

COURSE TITLE

AP Human Geography

LENGTH

Full Year
Grades 10 & 11

DEPARTMENT

Social Studies

SCHOOL

Rutherford High School

DATE

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AP Human Geography

I. Introduction/Overview/Philosophy

AP Human Geography is a yearlong course that focuses on the distribution, processes, and effects of human populations on the planet. Units of study include population, migration, culture, language, religion, ethnicity, political geography, economic development, industry, agriculture, and urban geography. Emphasis is placed on geographic models and their applications. Case studies from around the globe are compared to the situation in both the United States and locally. Video and Internet activities are used to explore certain topics. Students will prepare for the Advanced Placement examination. The course meets the New Jersey Student Learning Standards, the AP College Board requirements, and LGBTQ+, Holocaust/Genocide and Amistad Mandates.

II. Objectives

Course Outline:

Weeks 1–3: The Nature of Geography [SC1 & SC2]

1. Define geography, human geography; explain the meaning of the spatial perspective.
2. Explain how geographers classify each of the following and provide examples of each:
 - a) distributions
 - b) locations
 - c) regions
3. Identify how each of the following plays a role in mapmaking:
 - a) simplification
 - b) categorization
 - c) symbolization
 - d) induction
4. Identify types of scale and projections used in mapmaking; identify advantages and disadvantages of different projections. [SC10]
5. List different types (models) of diffusion and provide examples/illustrations of each in the real world. [SC12]
6. Distinguish between different types of maps and mapped information (e.g., dot distribution, choropleth, etc.) and provide explanations of strengths and weaknesses of each. [SC10 & SC11]

Weeks 4–6: Population [SC3]

1. Map major and emerging population concentrations and describe demographic characteristics of each.
2. Consider the concepts of ecumene and non-ecumene, and consider:
 - a) Why do most people live where they do?
 - b) For what reasons have humans historically avoided certain areas?
 - c) Where do non-examples of each exist? Why?
3. Calculate arithmetic, agricultural, and physiological densities and describe the strengths and weaknesses of each for demographic analysis.
4. Explain the elements of a population pyramid and distinguish between

characteristic shapes.

5. Explain the demographic transition model:

- a) What are its components?
- b) Which countries does it describe in each phase?
- c) Why might it not predict the future for developing countries today? [SC12]

6. Give examples of pro- and anti-natalist policies and their effects in example countries.

7. Define key demographic terms and identify regions in which high and low extreme examples of each can be found.

8. Concerning natural hazards, do the following:

- a) list various types of natural hazards and disasters
- b) map the areas most affected by them [SC11]
- c) compare with the map of population distribution
- d) hypothesize the degree of danger in various regions
- e) discuss methods that are taken to adapt to these dangers

Weeks 7–9: Movement [SC3]

1. Distinguish between and give characteristics of the following types of human Movement:

- a) circulation and migration
- b) forced and voluntary migration
- c) push and pull factors

2. Discuss the contributions of Ravenstein to the study of human movement and migration. [SC12]

3. Use the gravity model to predict migration and evaluate its efficiency and usefulness. [SC12]

4. Map specific examples of historic and contemporary forced migrations, explaining push and pull factors associated with each.

5. Characterize a refugee and refugee populations.

6. Discuss the migration history of the United States through the following:

- a) immigration history
- b) immigration policy
- c) historic and contemporary streams of migration
- d) internal migration patterns

7. Explain how distance decay, intervening obstacles, and migration selectivity factors affect migration and circulation patterns.

8. Correlate migration patterns to the demographic transition model.

Weeks 10–11: Culture [SC4]

1. Define culture and cultural geography.

2. Compare and contrast the following aspects of folk and popular culture:

- a) origins
- b) methods of diffusion
- c) culture regions

3. Examine specific examples of folk culture and regions.

4. Examine examples of specific popular cultural traits and discuss their diffusion.

5. Discuss ways in which cultural traits are affected by and affect the natural environment.

6. Discuss the role of racism and ethnocentrism in the understanding of the cultural landscape. [SC9]

Weeks 12–13: Geography of Language [SC4]

1. Discuss the importance and role of language as an element of culture.
2. Explain how languages are classified and related.
3. Map the distribution of major language families worldwide. [SC11]
4. Show the division of Europe into the following language groups and give specific examples from major groups:
 - a) Germanic
 - b) Slavic
 - c) Romance
5. Describe the following characteristics of English:
 - a) origin and historical development
 - b) worldwide diffusion
 - c) spatial variation
 - d) role in cultural convergence
6. Explain the how, why, and where of language change.
7. Discuss the regional and local variety in language using the following terms:
 - a) slang
 - b) isogloss
 - c) accent
8. Explain how toponyms are derived and classified and give various examples.

