



Perris Union High School District Course of Study

A. COURSE INFORMATION

<p>Course Title: (limited to 34 characters with spaces in Infinite Campus)</p> <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">AP Human Geography</div> <p> <input type="checkbox"/> New <input checked="" type="checkbox"/> Revised </p> <p>If revised, the previous course name if there was a change</p> <div style="border: 1px solid black; height: 20px; width: 100%; margin-bottom: 5px;"></div> <p>Transcript Course Code/Number:</p> <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">352061, 352062</div> <p>(To be assigned by Educational Services if it's a new course)</p> <p>CREDIT TYPE EARNED: CALPADS CODE:</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="border: 1px solid black; padding: 2px;">Social Science</td> <td style="border: 1px solid black; padding: 2px;">9192</td> </tr> </table>	Social Science	9192	<p>Subject Area:</p> <p> <input checked="" type="checkbox"/> Social Science <input type="checkbox"/> English <input type="checkbox"/> Mathematics <input type="checkbox"/> Laboratory Science <input type="checkbox"/> World Languages <input type="checkbox"/> Visual or Performing Arts <input type="checkbox"/> College Prep Elective <input type="checkbox"/> Other </p> <p>Is this classified as a Career Technical Education course?</p> <p> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No </p> <p>If yes, which pathway does this course align to? Pathway Name:</p> <div style="border: 1px solid black; height: 20px; width: 100%; margin-bottom: 5px;"></div> <p>CTE CDE Code:</p> <div style="border: 1px solid black; height: 20px; width: 100%; margin-bottom: 5px;"></div>	<p>Grade Level(s)</p> <p> <input type="checkbox"/> MS <input checked="" type="checkbox"/> HS <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 </p>		
Social Science	9192					
<p>Was this course <u>previously approved by UC</u> for PUHSD?</p> <p> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No (Will be verified by Ed Services) </p> <p>Which A-G Requirement does/will this course meet?</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="border: 1px solid black; padding: 2px;">A</td> <td style="border: 1px solid black; padding: 2px;"><input type="checkbox"/> Pending</td> </tr> </table>	A	<input type="checkbox"/> Pending	<p style="text-align: center;">Credential Required to teach this course: <i>To be completed by Human Resources only.</i></p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <i>SS: Social Science; Specific Supplementary Actn Geography; specific Subject Matter: Geography</i> </div> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="border: 1px solid black; padding: 5px; text-align: center;"> Signature </td> <td style="border: 1px solid black; padding: 5px; text-align: center;"> <i>2/29/2024</i> Date </td> </tr> </table>		 Signature	<i>2/29/2024</i> Date
A	<input type="checkbox"/> Pending					
 Signature	<i>2/29/2024</i> Date					
<p>Submitted by: Julie Harris Site: SSC Date: 02/16/2024 Email: julie.harris@puhsd.org</p>	<p>Unit Value/Length of Course:</p> <p> <input type="checkbox"/> 0.5 (half-year or semester equivalent) <input checked="" type="checkbox"/> 1.0 (one-year equivalent) <input type="checkbox"/> 2.0 (two-year equivalent) <input type="checkbox"/> Other: </p>					
Approvals	Name/Signature	Date				
Director of Curriculum & Instruction						
Asst. Superintendent of Educational Services	<i>Kristy Lee Mackarnel</i>	<i>3/14/24</i>				
Governing Board						

Prerequisite(s) (REQUIRED):
Corequisite(s) (REQUIRED):
Brief Course Description (REQUIRED):
<p>AP Human Geography introduces high school students to college-level introductory human geography or cultural geography. The content is presented thematically rather than regionally and is organized around the discipline’s main subfields: economic geography, cultural geography, political geography, and urban geography. The approach is spatial and problem oriented. Case studies are drawn from all world regions, with an emphasis on understanding the world in which we live today. Historical information serves to enrich analysis of the impacts of phenomena such as globalization, colonialism, and human–environment relationships on places, regions, cultural landscapes, and patterns of interaction. Specific topics with which students engage include the following: problems of economic development and cultural change consequences of population growth, changing fertility rates, and international migration impacts of technological innovation on transportation, communication, industrialization, and other aspects of human life struggles over political power and control of territory conflicts over the demands of ethnic minorities, the role of women in society, and the inequalities between developed and developing economies explanations of why location matters to agricultural land use, industrial development, and urban problems the role of climate change and environmental abuses in shaping the human landscapes on Earth</p>

B. COURSE CONTENT

Course Purpose (REQUIRED):
What is the purpose of this course? Please provide a brief description of the goals and expected outcomes. Note: More specificity than a simple recitation of the State Standards is needed.

