

HILLSBOROUGH TOWNSHIP SCHOOL DISTRICT

SOCIAL STUDIES CURRICULUM

AP HUMAN GEOGRAPHY

SUMMER 2021

Overview

The AP Human Geography course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students learn to employ spatial concepts and landscape analysis to examine socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. By the end of the course, students should be more geoliterate, more engaged in contemporary global issues, and more multicultural in their viewpoints. They should have developed 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 interactions, etc. Students should 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. The College Board designed this course to reflect the goals of the National Geography Standards.

Unit and Pacing	Essential Questions	Enduring Understandings	Content	Assessments	NJSLs CPI	Interdisciplinary Connections
<p>Unit I: Thinking Geographically</p> <p>~9-10 Class periods</p>	<p>Why do geographers study relationships and patterns among and between places?</p> <p>How do geographers use maps to help them discover patterns and relationships in the world?</p> <p>How do geographers use a spatial perspective to analyze complex issues and relationships?</p>	<p>Geographers use maps and data to depict relationships of time, space and scale.</p> <p>Geographers analyze relationships among and between places to reveal important spatial patterns.</p> <p>Geographers analyze complex issues and relationships with a distinctively spatial perspective.</p>	<p>Themes: Introduction to Maps, Geographic Data, The Power of Geographical Data, Spatial Concepts, Human-Environment Interaction, Scales of Analysis, Regional Analysis</p> <p>Skills: Identify the different types of data presented in maps and in quantitative and geospatial data.</p> <p>Describe spatial patterns presented in maps and in quantitative and geospatial data.</p> <p>Explain geographic concepts, processes, models, and theories.</p> <p>Identify the scales of analysis presented by maps,</p>	<p>NCGE’s Bell Ringers and 3 by 3’s Weekly Activities</p> <p>AP Classroom Personal Progress Check</p> <p>Case Studies</p> <p>Engaging Learning Scenarios</p> <p>Unit Quizzes</p> <p>Unit Test: AP Style Multiple Choice Questions and FRQs</p>	<p>6.1.12.B.6.a Determine the role geography played in gaining access to raw materials and finding new global markets to promote trade.</p>	<p>8.2.12.B.4 Investigate a technology used in a given period of history, e.g., stone age, industrial revolution or information age, and identify their impact and how they may have changed to meet human needs and wants.</p> <p>RH.9-10.2. Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>RH.9-10.3. Analyze in detail a series of</p>

			quantitative and geospatial data, images and landscapes.			<p>events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them.</p> <p>RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone.</p> <p>RH.9-10.7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text, to analyze information</p>
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						<p>presented via different mediums.</p> <p>RH.9-10.9. Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts.</p> <p>WHST.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient textual and non-textual evidence.</p> <p>WHST.9-10.2. Write informative/explanatory texts, including the narration of historical events, scientific</p>
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						<p>procedures/ experiments, or technical processes.</p> <p>WHST.9-10.6. Use technology, including the Internet, to produce, share, and update writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p>
<p>Unit II: Population and Migration Patterns and Processes</p> <p>~19-20 Class periods</p>	<p>How does where and how people live impact global cultural, political, and economic patterns?</p> <p>How does the interplay of environmental, economic, cultural and political factors influence changes in population?</p> <p>How do changes in population affect a place’s economy,</p>	<p>Understanding where and how people live is essential to understanding global cultural, political, and economic patterns.</p> <p>Changes in population are due to mortality, fertility, and migration, which are influenced by the interplay of environmental,</p>	<p>Themes: Population distribution, Consequences of Population Distribution, Population Composition, Population Dynamics, The Demographic Transition Model, Malthusian Theory, Population Policies, Women and Demographic Change, Aging Populations, Causes of Migration,</p>	<p>NCGE’s Bell Ringers and 3 by 3’s Weekly Activities</p> <p>AP Classroom Personal Progress Check</p> <p>Case Studies</p> <p>Engaging Learning Scenarios</p> <p>Unit Quizzes</p> <p>Unit Test: AP Style Multiple Choice Questions and FRQs</p>	<p>6.1.12.D.5.d Relate varying immigrants’ experience to gender, race, ethnicity, or occupation.</p> <p>6.2.12.A.4.d Assess government responses to incidents of ethnic cleansing and genocide.</p> <p>6.2.12.B.5.c Determine the impact of migration on the way of life</p>	<p>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 communication.</p> <p>8.1.12.E.1 Produce a position statement about a real world problem by developing a</p>