Weeks 14–16: Geography of Religion [SC4]

1. Identify the following characteristics of all major religions:
 - a) point of origin
 - b) method of diffusion
 - c) current distribution
 - d) landscape expression
2. Map the religious regions of the United States. [SC11]
3. Discuss the major branches, their origins, and their current distributions for the following religions:
 - a) Christianity
 - b) Islam
 - c) Buddhism
4. Distinguish between ethnic and universalizing religions:
 - a) holy sites
 - b) holy days
 - c) methods of diffusion
5. Describe ways in which the environment influences religion and ways in which religions affect the natural environment.
6. Discuss various specific religious conflicts around the world in terms of the following:
 - a) religion versus politics
 - b) religion versus religion—interfaith conflicts
 - c) religion versus religion—intrafaith conflicts

Weeks 17–19: Ethnicity, Gender, and Geography [SC4]

1. Describe the distribution of major ethnicities within the United States:
 - a) identify states/regions in which they are clustered
 - b) identify regions in which they are mostly absent
 - c) provide reasons for the present distribution
2. Examine case studies of ethnic conflicts from different regions.
3. Consider ways in which gender-related issues are expressed spatially, particularly in regards to:
 - a) economic roles and activity
 - b) health and reproduction
 - c) level of education
4. Discuss and illustrate with examples various nation-state configurations including:
 - a) nation-state
 - b) part-nation state
 - c) multinational state
 - d) stateless nation

Weeks 20–22: Political Geography [SC5]

1. Explain the concept of state by:
 - a) identifying necessary qualifications and characteristics
 - b) listing examples of states in various regions
 - c) describing quasi-states
2. Describe the problems of multinational states and stateless nations.
3. List advantages and disadvantages of different types of boundaries and provide real-world examples of:
 - a) natural/physical boundaries
 - b) cultural boundaries
 - c) geometric boundaries
4. List advantages and disadvantages of different shapes of states and provide examples.
5. Discuss the concepts of imperialism and colonialism and illustrate some of their consequences on the contemporary political map.
6. Define irredentism and devolution and illustrate with examples.
7. Summarize the history of the United Nations and identify issues of current importance regarding it.

Weeks 23–25: Economic Development [SC7]

1. Use examples of human welfare indicators to distinguish between relatively developed and less developed countries.
2. Use examples of economic indicators to classify countries as less developed or relatively developed.
3. Draw the Brandt line on a world or regional map.
4. Compare and contrast different theories and models of economic development and the relationship between less developed and relatively developed countries.

[SC12]

5. Provide examples of the different sectors of a country's economy and explain the economic relationship between them.

Weeks 26–28: Geography of Agriculture—Primary Economic Activities [SC6]

1. Explain how agriculture originated and identify its various hearths.
2. Describe the evolution of agricultural practices from their first use until today.
 - a) Neolithic Revolution
 - b) Second Agricultural Revolution
 - c) Green Revolution and biotechnology
3. Consider how each of the following correlates with specific agricultural regions:
 - a) climate
 - b) terrain
 - c) culture
 - d) situation with regard to world markets
4. Describe and apply the von Thünen model to both small-scale and large-scale situations. [SC10 & SC12]
5. Identify the predominant agricultural practices associated with various regions of the world.
6. Use agricultural practice to differentiate between less developed and relatively developed countries.
7. Compare and contrast different types of rural landscapes and settlements: [SC9]
 - a) linear villages
 - b) cluster villages
 - c) dispersed settlements

Weeks 29–31: Geography of Industry—Secondary Economic Activities [SC7]

1. Explain the Industrial Revolution by:
 - a) describing its origin
 - b) describing its diffusion and current pattern of industrial regions
2. Map regional manufacturing zones in each continent and identify the following for each: [SC11]
 - a) origin and resources
 - b) current strengths and/or problems
3. Compare and contrast preindustrial, industrial, and postindustrial life and landscape. [SC9]
4. Describe how site and situation factors influence the location of manufacturing and give examples.
5. Discuss the problems created by or associated with industrialization in:
 - a) developed countries
 - b) developing countries
6. Make graphic models that describe the inputs and connections of various industries. [SC12]

Weeks 32–34: Urban Geography—Tertiary Economic Activities [SC8]

1. Contrast European and North American cities:
 - a) central business districts
 - b) suburbs and suburban growth
2. Compare and contrast elements of the following urban models: [SC12]
 - a) concentric zone
 - b) sector
 - c) multiple-nuclei

- d) galactic city/edge cities
3. Describe the move of retail and industry to the suburbs.
4. Explain the growth of suburbs in terms of social, transportation, and economic changes.
5. Differentiate between three models of North American cities. [SC12]
6. Compare and contrast spatial characteristics of cities in the following regions:
 - a) Latin America
 - b) Africa
 - c) Southeast Asia
7. List and evaluate the problems of the inner city.
8. Explain and illustrate important models dealing with the urban hierarchy for: [SC12]
 - a) central-place theory
 - b) rank-size rule and primate cities

Student Outcomes:

After successfully completing this course, the student will:

- To introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface.
- To learn about and employ the methods of geographers, especially including observation, mapmaking, data gathering and reporting, and technical writing
- To employ spatial concepts, geographic vocabulary, and landscape interpretation to a variety of locations and situations around the globe and in local areas
- To develop a geographic perspective with which to view the landscape and understand current events
- Determine the credibility and value of information, while also considering context, point of view, and multiple perspectives.
- Collaboratively evaluate possible solutions to problems and conflicts that arise in an interconnected world.
- Critically analyze information, make ethical judgements, and responsibly address controversial issues.
- Communicate through rational and persuasively written and oral arguments to present issues to controversial issues.
- Make informed and reasoned decisions and accept responsibility for the consequences of their actions and/or inactions
- Take actions that result in a more equitable society.
- Analyze sources of prejudice and discrimination and propose solutions to eliminate them.