The goal for the course is for students to become more geoliterate, more engaged in contemporary global issues, and more informed about multicultural viewpoints. They will develop skills in approaching problems

geographically, using maps and geospatial technologies, thinking critically about texts and graphic images, interpreting cultural landscapes, and applying geographic concepts such as scale, region, diffusion, interdependence, and spatial interaction, among others. Students will see geography as a discipline relevant to the world in which they live; as a source of ideas for identifying, clarifying, and solving problems at various scales; and as a key component of building global citizenship and environmental stewardship.

Course Outline (REQUIRED):

Detailed description of topics covered. All historical knowledge is expected to be empirically based, give examples. Show examples of how the text is incorporated into the topics covered.

Unit 1:

This first unit sets the foundation for the course by teaching students how geographers approach the study of places. Students are encouraged to reflect on the “why of where” to better understand geographic perspectives. Many other high school courses ask students to read and analyze data, but for this course, students also apply a spatial perspective when reading and analyzing qualitative and quantitative data. Students learn the ways information from data sources such as maps, tables, charts, satellite images, and infographics informs policy decisions such as voting redistricting or expanding transportation networks. They also learn about how people influence and are influenced by their environment; the resulting impact on topography, natural resources, and climate; and the differences between and consequences of environmental determinism and possibilism. Finally, students are introduced to the language of geography, learning discipline-specific terminology and applying that language to contemporary, real-world scenarios so they can better study population processes and patterns in the next unit.

- Creating different types of maps (dot distribution, choropleth, proportional symbol, isoline, cartogram) with data
- Defining Geography with historical definitions by geographers
- Analysis of regions (formal, functional, vernacular, macro-cultural) through maps and personal experiences
- Analyzing articles for examples of types of diffusion, human-environment interaction, and other key concepts.
- Unit 1 Free Response Question (FRQ) writing assignment.

Unit 2:

This unit addresses the patterns associated with human populations. Populations may increase or decrease as a result of a combination of natural changes (births and deaths) and migration patterns (emigration and immigration). Students examine population distributions at different scales—local, national, regional, and global. Population pyramids demonstrate age-sex structures, revealing the growth or decline of generations

and allowing geographers to predict economic needs based on reproductive and aging patterns. Students learn about factors that influence changes in population as well as the long- and short-term effects of those population changes on a place's economy, culture, and politics. For example, environmental degradation and natural hazards may prompt population redistribution at various scales, which in turn creates new pressures on the environment and on cultural, economic, and political institutions. The study of migration patterns allows students to examine factors contributing to voluntary and forced relocation and the impact of these migrating populations on existing settlements. Combined, the concepts and theories encountered in this unit help students develop connections and transfer their learning in upcoming units to course topics such as cultural patterns, the political organization of space, food production issues, natural resource use, and urban systems.

- Plot Birth Rates and Death Rates for Sweden and Mexico to produce the Demographic Transition Model and analyze results for different stages
- Create a US Population density map using population and area data for each state
- Analysis and prediction using population pyramids
- Map the top 10 countries with the highest net migration and the top 10 countries with the lowest net migration and compare
- Write a migration story using Lee's model of migration
- Read article "Turkey Pulls, the Netherlands Pushes" for migration concepts
- Creating detailed maps on migrations
- Unit 2 Free Response Question (FRQ) writing assignment.

Unit 3:

The main focus of this unit is on cultural patterns and processes that create recognized cultural identities. Students consider the physical environment to determine the effects of geographical location and available resources on cultural practices. Visuals representing artifacts, mentifacts and sociofacts all shed light on cultural landscapes and how they change over time. Practice in analyzing images of different places at different times for evidence of their ethnicity, language, religion, gender roles and attitudes, and other cultural attributes builds students' understanding of cultural patterns and processes. This unit also considers from a temporal and spatial perspective how culture spreads, through traditional forces such as colonialism and imperialism and through contemporary influences such as social media. Rather than emphasize the details of cultural practices associated with specific languages and religions, this unit instead focuses on the distribution of cultural practices and on the causes and effects of their diffusion. For example, students might study the distribution of Chinese versus English languages or the diffusion patterns of religions such as Hinduism and Islam, at local, national, or global scales. An understanding of the diffusion of cultural practices provides a foundation for the study of political patterns and processes in the next unit.