	<p>culture, and politics?</p>	<p>economic, cultural, and political factors.</p> <p>Changes in population have long- and short-term effects on a place's economy, culture, and politics.</p> <p>Changes in population are due to mortality, fertility, and migration, which are influenced by the interplay of environmental, economic, cultural, and political factors.</p>	<p>Forced and Voluntary Migration, Effects of Migration</p> <p>Skills: Identify the different types of data presented in maps and in quantitative and geospatial data.</p> <p>Explain a likely outcome in a geographic scenario using geographic concepts, processes, models, or theories.</p> <p>Describe spatial patterns, networks, and relationships.</p> <p>Explain patterns and trends in maps and in quantitative and geospatial data to draw conclusions.</p> <p>Describe spatial patterns presented in maps and in quantitative and geospatial data.</p>		<p>(e.g., social, economic, and political structures) in countries of origin and in adopted countries.</p>	<p>systematic plan of investigation with peers and experts synthesizing information from multiple sources.</p> <p>8.2.12.D.4 Assess the impacts of emerging technologies on developing countries.</p> <p>RH.9-10.2. Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>RH.9-10.3. Analyze in detail a series of events described in a text; draw connections between the events,</p>
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			<p>Explain spatial relationships in a specified context or region of the world, using geographic concepts, processes, models, or theories.</p> <p>Describe a relevant geographic concept, process, model, or theory in a specified context.</p>			<p>to determine whether earlier events caused later ones or simply preceded them.</p> <p>RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone.</p> <p>RH.9-10.7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text, to analyze information presented via different mediums.</p>
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<p>Unit III: Cultural Patterns and Processes</p> <p>~19-20 Class periods</p>	<p>How does where people live and what resources they have access to impact their cultural practices?</p> <p>How does the interaction of people contribute to the spread of cultural practices?</p> <p>How and why do cultural ideas, practices, and innovations change or disappear over time?</p>	<p>Cultural practices vary across geographical locations because of physical geography and available resources.</p> <p>The interaction of people contributes to the spread of cultural practices.</p> <p>Cultural ideas, practices, and innovations change or disappear over time.</p> <p>The interaction of people contributes</p>	<p>Themes: Introduction to Culture, Cultural Landscapes, Cultural Patterns, Types of Diffusion, Historical Causes of Diffusion, Contemporary Causes of Diffusion, Diffusion of Religion and Language, Effects of Diffusion</p> <p>Skills: Identify the different types of information presented in visual sources.</p>	<p>NCGE's Bell Ringers and 3 by 3's Weekly Activities</p> <p>AP Classroom Personal Progress Check</p> <p>Case Studies</p> <p>Engaging Learning Scenarios</p> <p>Unit Quizzes</p> <p>Unit Test: AP Style Multiple Choice Questions and FRQs</p>	<p>6.1.12.A.16.a Examine the impact of media and technology on political and social issues in a global society.</p> <p>6.1.12.D.5.d Relate varying immigrants' experience to gender, race, ethnicity, or occupation.</p> <p>6.1.12.D.16.a Analyze the impact of American culture on other world cultures from</p>	<p>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.</p> <p>8.2.12.B.4 Investigate a technology used in a given period of history, e.g., stone age, industrial revolution or information age, and identify their impact</p>