New Jersey Student Learning Standards**CAREER READY PRACTICES****CRP1 Act as a responsible and contributing citizen and employee.**

Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

CRP2 Apply appropriate academic and technical skills.

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation

CRP4. Communicate clearly and effectively and with reason.

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CRP5. Consider the environmental, social and economic impacts of decisions.

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

CRP6. Demonstrate creativity and innovation.

Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

CRP7. Employ valid and reliable research strategies.

Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

CRP9. Model integrity, ethical leadership and effective management.

Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

CRP10. Plan education and career paths aligned to personal goals.

Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing

education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

CRP11. Use technology to enhance productivity.

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks—personal and organizational—of technology applications, and they take actions to prevent or mitigate these risks.

CRP12. Work productively in teams while using cultural global competence.

Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

TECHNOLOGY

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

Strand A. Technology Operations and Concepts

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.

Strand B. Creativity and Innovation

8.1.12.B.1 Apply previous content knowledge by creating and piloting a digital learning game or tutorial.

Strand C. Communication and Collaboration

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.

Strand D. Digital Citizenship

8.1.12.D.4 Research and understand the positive and negative impact of one's digital footprint.

Strand E. Research and Information Literacy

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.

21ST CENTURY LIFE AND CAREERS

Standard 9.2 Career Awareness, Exploration, And Preparation

Strand C. Career Preparation:

9.2.12.C.4 Analyze how economic conditions and societal changes influence employment trends and future education.

NEW JERSEY STUDENT LEARNING STANDARDS FOR SOCIAL STUDIES (2014)

6.1.12.D.2.d Analyze arguments for new women's roles and rights, and explain why 18th-century society limited women's aspirations.

6.1.12.D.5.c Assess the effectiveness of public education in fostering national unity and American values and in helping people meet their economic needs and expectations.

6.1.12.A.3.c Assess the role of geopolitics in the development of American foreign relations during this period.

6.1.12.A.3.e Judge the fairness of government treaties, policies, and actions that resulted in Native American migration and removal.

6.1.12.A.3.g Determine the extent to which state and local issues, the press, the rise of interest-group politics, and the rise of party politics impacted the development of democratic institutions and practices.

- 6.1.12.B.3.a Assess the impact of Western settlement on the expansion of United States political boundaries.
- 6.1.12.C.3.a
- 6.1.12.D.3.b Explain how immigration intensified ethnic and cultural conflicts and complicated the forging of a national identity.
- 6.1.12.D.3.e Determine the impact of religious and social movements on the development of American culture, literature, and art.
- 6.1.12. B.5.a Explain how the Homestead Act, the availability of land and natural resources, and the development of transcontinental railroads and waterways promoted the growth of a nationwide economy and the movement of populations.
- 6.1.12.D.5.a Analyze government policies and other factors that promoted innovation, entrepreneurship, and industrialization in New Jersey and the United States during this period.
- 6.1.12.D.5.d Relate varying immigrants' experiences to gender, race, ethnicity, or occupation.
- 6.1.12.B.6.b Compare and contrast issues involved in the struggle between the unregulated development of natural resources and efforts to conserve and protect natural resources during the period of industrial expansion.
- 6.1.12.C.6.b Determine how supply and demand influenced price and output during the Industrial Revolution.
- 6.1.12.D.6.a Assess the impact of technological innovation and immigration on the development of agriculture, industry, and urban culture during the late 19th century in New Jersey (i.e., Paterson Silk Strike 1913) and the United States.
- 6.1.12.A.8.c Relate social intolerance, xenophobia, and fear of anarchists to government policies restricting immigration, advocacy, and labor organizations.
- 6.1.12.C.8.a Analyze the push-pull factors that led to the Great Migration.
- 6.1.12.C.8.b Relate social, cultural, and technological changes in the interwar period to the rise of a consumer economy and the changing role and status of women.
- 6.1.12.C.9.b Explain how economic indicators (i.e., gross domestic product, the consumer price index, the national debt, and the trade deficit) are used to evaluate the health of the economy.
- 6.1.12.C.12.b Assess the impact of agricultural innovation on the world economy.
- 6.1.12.A.13.c Determine the extent to which changes in national policy after 1965 impacted immigration to New Jersey and the United States.
- 6.1.12.B.13.a Determine the factors that led to migration from American cities to suburbs in the 1950s and 1960s, and describe how this movement impacted cities.
- 6.1.12.D.13.d, B.14.b
- 6.1.12.B.14.a Determine the impact of recent immigration and migration patterns in New Jersey and the United States on demographic, social, economic, and political issues.
- 6.1.12.B.14.b Analyze how regionalization, urbanization, and suburbanization have led to social and economic reform movements in New Jersey and the United States.
- 6.1.12.D.14.e Evaluate the role of religion on cultural and social mores, public opinion, and political decisions.
- 6.1.12.D.14.f Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.
- 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.C.16.c Assess the impact of international trade, global business organizations, and overseas competition on the United States economy and workforce.
- 6.1.12.D.16.a Analyze the impact of American culture on other world cultures from multiple perspectives.
- 6.1.12.D.16.b Explain how and why technology is transforming access to education and educational practices worldwide
- 6.2.12.B.1.a Explain major changes in world political boundaries between 1450 and 1770, and assess the extent of European political and military control in Africa, Asia, and the Americas by the mid-18th century.

