### Jefferson City Public Schools–High School Curriculum

**SUBJECT:** Grade 10-12

**COURSE:** AP Human Geography

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| (A) **Unit 1: Identify and Explain the Basic Foundation Concepts of Human Geography**  
- Define geography vs. history  
- Compare and contrast site and situation  
- Identify types and uses of various maps  
- Calculate and explain the purpose of mathematical location  
- Identify and explain map scale and projections  
- Analyze population distributions  
- Compare and contrast the various types of world regions  
- Summarize the cause and effect of spatial interaction and cultural diffusion |  
- Assessed using a teacher created scoring guide:  
  - Summary activity  
  - Chart  
  - Teacher created selected response and short answer test with scoring guide  
  Mastery: 80% |  
- Students will:  
  - read the introduction to *The Myth of the Continents* by Martin Lewis and Karen Wigen  
  - prepare a list of problems resulting from an over reliance on the continental division of the world  
  - write a summary about the authors’ proposed “solution” to the problem  
  - create a chart that illustrates the four types of distribution used on maps  
  - PowerPoint notes  
  - Class discussion |

Performance: 1.6, 1.8, 1.10, 3.5  
Knowledge: (SS) 3  
SSCLE: EGSA.5.Bb; EGSA.5.C, Dc-e; EGSA.5.F (Geography)  
NETS: 3b  
DOK: 3
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| **Unit 2: Analyze the Causes and Consequences of Population Growth and Human Movement Patterns** | • Assessed using a teacher created scoring guide:  
  • Timeline  
  • World map  
  • Chart  
  • Teacher created selected response and short answer test with scoring guide  
  Mastery: 80% | • Students will:  
  • read an excerpt about the African Diaspora  
  • create a timeline showing internal migration of blacks within the United States since 1865  
  • color a world map to show the general concentration and density of world population  
  • after taking notes and reading about the waves of migration to the United States, create a chart illustrating the:  
    • time periods of various waves  
    • groups emigrating  
    • reasons for emigration  
    • PowerPoint notes  
    • Class discussion |
| • Identify patterns in population concentration and density  
• Interpret population Demographics and analyze demographic transitions  
• Summarize current population issues and predict future concerns  
• Summarize migration concepts and evaluate historical migration patterns  
• Compare and contrast the various types of internal and external migration | Performance: 1.6, 1.10, 3.5  
Knowledge: (SS) 5  
SSCLE: EGSA.5.Dc,e; EGSA.5.E (Geography)  
NETS: 3b  
DOK: 3 | |
## Objectives

(C) **Unit 3: Analyze and Evaluate the Key Characteristics and Issues Related to Cultural Geography**

- Analyze the origin, distribution and diffusion of folk and pop culture
- Summarize the origin and diffusion of language families
- Compare and contrast the origin and diffusion of world religions and sacred places
- Investigate the cultural issues related to globalization

**Performance:** 1.6, 1.10, 3.5  
**Knowledge:** (SS) 5  
**SSCLE:** EGSA.5.D,c; EGSA.5.E,c (Geography)  
**NETS:** 3a-c; 5a,d  
**DOK:** 3

## Assessment/Evaluation

- Assessed using a teacher created scoring guide:  
  - Compare and contrast activity  
  - Visual project  
  - Map  
  - Teacher created selected response and short answer test with scoring guide  