		<p>to the spread of cultural practices.</p>	<p>Describe the spatial patterns presented in visual sources.</p> <p>Explains patterns and trends in visual sources to draw conclusions.</p> <p>Describe a relevant geographic concept, process, model, or theory in a specified context.</p> <p>Explain a likely outcome in a geographic scenario using geographic concepts, processes, models, or theories.</p> <p>Explain spatial relationships across various geographic scales using geographic concepts, processes, models or theories.</p> <p>Explain how maps, images, and landscapes illustrate or relate to geographic principles,</p>		<p>multiple perspectives.</p> <p>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.</p> <p>6.2.12.D.6.a Assess the role of increased personal and business electronic communications in creating a “global” culture, and evaluate the impact on traditional cultures and values.</p>	<p>and how they may have changed to meet human needs and wants.</p> <p>RH.9-10.2. Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>RH.9-10.3. Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them.</p> <p>RH.9-10.4. Determine the meaning of words</p>
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			<p>processes, and outcomes.</p> <p>Explain spatial relationships in a specified context or region of the world, using geographic concepts, processes, models or theories.</p>			<p>and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone.</p> <p>RH.9-10.7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text, to analyze information presented via different mediums.</p> <p>RH.9-10.9. Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of</p>
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<p>Unit IV: Political Patterns and Processes</p> <p>~19-20 Class periods</p>	<p>How do historical and current events influence political structures around the world?</p> <p>How are balances of power reflected in political boundaries and government power structures?</p> <p>How can political, economic, cultural, or technological changes challenge state sovereignty?</p>	<p>The political organization of space results from historical and current processes, events, and ideas.</p> <p>Political boundaries and divisions of governance, between states and within them, reflect balances of power that have been negotiated or imposed.</p> <p>Political, economic, cultural, or technological changes can challenge state sovereignty.</p>	<p>Themes: Introduction to Political Geography, Political Processes, Political Power and Territoriality, Defining Political Boundaries, The Function of Political Boundaries, Internal Boundaries, Forms of Governance, Defining Devolutionary Factors, Challenges to Sovereignty, Consequences of Centrifugal and Centripetal Forces, Supranational Organizations, Nations versus States versus Nation-States</p> <p>Skills: Identify the different types of information presented in visual sources.</p>	<p>NCGE’s Bell Ringers and 3 by 3’s Weekly Activities</p> <p>AP Classroom Personal Progress Check</p> <p>Case Studies</p> <p>Engaging Learning Scenarios</p> <p>Unit Quizzes</p> <p>Unit Test: AP Style Multiple Choice Questions and FRQs</p>	<p>6.1.12.A.15.a Analyze the factors that led to the fall of communism in Eastern European countries and the Soviet Union, and determine how the fall influenced the global power structure.</p> <p>6.1.12.A.15.c Evaluate the role of diplomacy in developing peaceful relations, alliances, and global agreements with other nations.</p> <p>6.1.12.A.15.d Assess the impact of the arms race and the proliferation of nuclear weapons on world power, security, and national foreign policy.</p>	<p>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.</p> <p>8.1.12.D.3 Compare and contrast policies on filtering and censorship both locally and globally.</p> <p>8.1.12.E.1 Produce a position paper statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.</p>