- 6.2.12.D.1.e Assess the impact of economic, political, and social policies and practices regarding African slaves, indigenous peoples, and Europeans in the Spanish and Portuguese colonies.
- 6.2.12.D.2.a Determine the factors that led to the Renaissance, the significance of the location of the Italian city-states as the center of the Renaissance, and the impact on the arts.
- 6.2.12.D.2.b Determine the factors that led to the Reformation and the impact on European politics.
- 6.2.12.A.3.d Compare and contrast the struggles for women's suffrage and workers' rights in Europe and North America, and evaluate the degree to which each movement achieved its goals.
- 6.2.12.B.3.a Assess the impact of imperialism by comparing and contrasting the political boundaries of the world in 1815 and 1914.
- 6.2.12.C.3.a Analyze interrelationships among the "agricultural revolution," population growth, industrialization, specialization of labor, and patterns of land-holding.
- 6.2.12.C.3.b Analyze interrelationships among the Industrial Revolution, nationalism, competition for global markets, imperialism, and natural resources
- 6.2.12.C.3.e Compare the impact of imperialism on economic development in Africa, Asia, and Latin America regarding barriers or opportunities for future development and political independence.
- 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.
- 6.2.12.D.3.d Analyze the extent to which racism was both a cause and consequence of imperialism, and evaluate the impact of imperialism from multiple perspectives.
- 6.2.12.D.3.e Analyze the impact of the policies of different European colonizers on indigenous societies, and explain the responses of these societies to imperialistic rule.
- 6.2.12.B.4.a Determine the geographic impact of World War I by comparing and contrasting the political boundaries of the world in 1914 and 1939.
- 6.2.12.D.4.c Assess the causes of revolution in the 20th century (i.e., in Russia, China, India, and Cuba), and determine the impact on global politics.
- 6.2.12.D.4.d Analyze the extent to which the legacy of World War I, the global depression, ethnic and ideological conflicts, imperialism, and traditional political or economic rivalries caused World War II.
- 6.2.12.C.5.c Assess the impact of the international arms race, the space race, and nuclear proliferation on international politics from multiple perspectives.
- 6.2.12.C.5.g Evaluate the role of the petroleum industry in world politics, the global economy, and the environment.
- 6.2.12.D.5.b Assess the impact of Gandhi's methods of civil disobedience and passive resistance in India, and determine how his methods were later used by people from other countries.
- 6.2.12.D.5.c Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information, worldwide.
- 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.
- 6.2.12.B.6.a Determine the global impact of increased population growth, migration, and changes in urban-rural populations on natural resources and land use.
- 6.2.12.C.6.b Compare and contrast demographic trends in industrialized and developing nations, and evaluate the potential impact of these trends on the economy, political stability, and use of resources.
- 6.3.12.A.2 Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations, and evaluate the extent to which such problems are universal.
- 6.3.12.C.1 Participate in a simulated meeting (e.g., President's Council, World Bank, International Monetary Fund (IMF)), research evidence from multiple sources about an economic problem, (e.g., inflation, unemployment, deficit), and develop a plan of action.

6.3.12.D.1 Analyze the impact of current governmental practices and laws affecting national security and/or individual civil rights/ privacy.

6.3.12.D.2 Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.

New Jersey Student Learning Standards for English Language Arts Companion Standards in History/Social Studies, Science, and Technical Subjects

RH.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.

RH.11-12.2. Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author's perspective(s) develop over the course of the text.

RH.11-12.3. Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

RH.11-12.4. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).

RH.11-12.5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

RH.11-12.6. Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

RH.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.

RH.11-12.8. Evaluate an author's claims, reasoning, and evidence by corroborating or challenging them with other sources.

RH.11-12.9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

RH.11-12.10. By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.

WHST.11-12.1. Write arguments focused on *discipline-specific content*.

- A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
- B. Develop claim(s) and counterclaims using sound reasoning and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.

- C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- E. Provide a concluding paragraph or section that supports the argument presented.

WHST.11-12.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- A. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- C. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- D. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
- E. Provide a concluding paragraph or section that supports the argument presented.

WHST.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

WHST.11-12.6. Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.

WHST.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

WHST.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

WHST.11-12.9. Draw evidence from informational texts to support analysis, reflection, and research.

WHST.11-12.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

II. Proficiency Levels

The AP Human Geography is a full year elective course is intended for high-performing sophomore and junior high school students with excellent work ethic who have strong social science and strong natural science grades. Prerequisites include an A- or higher in social studies and science or a teacher recommendation.

III. Methods of Assessment

Student Assessment

- Discussion of key terms and concepts
- Examination of case studies
- Debriefing Activities
- Reading of newspapers and magazines and journals
- Class discussion
- Practice of key geographical skills
- Examine maps, graphs, textual information
- Respond to concepts of scale, region, location, place, or association and interconnection
- Practice of written expression via free-response questions
- Homework
- Quizzes
- Multiple choice questions
- Practice exams

Curriculum/Teacher Assessment

Throughout the academic year, the teacher and the supervisor will continually discuss the curriculum to assess changes and needs. The teacher is always encouraged to make suggestions for improvement.

The supervisor may also request an annual meeting or written review from the teacher for suggestions or modifications.