**Mastery:** 80%

## Instructional Activities

- Students will:  
  - receive a handout of photos of places sacred to various religions  
  - in groups, organize the photos according to which religion they represent  
  - make lists of the characteristics of the sacred places related to each religion  
  - each write a compare and contrast summary of the religions represented in the pictures using the lists created by the group  
  - choose a less developed or developing nation, and research such things as its:  
    - languages  
    - folk and pop culture  
    - religions  
    - problems related to globalization  
  - create a:  
    - visual presentation of their nation to share with the class  
    - map of world language distributions  
  - PowerPoint notes  
  - Class discussion
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| **Unit 4: Analyze the Various Aspects of Political Geography** | • Assessed using a teacher created scoring guide:  
  • Poster activity  
  • Map activity  
  • Summary paragraph  
  • Selected response and short answer test with teacher created scoring guide  
  Mastery: 80% | • Students will:  
  • in small groups, research “stateless nations” assigned to them  
  • as a group, create a poster illustrating the proposed state  
  • include information on their poster about the nation and problems that exist which keep the people from becoming a nation state  
  • create a distribution map of concentrations of ethnic groups in the United States  
  • read “Race: An Interpretation” by Kwame Anthony Appiah  
  • write a summary paragraph of the main ideas of the author  
  • PowerPoint notes  
  • Class discussion |
| • Investigate the issues related to race and racism  
• Analyze the problems and conflicts related to ethnicity and nationalities  
• Compare and contrast the physical and political state  
• Summarize nationalism and identify nationalist issues  
• Compare and contrast unions of states and stateless nations | **Note:**  
**Performance:** 1.6, 3.2, 3.7  
**Knowledge:** (SS) 5  
**SSCLE:** EGSA.5.Dc; EGLA.Eb,c; EGSA.Fa,b,d (Geography)  
**NETS:** 3a-c  
**DOK:** 3 |
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| **(E) Unit 5: Analyze and Evaluate the Key Components to the Development, Distribution and Diffusion of Agricultural Practices**  
- Identify agricultural origins and hearths  
- Analyze the diversity of world agricultural practices  
- Evaluate causes and consequences of agricultural revolutions  
- Analyze the various models of agricultural activities distribution  
- Analyze environmental, cultural, economic, and ethical agricultural issues  
Performance: 1.6, 1.10, 3.5  
Knowledge: (SS) 5  
SSCLE: EGSA.5.Db-Ee; EGSA.5.1a-c (Geography)  
NETS: 3b  
DOK: 3 | • Assessed using a teacher created scoring guide:  
• Chart  
• Map activity  
• Paragraph  
• Selected response and short answer test with teacher created scoring guide  
Mastery: 80% | • Students will create a chart to compare and contrast the various levels of agricultural development around the world  
• After studying the von Thunen model of agricultural activities distribution, students will write a paragraph to explain whether:  
- New York  
- Chicago  
- Los Angeles  
best fits this model and why  
• PowerPoint notes  
• Class discussion  