		<p>Explain what maps or data imply or illustrate about geographic principles, processes, and outcomes.</p> <p>Explain spatial relationships across various geographic scales using geographic concepts, processes, models or theories.</p> <p>Describe a relevant geographic concept, process, model, or theory in a specified context.</p> <p>Explain the degree to which a geographic concept, process, model, or theory effectively explains geographic effects across various geographic scales.</p> <p>Identify the scales of analysis presented by maps, quantitative and</p>		<p>6.1.12.C.2.a Assess the effectiveness of the new state and national governments attempts to respond to economic challenges including domestic (e.g., inflation, debt) and foreign trade policy issues.</p> <p>6.2.12.A.6.a Evaluate the role of international cooperation and multinational organizations in attempting to solve global issues.</p> <p>6.2.12.A.6.b Analyze the relationships and tensions between national sovereignty and global interest in matters such as territory, economic development, use of natural resources, and human rights.</p> <p>6.2.12.B.5.e Assess the role of boundary</p>	<p>RH.9-10.2. Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>RH.9-10.3. Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them.</p> <p>RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political,</p>
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			<p>geospatial data, images and landscapes.</p> <p>Describe spatial patterns, networks, and relationships.</p> <p>Compare geographic characteristics and processes at various scales.</p>		<p>disputes and limited natural resources as sources of conflict.</p> <p>6.2.12.C.4.d Analyze the ways in which new forms of communication, transportation, and weaponry affected relationships between governments and their citizens and bolstered the power of new authoritarian regimes.</p> <p>6.2.12.D.5.a Relate the lingering effects of colonialism to the efforts of Latin American, African, and Asian nations to build stable economies and national identities.</p>	<p>social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone.</p> <p>RH.9-10.7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text, to analyze information presented via different mediums.</p> <p>RH.9-10.9. Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts.</p>
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<p>Unit V: Agricultural and Rural Land-Use Patterns and Processes</p> <p>~19-20 Class periods</p>	<p>How do a people's culture and the resources available to them influence how they grow food?</p> <p>How does what people produce and consume vary in different locations?</p> <p>What kind of cultural changes and technological advances have impacted the way people grow and consume food?</p>	<p>Availability of resources and cultural practices influence agricultural practices and land-use patterns.</p> <p>Agriculture has changed over time because of cultural diffusion and advances in technology.</p> <p>Agricultural production and consumption patterns vary in different locations, presenting different environmental, social, economic, and cultural opportunities and challenges.</p>	<p>Themes: Introduction to Agriculture, Settlement Patterns and Survey Methods, Agricultural Origins and Diffusions, The Second Agricultural Revolution, The Green Revolution, Agricultural Production Regions, Spatial Organization of Agriculture, Von Thünen Model, The Global Systems of Agriculture, Consequences of Agricultural Practices, Challenges of Contemporary Agriculture, Women in Agriculture</p> <p>Skills: Explain the significance of geographic similarities and differences among different locations and/or at different times.</p>	<p>NCGE's Bell Ringers and 3 by 3's Weekly Activities</p> <p>AP Classroom Personal Progress Check</p> <p>Case Studies</p> <p>Engaging Learning Scenarios</p> <p>Unit Quizzes</p> <p>Unit Test: AP Style Multiple Choice Questions and FRQs</p>	<p>6.1.12.B.8.a Determine the impact of the expansion of agricultural production into marginal farmlands and other ineffective agricultural practices on people and the environment.</p> <p>6.1.12.C.6.a Evaluate the effectiveness of labor and agricultural organizations in improving economic opportunities for various groups.</p> <p>6.1.12.C.12.b Assess the impact of agricultural innovation on the world economy.</p> <p>6.1.12.D.5.b Evaluate how events led to the creation of labor and agricultural organizations that</p>	<p>8.1.12.F.1 Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and/or social needs.</p> <p>8.2.12.B.4 Investigate a technology used in a given period of history, e.g. Stone Age, Industrial Revolution or Information Age, and identify their impact and how they may have changed to meet human needs and wants.</p> <p>8.2.12.C.2 Analyze a product and how it has changed or might change over time to meet human needs and wants.</p> <p>8.2.12.D.4 Assess the impacts of emerging technologies on</p>
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			<p>Compare patterns and trends in visual sources to draw conclusions.</p> <p>Explain spatial relationships in a specified context or region of the world, using geographic concepts, processes, models, or theories.</p> <p>Explain the degree to which a geographic concept, process, model, or theory effectively explains geographic effects in different contexts and regions of the world.</p> <p>Explain spatial relationships across various geographic scales using geographic concepts, processes, models, or theories.</p> <p>Explain the degree to which a geographic concept, process, model, or theory effectively</p>		<p>protect the rights of workers.</p> <p>6.2.12.B.5.e Assess the role of boundary disputes and limited natural resources as sources of conflict.</p>	<p>developing countries.</p> <p>RH.9-10.2. Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>RH.9-10.3. Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them.</p> <p>RH.9-10.4. Determine the meaning of words and phrases as they are used in a text,</p>
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			<p>explains geographic effects and across various geographic scales.</p> <p>Compare patterns and trends in maps and in quantitative and geospatial data to draw conclusions.</p>			<p>including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone.</p> <p>RH.9-10.7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text, to analyze information presented via different mediums.</p> <p>RH.9-10.9. Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and</p>
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						<p>significant historical concepts.</p> <p>WHST.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient textual and non-textual evidence.</p> <p>WHST.9-10.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p>WHST.9-10.6. Use technology, including the Internet, to produce, share, and update writing products, taking advantage of technology's capacity to link to other information</p>
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<p>Unit VI: Cities and Urban-Land Use Patterns and Processes</p> <p>~19-20 Class periods</p>	<p>How do physical geography and resources impact the presence and growth of cities?</p> <p>How are the attitudes, values, and balance of power of a population reflected in the built landscape?</p> <p>How are urban areas affected by unique economic, political, cultural and environmental challenges?</p>	<p>The presence and growth of cities vary across geographical locations because of physical geography and resources.</p> <p>The attitudes and values of a population, as well as the balance of power within that population, are reflected in the built landscapes.</p> <p>Urban areas face unique economic, political and environmental challenges.</p>	<p>Themes: The Origin of Influences of Urbanization, Cities Across the World, Cities and Globalization, The Size and Distribution of Cities, The Internal Structure of Cities, Density and Land Use, Infrastructure, Urban Sustainability, Urban Data, Challenges of Urban Changes, Challenges of Urban Sustainability</p> <p>Skills: Explain the significance of geographic similarities and differences among different locations and/or at different times.</p> <p>Explain spatial relationships across</p>	<p>NCGE’s Bell Ringers and 3 by 3’s Weekly Activities</p> <p>AP Classroom Personal Progress Check</p> <p>Case Studies</p> <p>Engaging Learning Scenarios</p> <p>Unit Quizzes</p> <p>Unit Test: AP Style Multiple Choice Questions and FRQs</p>	<p>6.1.12.B.5.b Assess the impact of rapid urbanization on the environment and on the quality of life in cities.</p> <p>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.</p> <p>6.1.12.B.16.a Explain why natural resources (i.e., fossil fuels, food, and water) continue to be a source of conflict, and analyze how the United States and other nations have</p>	<p>8.1.12.F.1 Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and/or social needs.</p> <p>8.2.12.B.4 Investigate a technology used in a given period of history, e.g. Stone Age, Industrial Revolution or Information Age, and identify their impact and how they may have changed to meet human needs and wants.</p> <p>8.2.12.C.2 Analyze a product and how it has changed or might change over time to meet human needs and wants.</p>

