to those factories!).
  o Final products must include a poster, a sales pitch (presentation), and written justifications for your choices.

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