- Map analysis of toponyms and sacred sites

- Exploration of housing types throughout the world and deep analysis of cultural landscape
- Read article “Easier Said Than Written- Canada’s Inuit” and write summary about how language changes
- Photo analysis of architecture of places of worship, concentration on ethnic versus universalizing and connections with diffusion of religion
- Unit 3 Free Response Question (FRQ) writing assignment

Unit 4:

This unit addresses the political organization of the world. Building on knowledge of populations and cultural patterns learned in previous units, students examine the contemporary political map and the impact of territoriality on political power and on issues of identity for peoples. Students also look at the different types of political boundaries, how they function, and their scale, as they consider both internal and international boundaries. The interplay of political and cultural influences may cause tensions over boundaries to arise, such as sovereign states making claims on what other states consider to be international waters. Students also examine forms of government and how forces such as devolution may alter the functioning of political units and cause changes to established political boundaries. Separatist and independence movements that challenge the sovereignty of political states may arise from economic and nationalistic forces, as seen in Scotland, Northern Ireland, and Spain. The influence of supranational organizations such as the United Nations or European Union and their role in global affairs presents another challenge to nationalist sovereignty. Student understanding of cultural patterns and processes helps inform their understanding of the consequences of centrifugal and centripetal forces.

- Article analysis on ethnic and religious conflict
- Map analysis of borders, boundaries, shapes of countries, and chokepoints.
- Research assignment on the history of the United Nations and its current focus and organizations
- Create a chart on the pros and cons of Unitary and Federal Governments
- Unit 4 Free Response Question (FRQ) writing assignment

Unit 5:

This unit examines the origins of agriculture and its subsequent diffusion. Students learn about the ways agricultural practices have changed over time as a result of technological innovations, such as equipment mechanization and improvements in transportation that create global markets. In addition, they examine the consequences of agricultural practices such as the use of high-yield seeds and chemicals, revisiting the human–environmental relationships studied in Unit 1. Course emphasis on spatial patterns is evident in this unit as students consider the differences in what foods or resources are produced and where they are produced. These agricultural production regions are impacted by economic and technological forces that increase the size of agricultural operations and the carrying capacity of the land. This has in turn created a global system of agriculture and the interdependence of regions of agricultural consumption and production.

Student understanding of this global system of agriculture based on government cooperation lays the foundation for a deeper understanding of economic development in the final unit of the course.

- Map analysis of climates and types of farming, looking for patterns between them.
- Map analysis of importing and exporting coffee.
- Photo analysis for survey methods (long lot, metes and bounds, township and range)
- Scale analysis using agriculture maps of the US
- Unit 5 Free Response Question (FRQ) writing assignment

Unit 6:

Unit 6 addresses the origins and influences, particularly site and situation, of urban settlements as students explore cities across the world and the role of those cities in globalization. They examine the spatial distribution of the world's largest cities, comparing them across regions and analyzing patterns of connectivity and accessibility. Within cities, students identify patterns of development and make inferences about their economic and political influences at regional, national, and international levels of scale. Students examine the hierarchy of urban settlements on the landscape, applying the rank-size rule and central place theory at regional and national scales to evaluate mobility patterns and economic and political relationships. Statistics such as census data are used to reveal the challenges of urban places, including density, sprawl, demands of infrastructure, and mobility. Students examine patterns of change over time and modern challenges to sustainability from urban growth. On both local and global scales, they look at the ways that cities are improving sustainability through new approaches to growth, such as mixed-land use zoning, smart growth policies, and public transportation-oriented development at local and international scales. This unit reinforces what students learned in the units on politics and culture as they consider the role cities play as key centers of global markets, culture, and politics and contrast the roles of urban and rural areas.

- Analyze Urban models with concentration on date created and focus of model
- Video analysis of “Inside Rio’s Favelas, The City’s Neglected Neighborhood”
- Analysis of World Cities and Primate Cities, concentrating on the functions of those cities and migration and population patterns of those cities
- Photo analysis of mixed development compared to strict zoning laws
- Data analysis on urban populations and growth
- Unit 6 Free Response Question (FRQ) writing assignment

Unit 7:

This unit addresses the origins and influences of industrial development, along with the role industrialization plays in economic development and globalization. Concepts learned in the political unit, such as territoriality, help students build an understanding of the measures of social and economic development and to explain development theories, such as dependency theory and Rostow’s Stages of Economic Growth. The

theories they explore are in turn useful in explaining spatial variations in development such as core periphery relationships. Students examine contemporary spatial patterns of industrialization and the resulting geography of uneven development—for example, the differences between urban and rural China or Brazil. They explore changes to places resulting from the growth or loss of industry and the role of industry in the world economy. Measurements of development provide the quantitative data to analyze the spatial relationships of the global market. Statistics and spatial data reveal the impact of development on individual populations, including the role of women in the labor market. Students explore strategies for sustainable development focused on women, children, health, education, the environment, and global cooperation. This final unit of the course pulls together those aspects of human geography learned in previous units to help students develop a more complete understanding of local and global geographic patterns and processes and of possibilities for the future.