			<p>various geographic scales using geographic concepts, processes, models, or theories.</p> <p>Explain a likely outcome in a geographic scenario using geographic concepts, processes, models, or theories.</p> <p>Explain the strengths, weaknesses, and limitations of different geographic models and theories in a specified context.</p> <p>Compare patterns and trends in maps and quantitative and geospatial data to draw conclusions.</p> <p>Explain patterns and trends in maps and in quantitative and geospatial data to draw conclusions.</p> <p>Explain what maps or data imply or</p>		<p>addressed issues concerning the distribution and sustainability of natural resources.</p> <p>6.1.12.C.6.b Determine how supply and demand influence price and output during the Industrial Revolution.</p> <p>6.1.12.C.16.a Evaluate the economic, political, and social impact of new and emerging technologies on individuals and nations.</p> <p>6.1.12.C.16.b Predict the impact of technology on the global workforce and on entrepreneurship.</p> <p>6.1.12.D.3.a Determine how expansion created opportunities for some and hardships for others by</p>	<p>8.2.12.D.4 Assess the impacts of emerging technologies on developing countries.</p> <p>RH.9-10.2. Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>RH.9-10.3. Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them.</p>
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			<p>illustrate about geographic principles, processes, and outcomes.</p>		<p>considering multiple perspectives.</p> <p>6.1.12.D.16.b Explain how and why technology is transforming access to education and educational practices worldwide.</p> <p>6.2.12.C.5.g Evaluate the role of the petroleum industry in world politics, the global economy, and the environment.</p> <p>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.</p>	<p>RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone.</p> <p>RH.9-10.7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text, to analyze information presented via different mediums.</p> <p>RH.9-10.9. Compare and contrast treatments of the same topic, or of various perspectives, in several primary and</p>
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						taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
<p>Unit VII: Industrial and Economic Development Patterns and Processes</p> <p>~19-20 class periods</p>	<p>Why does economic and social development happen at different times and rates in different places?</p> <p>How might environmental problems stemming from industrialization be remedied through sustainable development strategies?</p> <p>Why has industrialization helped improve standards of living while also contributing to geographically uneven development?</p>	<p>Industrialization, past and present, has facilitated improvements in standards of living, but it has also contributed to geographically uneven development.</p> <p>Economic and social development happen at different times and rates in different places.</p> <p>Environmental problems stemming from industrialization may be remedied through sustainable development strategies.</p>	<p>Themes:The Industrial Revolution, Economic Sectors and Patterns, Measures of Development, Women and Economic Development, Theories of Development, Trade and the World Economy, Changes as a Result of the World Economy, Sustainable Development</p> <p>Skills: Compare patterns and trends in visual sources to draw conclusions.</p> <p>Explain spatial relationships in a specified context or</p>	<p>NCGE's Bell Ringers and 3 by 3's Weekly Activities</p> <p>AP Classroom Personal Progress Check</p> <p>Case Studies</p> <p>Engaging Learning Scenarios</p> <p>Unit Quizzes</p> <p>Unit Test: AP Style Multiple Choice Questions and FRQs</p>	<p>6.1.12.B.5.b Assess the impact of rapid urbanization on the environment and on the quality of life in cities.</p> <p>6.1.12.D.16.c Determine past and present factors that led to the widening of the gap between the rich and poor, and evaluate how this has affected individuals and society.</p> <p>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.</p>	<p>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.</p> <p>8.2.12.D.4 Assess the impacts of emerging technologies on developing countries.</p> <p>RH.9-10.2. Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source;</p>