**Land Use Activity:**  
Students will use a variety of U.S. maps to create a single map showing the distribution of various uses of rural land, specifically:  
- dairy  
- cattle ranching  
- wheat  
- corn |
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<td><strong>Unit 6: Analyze and Evaluate the Origins, Diffusion, and Impact of the Industrial Revolution</strong>&lt;br&gt;• Analyze the European origins of the Industrial Revolution&lt;br&gt;• Evaluate the diffusion and distribution of the Industrial Revolution&lt;br&gt;• Analyze site and situation as it relates to the spread of the Industrial Revolution&lt;br&gt;• Evaluate Post-Industrial society&lt;br&gt;&lt;br&gt;Performance: 1.6, 1.10, 3.1, 3.5&lt;br&gt;Knowledge: (SS) 5&lt;br&gt;SSCLE: EGSA.5.Ca: EGSA.5.Dc; EGSA.5.Ea,c; EGSA.5.Fd (Geography)&lt;br&gt;NETS: 3b&lt;br&gt;DOK: 3</td>
<td>• Assessed using a teacher created scoring guide:&lt;br&gt;• Map activity&lt;br&gt;• Chart&lt;br&gt;• 5-Paragraph essay&lt;br&gt;• Selected response and short answer test with teacher created scoring guide&lt;br&gt;Mastery: 80%</td>
<td>• Students will:&lt;br&gt;• label a European map with the:&lt;br&gt;• physical&lt;br&gt;• political&lt;br&gt;• cultural&lt;br&gt;characteristics, which will lead to the origins of the Industrial Revolution in this part of the world&lt;br&gt;• create a chart, which includes dates, to show the diffusion of the Industrial Revolution around the globe&lt;br&gt;• write a 5-paragraph essay in which they will analyze the location of local industries and evaluate the:&lt;br&gt;• economic&lt;br&gt;• physical impact of those industries&lt;br&gt;• PowerPoint notes&lt;br&gt;• Class discussion</td>
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<td><strong>(G) Unit 7: Identify and Evaluate the Geographic and Cultural Impact of Modernization and Development</strong></td>
<td>• Assessed using a teacher created scoring guide:</td>
<td>• Students will:</td>
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<tr>
<td>• Identify and define modernization and development</td>
<td>• Poster activity</td>
<td>• work in groups to create a poster of Rostow’s stages of economic growth. The poster will illustrate and explain each stage of growth as it relates to a central theme</td>
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<tr>
<td>• Classify the key indicators of development</td>
<td>• Chart activity</td>
<td>• create a chart to compare the characteristics of:</td>
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<tr>
<td>• Analyze the various development models</td>
<td>• Map activity</td>
<td>• developed</td>
</tr>
<tr>
<td>• Identify characteristics of developed regions</td>
<td>• Selected response and short answer test with teacher created scoring guide</td>
<td>• less developed</td>
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<tr>
<td>• Compare and contrast developed, less developed and undeveloped regions</td>
<td><strong>Mastery: 80%</strong></td>
<td>• undeveloped regions of the world</td>
</tr>
<tr>
<td><strong>Performance:</strong> 1.6, 1.8, 1.10 <strong>Knowledge:</strong> (SS) 5 <strong>SSCLE:</strong> EGSA 5.Bb; EGSA.5.Ca,b; EGSA.5.Dc (Geography) <strong>NETS:</strong> 3b <strong>DOK:</strong> 3</td>
<td></td>
<td>• color a map of the world showing the locations of:</td>
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<td></td>
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<td>• developed</td>
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<td></td>
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<td>• less developed</td>
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<td>• undeveloped regions of the world</td>
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<td>• PowerPoint notes</td>
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<td>• Class discussion</td>
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### Objectives

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<tr>
<th>Unit 8: Analyze and Evaluate the Origins, Characteristics, and Evolution of Urban Geography</th>
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<tr>
<td>• Analyze the origin and evolution of cities</td>
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<tr>
<td>• Examine the development of an economic base as a cause for urbanization</td>
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<tr>
<td>• Evaluate internal models of urban structure</td>
</tr>
<tr>
<td>• Evaluate the causes and issues related to suburbanization, internal urban decay and the use of the peripheral model</td>
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<tr>
<td>• Examine rural services and summarize issues or concerns of rural areas</td>
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**Performance:** 1.6, 1.8, 1.10  
**Knowledge:** (SS) 5  
**SSCLE:** EGSA.5.Ca,b; EGSA.5.D.c; EGSA.5.Eb,c; EGSA.5.Ia,c (Geography)  
**NETS:** 3a-c; 4b  
**DOK:** 3

### Assessment/Evaluation

- Assessed using a teacher created scoring guide:
  - Map and paragraph activity  
  - Illustration and summary activity  
  - Poster activity  
  - Selected response and short answer test with teacher created scoring guide

**Mastery:** 80%

### Instructional Activities

- Students will:
  - create a proportional symbol map of Missouri population distribution  
  - use their completed map to write a paragraph in which they will analyze whether or not Christaller’s central place theory applies to Jefferson City, Mo.  
  - create illustrations of the three models of urban structure and compare and contrast their similarities and differences in a summary activity  
  - choose a modern city:  
    - Middle Eastern  
    - Asian  
    - African  
  - create a poster or PowerPoint to illustrate the:
    - development  
    - structure  
    - population  
    - economic foundation  
    - culture  
    - modern issues etc., of this city  
  - PowerPoint notes  
  - Class discussion