V. Grouping

The AP Human Geography course is intended for high-performing sophomore and junior high school students with excellent work ethic who have strong social science and strong natural science grades.

VI. Articulation/Scope & Sequence/Time Frame

AP Human Geography is a full year elective course for students in tenth and eleventh grade.

VII. Resources

Texts/Supplemental Reading/References

Resources include but are not limited to:

- Rubenstein, James M. *The Cultural Landscape: An Introduction to Human Geography*. 12th ed. Upper Saddle River, NJ: Prentice Hall, 2017.
- *Videos from: The Power of Place: Geography for the 21st Century* series. Annenberg/CPB Project, 2003. DVD.
- Kuby, Michael, John Harner, and Patricia Gober. *Human Geography in Action*. 3rd ed. New York: John Wiley, 2004.
- US Census Bureau
- World Atlas, Digital Atlas of USA, National Atlas, Agricultural Atlas of USA

- Rutherford High School online data-base and internet resources
- Primary, secondary and supplemental readings
- New Jersey Amistad Commission Resources- NJ Department of Education
www.nj.gov/education/amistad
- New Jersey Commission on Holocaust Education Resources- NJ Department of Education
www.nj.gov/education/holocaust/

VIII. Suggested Activities

- Discussion of key terms and concepts
- Examination of case studies
- Reading of newspapers and magazines and journals
- Class discussion
- Practice of key geographical skills
- Examine maps, graphs, textual information
- Respond to concepts of scale, region, location, place, or association and interconnection

IX. Methodologies

The teacher is expected to use visual, oral, and written components in the lessons to reach all students with different learning styles. The following are suggestions, not limits, as to what a teacher will do:

- Individualized assignments
- Group work of all types
- Computer and technology use
- DVD's
- Differentiated instruction

X. Interdisciplinary Connections

Making appropriate adjustments to content, teaching strategies, expectations of student mastery, and scope and sequence is necessary in educating gifted students. Gifted students are more likely to develop study and production skills, experience success and struggle, and feel challenged in a classroom setting that encourages learners to master information more quickly.

Teaching strategies that will help gifted students do well include the following:

- Interdisciplinary and problem-based assignments with planned scope and sequence
- Internship, monitorship, and other forms of apprenticeship
- Advanced, accelerated, or compacted content
- Abstract and advanced higher-level thinking activities
- Allowance for individual students' interests
- Assignments geared to development in areas of affect, creativity, cognition and research skills
- Complex, in-depth assignments
- Diverse enrichment that broadens learning
- Variety in types of resources
- Community involvement in student learning
- Projects that focus on cultural diversity
- Specific instructional approaches and arrangements for gifted education include acceleration, enrichment, and grouping.
- Infusion of current events into units of study

XI. Differentiating Instruction for Students with Special Needs: Students with Disabilities, Students at Risk, English Language Learners, and Gifted & Talented Students

Differentiating instruction is a flexible process that includes the planning and design of instruction, how that instruction is delivered, and how student progress is measured. Teachers recognize that students can learn in multiple ways as they celebrate students' prior knowledge. By providing appropriately challenging learning, teachers can maximize success for all students.

Differentiating in this course includes but is not limited to:

Differentiation for Support (ELL, Special Education, Students at Risk)

- AMSCO Guide, Assessment Review
- Teacher modeling
- Pairing students with varied skills
- Scaffolding via sentence frames
- Pinpointing essential vocabulary
- Annotated and summarized texts
- Partner/group activities
- Written responses
- Graphic organizers
- Reword EQs to student-centered idea
- Small group jigsaw
- Chunking of material
- Outline writing assessments
- Multiple levels of questioning
- Multimedia approach to learning styles
- Use of review materials online
- Oral and written assignments
- Peer editing and review
- Allow spelling/grammatical errors
- Use of assisted technology
- Rephrase questions, directions
- Authentic assessments
- Pre-teaching vocabulary & concepts
- Visual learning
- Notes and journal checks
- Use of multimedia formats
- Suggested materials

Differentiation for Enrichment

- Individual presentation
- Varied work options
- Varied formats of organizers
- Interest-based content
- Essay & Assignment Rewrites

- Tiered activities
- Supplemental class materials
- Provide extension activities
- Curriculum compacting
- Recommended outside readings
- Elevated writing prompts
- Elevated vocabulary
- Alternate reading/response options
- Multi-intelligence options
- Multiple levels of questions
- Compacted material based on mastery levels
- Critical/analytical thinking tasks
- Supplemental on-line sites
- Inquiry-based instruction
- Student-driven projects

XII. Professional Development

The teacher will continue to improve expertise through participation in a variety of professional development opportunities.