			<p>region of the world, using geographic concepts, processes, models, or theories.</p> <p>Compare patterns and trends in maps and in quantitative and geospatial data to draw conclusions.</p> <p>Explain the strengths, weaknesses, and limitations of different geographic models and theories in a specified context.</p> <p>Explain spatial relationships across various geographic scales using geographic models and theories in a specified context.</p> <p>Explain spatial relationships across various geographic scales using geographic concepts, processes, models, or theories.</p>		<p>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.</p>	<p>provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>RH.9-10.3. Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them.</p> <p>RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone.</p>
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			<p>Explain possible limitations of visual sources provided.</p> <p>Explain the degree to which a geographic concept, process, model, or theory effectively explains geographic effects across various geographic scales.</p>			<p>RH.9-10.7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text, to analyze information presented via different mediums.</p> <p>RH.9-10.9. Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts.</p> <p>WHST.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient textual and</p>
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						<p>non-textual evidence.</p> <p>WHST.9-10.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p>WHST.9-10.6. Use technology, including the Internet, to produce, share, and update writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</p>
<p>Unit VIII: Post Exam Projects, Cumulative Concept Activities</p> <p>~15-20 class periods (dependent upon the date of the exam)</p>	<p>Essential Questions from Previous Units:</p> <p>Why do geographers study relationships and</p>	<p>Enduring Understandings for the Course:</p> <p><i>Patterns and Spatial Organization:</i> Spatial patterns and organization of</p>	<p>Themes: Maps, Geographic Data, Spatial Concepts, Human-Environment Interaction, Scales of Analysis, Regional Analysis, Population</p>	<p>Student-centered and designed projects (<u>suggested but not limited to</u>):</p> <p>Geographic Themes in Film: Video analysis project</p>	<p>6.1.12.A.15.a Analyze the factors that led to the fall of communism in Eastern European countries and the Soviet Union, and determine how the</p>	<p>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</p>