- Analyze a case study on locating a bulk-reducing industry and a bulk-gaining industry.
- Article analysis on the informal economy in a less developed country.
- Photo analysis of brownfields, redevelopment, and gentrification
- Map analysis of location of maquiladoras
- Unit 7 Free Response Question (FRQ) writing assignment

Writing Assignments (REQUIRED):

Give examples of the writing assignments and the use of critical analysis within the writing assignments.

Thinking Geographically: Quick Write

Students will perform a quick write on the power of maps. Students will identify two different types of map projections and explain why different map projections exist. Select 2 options.

- Identify different methods of geographic data collection.
- Explain the geographical effects of decisions made using geographic information.
- Explain the geographical effects of decisions made using geographical information.
- Describe different ways that geographers define regions.
- Define major geographical concepts that illustrate spatial relationships.
- Define scales of analysis used by geographers.

Defining Culture Group Project

Defining Borders Project

Gentrification (Positives and Negatives of the Urban Renewal)

Explain the difference between and the impact of methods used to calculate population density.

Free Response Question (FRQ) Writing Assignment.

- Unit 1
- Unit 2
- Unit 3
- Unit 4
- Unit 5
- Unit 6
- Unit 7

INSTRUCTIONAL MATERIALS (REQUIRED)

Textbook #1

Title: Human Geography for the AP Course

Edition:

Author: Hildebrant, Lu, Keller, Neumann

ISBN:

Publisher: BFW Publishers

Publication Date:

Usage:

- Primary Text
- Read in entirety or near

Textbook #2

Title:

Edition:

Author:

ISBN:

Publisher:

Publication Date:

Usage:

- Primary Text
- Read in entirety or near

Supplemental Instructional Materials *Please include online, and open source resources if any.*

Estimated costs for classroom materials and supplies (REQUIRED). *Please describe in detail.*

If more space is needed than what is provided, please attach a backup as applicable.

Cost for a class set of textbooks: \$

Description of Additional Costs:

Additional costs:\$	
Total cost per class set of instructional materials:	\$

Key Assignments (REQUIRED):

Please provide a detailed description of the Key Assignments including tests, and quizzes, which should incorporate not only short answers but essay questions also. How do assignments incorporate topics? Include all major assessments that students will be required to complete

Cumulative Exams

- Unit 1
- Unit 2
- Unit 3
- Unit 4
- Unit 5
- Unit 6
- Unit 7

Free Response Question (FRQ) Writing Assignments

- Unit 1
- Unit 2
- Unit 3
- Unit 4
- Unit 5
- Unit 6
- Unit 7

Weekly Quizzes

TODALSIGS Local Map Project

- Students will use the TODALSIGS method to create a map of the local area.

Defining Culture Group Project

Defining Borders Project

Country Comparison Project

- Students will randomly select 2 less developed countries and create a Google slideshow comparing

population, migration, culture, language, religion, governments, agriculture, urban patterns, and level development.

Hungry Planet (Understanding how people eat around the world)

- Students will examine the average eating patterns of families around the world and how much money goes toward the feeding of the family as a percentage of income.

Gentrification (Positives and Negatives of the Urban Renewal)

- Students will examine the impact gentrification projects have had on selected cities around the world. Students will determine the positive outcomes of gentrification, such as economic growth. They will also look at the negative outcomes, such as the removal of cultural and ethnic spaces.

Instructional Methods and/or Strategies (REQUIRED):

Please list specific instructional methods that will be use.

- Oral In-Class Participation/Classwork/Homework
- Focus Activities
- Homework/Classwork
- Student Presentations
- Quizzes and Tests
- Writing Assessments
- Projects (including Artifact, Written and Oral Assessment)

Assessment Methods and/or Tools (REQUIRED):

Please list different methods of assessments that will be used.

- Vocabulary Assessments
- Grammar Assessments
- Lesson Assessments
- Unit/Chapter Assessments
- Individual Presentations
- Group Presentations
- Cumulative Semester Final
- AP Exam

COURSE PACING GUIDE AND OBJECTIVES (REQUIRED)

Day(s)	Objective	Standard(s)	Chapter(s)	Reference
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