XIII. Curriculum Map/Pacing Guide

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
Unit 1: Maps & Geographic Theory <ul style="list-style-type: none"> ● Maps & Projections ● Scales & regions ● Gravity & distribution ● Sustainability 	3 weeks	<i>For Support:</i> <ul style="list-style-type: none"> ● AMSCO Guide, Assessment Review ● Teacher modeling ● Pairing students with varied skills ● Scaffolding via sentence frames <i>For Enrichment:</i> <ul style="list-style-type: none"> ● Essay & Assignment Rewrites ● Tiered activities ● Supplemental class materials 	RH11-12.7, WHST11-12.1/2 RH11-12.1/2/4/8/10 WHST11-12.4/5/7/9 RH11-12.6 WHST11-12.6/8/9 CRP1,2,4,5,6,7,8,9,10,11,12 8.1.12.A.2 8.1.12.B.1 8.1.12.C.1 8.1.12.D.4 8.1.12.E.1	<i>Formative Assessment:</i> <ul style="list-style-type: none"> ● Unit Terminology Quiz & Essential Qs ● Map Mastery Quiz (Middle East) ● Terminology Practice & Concept Analysis via Current Events Journal & individually assigned example nations/US states. ● Tactile activity: map projection from sphere <i>Summative Assessment:</i> <ul style="list-style-type: none"> ● FRQ Short Answer Essays ● AP-style unit exam (multiple choice Qs)
Unit 2: Population & Migration Geography <ul style="list-style-type: none"> ● Population density ● Population pyramids ● Demographic transition models ● Birth & death rates ● Migration factors 	4 weeks	<i>For Support:</i> <ul style="list-style-type: none"> ● AMSCO Guide, Assessment Review ● Pinpointing essential vocabulary ● Annotated and summarized texts ● Partner/group activities 	6.1.12.A.3.e, D.3.b 6.1.12. B.5.a, D.6.a 6.1.12.A.8.c, C.8.a 6.1.12.A.13.c, B.13.a 6.1.12.B.14.a 6.2.12.C.3.a 6.2.12.B.6.a RH11-12.7, WHST11-12.1/2 RH11-12.1/2/4/8/10	<i>Formative Assessment:</i> <ul style="list-style-type: none"> ● Unit Terminology Quiz & Essential Qs ● Map Mastery Quiz (European regions) ● Terminology Practice & Concept Analysis via Current Events Journal & individually assigned example nations/US states.

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
<ul style="list-style-type: none"> Historical migrations 		<p><i>For Enrichment:</i></p> <ul style="list-style-type: none"> Essay & Assignment Rewrites Provide extension activities Curriculum compacting 	<p>WHST11-12.4/5/7/9 RH11-12.6 WHST11-12.6/8/9 Amistad Holocaust CRP1,2,4,5,6,7,8,9,10,11,12 8.1.12.A.2 8.1.12.B.1 8.1.12.C.1 8.1.12.D.4 8.1.12.E.1</p>	<ul style="list-style-type: none"> Construction+analysis: population pyramids Mini-project: family/friend migration story <p><i>Summative Assessment:</i></p> <ul style="list-style-type: none"> FRQ Short Answer Essays AP-style unit exam (multiple choice Qs)

<p>Unit 3: Cultural Geography</p> <ul style="list-style-type: none"> Folk v Pop Culture Language families Kurgan/Anatolian Dialects Religious traditions Universalizing faiths Burial practices Race as construct Ethnicity & genocide 	<p>4 weeks</p>	<p><i>For Support:</i></p> <ul style="list-style-type: none"> AMSCO Guide, Assessment Review Written responses Graphic organizers Reword EQs to student-centered idea <p><i>For Enrichment:</i></p> <ul style="list-style-type: none"> Essay & Assignment Rewrites Recommended outside readings Elevated writing prompts 	<p>6.1.12.D.3.b/e 6.1.12.D.5.d 6.1.12.D.14.d/e/f 6.1.12.D.16.a/b 6.2.12.D.3.d/e 6.2.12.D.5.c/d 6.2.12.D.6.a RH11-12.7, WHST11-12.1/2 RH11-12.1/2/4/8/10 WHST11-12.4/5/7/9 RH11-12.6 WHST11-12.6/8/9 Amistad Holocaust CRP1,2,4,5,6,7,8,9,10,11,12 8.1.12.A.2 8.1.12.B.1</p>	<p><i>Formative Assessment:</i></p> <ul style="list-style-type: none"> Unit Terminology Quiz & Essential Qs Map Mastery Quiz (Subsaharan Africa) Terminology Practice & Concept Analysis via Current Events Journal & individually assigned example nations/US states. Individuated religion research assignment Cultural spread analysis via maps <p><i>Summative Assessment:</i></p> <ul style="list-style-type: none"> FRQ Short Answer Essays AP-style unit exam (multiple choice Qs)
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			8.1.12.C.1 8.1.12.D.4 8.1.12.E.1	
<p>Unit 4: Political Geography</p> <ul style="list-style-type: none"> • Ancient/Modern states • Nation/states • Borders & shapes • Sovereignty • Government types • Propaganda & art • Politics at scale • Gerrymanders • Transnationals • Terrorism • Post/colonialism 	4 weeks	<p><i>For Support:</i></p> <ul style="list-style-type: none"> • AMSCO Guide, Assessment Review • Small group jigsaw • Scaffolding assignments • Chunking of material <p><i>For Enrichment:</i></p> <ul style="list-style-type: none"> • Essay & Assignment Rewrites • Elevated vocabulary • Alternate reading/response options 	<p>6.1.12.A.3.c/g, B.3.a 6.1.12.A.15.b 6.1.12.C.16.a 6.2.12.B.1.a, D.1.e 6.2.12.D.2.b 6.2.12.B.3.a, C.3.e 6.2.12.B.4.a, D.4.c/d 6.2.12.C.5.c/g 6.2.12.C.6.b RH11-12.7, WHST11-12.1/2 RH11-12.1/2/4/8/10 WHST11-12.4/5/7/9 RH11-12.6 WHST11-12.6/8/9 Amistad/Holocaust CRP1,2,4,5,6,7,8,9,10,11,12 8.1.12.A.2 8.1.12.B.1 8.1.12.C.1 8.1.12.D.4 8.1.12.E.1</p>	<p><i>Formative Assessment:</i></p> <ul style="list-style-type: none"> • Unit Terminology Quiz & Essential Qs • Map Mastery Quiz (Central/South Asia) • Terminology Practice & Concept Analysis via Current Events Journal & individually assigned example nations/US states. • Artwork analysis • Individuated terrorism research work • Political boundary design via maps <p><i>Summative Assessment:</i></p> <ul style="list-style-type: none"> • FRQ Short Answer Essays • AP-style unit exam (MCQs)
<p>Unit 5: Development Geography</p> <ul style="list-style-type: none"> • HDI, GNI/GDP • Four-sector model • Gender & inequality • Development models 	4 weeks	<p><i>For Support:</i></p> <ul style="list-style-type: none"> • AMSCO Guide, Assessment Review • Outline writing assessments • Multiple levels of questioning • Multimedia approach to learning styles 	<p>6.1.12.D.2d, D.5.c 6.1.12.C.8.b, C.9.b 6.1.12.C.14.d, D.14.d 6.1.12.C.16.a/b/c 6.2.12.A.3.d, C.3.a, D.3.b 6.2.12.D.5.b, C.6.b RH11-12.7, WHST11-12.1/2 RH11-12.1/2/4/8/10</p>	<p><i>Formative Assessment:</i></p> <ul style="list-style-type: none"> • Unit Terminology Quiz & Essential Qs • Map Mastery Quiz (SEAsia & Oceania) • Terminology Practice & Concept Analysis via Current Events Journal & individually assigned example nations/US states.

		<p><i>For Enrichment:</i></p> <ul style="list-style-type: none"> • Essay & Assignment Rewrites • Individual presentation • Interest-based content 	<p>WHST11-12.4/5/7/9 RH11-12.6 WHST11-12.6/8/9 Amistad LGBTQ+ CRP1,2,4,5,6,7,8,9,10,11,12 9.2.12.C.4 8.1.12.A.2 8.1.12.B.1 8.1.12.C.1 8.1.12.D.4 8.1.12.E.1</p>	<ul style="list-style-type: none"> • Jigsaw of economic development models <p><i>Summative Assessment:</i></p> <ul style="list-style-type: none"> • FRQ Short Answer Essays • AP-style unit exam (multiple choice Qs)
<p>Unit 6: Agricultural Geography</p> <ul style="list-style-type: none"> • Agricultural hearths • Grain identification • Agri. Revolutions • Food security • Von thunen model • Commercial agri. • Global food trade • Climate impacts 	<p>4 weeks</p>	<p><i>For Support:</i></p> <ul style="list-style-type: none"> • AMSCO Guide, Assessment Review • Use of review materials online • Oral and written assignments • Peer editing and review <p><i>For Enrichment:</i></p> <ul style="list-style-type: none"> • Essay & Assignment Rewrites • Multi-intelligence options • Multiple levels of questions 	<p>6.1.12.D.6.a 6.1.12.B.8.a 6.1.12.C.12.b 6.2.12.C.3.a RH11-12.7, WHST11-12.1/2 RH11-12.1/2/4/8/10 WHST11-12.4/5/7/9 RH11-12.6 WHST11-12.6/8/9 CRP1,2,4,5,6,7,8,9,10,11,12 8.1.12.A.2 8.1.12.B.1 8.1.12.C.1 8.1.12.D.4 8.1.12.E.1</p>	<p><i>Formative Assessment:</i></p> <ul style="list-style-type: none"> • Unit Terminology Quiz & Essential Qs • Map Mastery Quiz (North American regions) • Terminology Practice & Concept Analysis via Current Events Journal & individually assigned example nations/US states. • Video analysis: food deserts & agribusiness • Construction+analysis: Von Thunen model <p><i>Summative Assessment:</i> FRQ Short Answer Essays AP-style unit exam (multiple choice Qs)</p>
<p>Unit 7: Industrial Geography & Services</p> <ul style="list-style-type: none"> • Pollution & Fuel • Industrialism • Malthus 	<p>4 weeks</p>	<p><i>For Support:</i></p> <ul style="list-style-type: none"> • AMSCO Guide, Assessment Review • Allow spelling/grammatical 	<p>6.1.12.D.5.a 6.1.12.B.6.b, C.6.b, D.6.a 6.1.12.C.14.d 6.2.12.C.3.a/b 6.2.12.C.5.g, C.6.b</p>	<p><i>Formative Assessment:</i></p> <ul style="list-style-type: none"> • Unit Terminology Quiz & Essential Qs • Map Mastery Quiz (Asian Tiger

<ul style="list-style-type: none"> ● Site & Situation ● Location theory ● Services theory ● Central Place Theory ● Nodal spaces 		<p>errors</p> <ul style="list-style-type: none"> ● Use of assisted technology ● Rephrase questions, directions <p><i>For Enrichment:</i></p> <ul style="list-style-type: none"> ● Essay & Assignment Rewrites ● Varied work options ● Varied formats of organizers 	<p>RH11-12.7, WHST11-12.1/2 RH11-12.1/2/4/8/10 WHST11-12.4/5/7/9 RH11-12.6 WHST11-12.6/8/9 Holocaust CRP1,2,4,5,6,7,8,9,10,11,12 8.1.12.A.2 8.1.12.B.1 8.1.12.C.1 8.1.12.D.4 8.1.12.E.1</p>	<p>IZs)</p> <ul style="list-style-type: none"> ● Terminology Practice & Concept Analysis via Current Events Journal & individually assigned example nations/US states. ● Individuated analysis of Superfund sites ● Small group work: location theory ● Small group work: three types of services <p><i>Summative Assessment:</i></p> <ul style="list-style-type: none"> ● FRQ Short Answer Essays ● AP-style unit exam (multiple choice Qs)
<p>Unit 8: Urban Geography</p> <ul style="list-style-type: none"> ● Global cities ● Urban clusters ● CBDs & urban design ● Urban models ● Urban roles ● Redlining 	<p>4 weeks</p>	<p><i>For Support:</i></p> <ul style="list-style-type: none"> ● AMSCO Guide, Assessment Review ● Authentic assessments ● Pre-teaching vocabulary & concepts ● Visual learning <p><i>For Enrichment:</i></p> <ul style="list-style-type: none"> ● Essay & Assignment Rewrites ● Varied modalities of work ● Compacted material based on mastery levels 	<p>6.1.12. B.5.a, D.6.a 6.1.12.D.13.d, B.14.b 6.2.12.D.2.a, D.3.b 6.2.12.B.6.a RH11-12.7, WHST11-12.1/2 RH11-12.1/2/4/8/10 WHST11-12.4/5/7/9 RH11-12.6 WHST11-12.6/8/9 Amistad CRP1,2,4,5,6,7,8,9,10,11,12 8.1.12.A.2 8.1.12.B.1 8.1.12.C.1 8.1.12.D.4 8.1.12.E.1</p>	<p><i>Formative Assessment:</i></p> <ul style="list-style-type: none"> ● Unit Terminology Quiz & Essential Qs ● Map Mastery Quiz (Latin American cities) ● Terminology Practice & Concept Analysis via Current Events Journal & individually assigned example nations/US states. ● Urban model analysis via contrasting maps <p><i>Summative Assessment:</i></p> <ul style="list-style-type: none"> ● FRQ Short Answer Essays ● AP-style unit exam (MCQs)

<p>Exam Review</p> <ul style="list-style-type: none"> ● Identify the scientist ● Image analysis ● Terminology review ● Case studies 	<p>4 weeks</p>	<p><i>For Support:</i></p> <ul style="list-style-type: none"> ● AMSCO Guide, online reviews ● Graphic Organizers ● Terminology review games ● Out-of-class study/review sessions <p><i>For Enrichment:</i></p> <ul style="list-style-type: none"> ● Essay & Assignment Rewrites ● Critical/analytical thinking tasks ● Supplemental on-line sites 	<p>RH11-12.7, WHST11-12.1/2 RH11-12.1/2/4/8/10 WHST11-12.4/5/7/9 9.2.12.C.4 8.1.12.A.2 8.1.12.B.1 8.1.12.C.1 8.1.12.D.4 8.1.12.E.1</p>	<p><i>Formative Assessment:</i></p> <ul style="list-style-type: none"> ● Terminology Practice & Concept Analysis via Current Events Journal & individually assigned example nations/US states. ● In-class case studies & image analyses ● AP-style exam questions, FRQ essays <p><i>Summative Assessment:</i></p> <ul style="list-style-type: none"> ● AP-style unit exam (multiple choice Qs)
<p>Unit 9: Capstone Project of Applied Geography</p> <ul style="list-style-type: none"> ● Demography & consumerism ● Early humans ● Hollywood & nodes of modern pop culture ● Conspiracy theories ● Culture & naming ● Appeal of autocracy ● Limits to human landscape theory ● Spiritualism and religious identity 	<p>5 weeks</p>	<p><i>For Support:</i></p> <ul style="list-style-type: none"> ● Suggested Current Events Sources ● Written responses ● Notes and journal checks ● Use of multimedia formats <p><i>For Enrichment:</i></p> <ul style="list-style-type: none"> ● Essay & Assignment Rewrites ● Inquiry-based instruction ● Student-driven projects 	<p>6.3.12.A.2, D.1, D.2 RH11-12.7, WHST11-12.1/2 RH11-12.1/2/4/8/10 WHST11-12.4/5/7/9 RH11-12.6 WHST11-12.6/8/9 Amistad LGBTQ+ CRP1,2,4,5,6,7,8,9,10,11,12 8.1.12.A.2 8.1.12.B.1 8.1.12.C.1 8.1.12.D.4 8.1.12.E.1</p>	<p><i>Formative Assessment:</i></p> <ul style="list-style-type: none"> ● Terminology Practice & Concept Analysis via Current Events Journal & individually assigned example nations/US states. <p><i>Summative Assessment:</i></p> <ul style="list-style-type: none"> ● End-of-year portfolio project (social science write-ups on real-life applications of two suites of related APHuG concepts)