	<p>patterns among and between places?</p> <p>How do geographers use maps to help them discover patterns and relationships in the world?</p> <p>How do geographers use a spatial perspective to analyze complex issues and relationships?</p> <p>How does where and how people live impact global cultural, political, and economic patterns?</p> <p>How does the interplay of environmental, economic, cultural and political factors influence changes in population?</p> <p>How do changes in population affect a place's economy,</p>	<p>human society are arranged according to political, historical, cultural, and economic factors.</p> <p><i>Impacts and Interactions:</i> Complex relationships of cause and effect exist among people, their environments, and historical and contemporary actions.</p> <p><i>Spatial Process and Societal Change:</i> A spatial perspective allows for a focus on the ways phenomena are related to one another in particular places, which in turn allows for the examination of human organization and its environmental consequences.</p>	<p>distribution, Consequences of Population Distribution, Population Composition, Population Dynamics, The Demographic Transition Model, Malthusian Theory, Population Policies, Women and Demographic Change, Aging Populations, Causes of Migration, Forced and Voluntary Migration, Effects of Migration, Culture, Cultural Landscapes, Cultural Patterns, Types of Diffusion, Historical Causes of Diffusion, Contemporary Causes of Diffusion, Diffusion of Religion and Language, Effects of Diffusion, Political Geography, Political Processes, Political Power and</p>	<p>regarding geographic themes, Film to be chosen from list of films at the conclusion of the curriculum</p> <p>Travel Video Project: Explore a country of choice looking at the country through the lens of geographic concepts</p> <p>Review Game Project: Design a review game for future classes that cover unit(s) from the curriculum</p> <p>Video Project for Class Recruitment: Create a video explain to other students why they should enroll in AP Human Geography</p> <p>Letter to Future Students: Write a letter to be given to a future AP Human Geography student</p>	<p>fall influenced the global power structure.</p> <p>6.1.12.A.15.c Evaluate the role of diplomacy in developing peaceful relations, alliances, and global agreements with other nations.</p> <p>6.1.12.A.15.d Assess the impact of the arms race and the proliferation of nuclear weapons on world power, security, and national foreign policy.</p> <p>6.1.12.A.16.a Examine the impact of media and technology on political and social issues in a global society.</p> <p>6.1.12.B.16.a Explain why natural resources (i.e., fossil fuels, food, and water) continue to</p>	<p>feedback through social media or in an online communication.</p> <p>8.1.12.D.3 Compare and contrast policies on filtering and censorship both locally and globally.</p> <p>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.</p> <p>8.1.12.F.1 Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and/or social needs.</p> <p>8.2.12.B.4 Investigate a technology used in a</p>
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<p>culture, and politics?</p> <p>How does where people live and what resources they have access to impact their cultural practices?</p> <p>How does the interaction of people contribute to the spread of cultural practices?</p> <p>How and why do cultural ideas, practices, and innovations change or disappear over time?</p> <p>How do historical and current events influence political structures around the world?</p> <p>How are balances of power reflected in political boundaries and government power structures?</p>	<p>Enduring Understandings from Units:</p> <p>Geographers use maps and data to depict relationships of time, space and scale.</p> <p>Geographers analyze relationships among and between places to reveal important spatial patterns.</p> <p>Geographers analyze complex issues and relationships with a distinctively spatial perspective.</p> <p>Understanding where and how people live is essential to understanding global cultural, political, and economic patterns.</p> <p>Changes in population are due to mortality, fertility, and migration,</p>	<p>Enduring Understandings from Units:</p> <p>Geographers use maps and data to depict relationships of time, space and scale.</p> <p>Geographers analyze relationships among and between places to reveal important spatial patterns.</p> <p>Geographers analyze complex issues and relationships with a distinctively spatial perspective.</p> <p>Understanding where and how people live is essential to understanding global cultural, political, and economic patterns.</p> <p>Changes in population are due to mortality, fertility, and migration,</p>	<p>Territoriality, Defining Political Boundaries, The Function of Political Boundaries, Internal Boundaries, Forms of Governance, Defining Devolutionary Factors, Challenges to Sovereignty, Consequences of Centrifugal and Centripetal Forces, Agriculture, Settlement Patterns and Survey Methods, Agricultural Origins and Diffusions, The Second Agricultural Revolution, The Green Revolution, Agricultural Production Regions, Spatial Organization of Agriculture, Von Thünen Model, The Global Systems of Agriculture, Consequences of Agricultural Practices, Challenges of Contemporary Agriculture, Women</p>	<p>with your advice on how to be successful</p> <p>Nations Simulation</p> <p>Geography of Me Investigative Poster utilizing all of the geography topics covered. Activity repeated from what they created at the beginning of the year. Written component added where students need to explain how what they have learned this year has changed how they view themselves.</p> <p>United Nations Sustainable Goals Development Project</p>	<p>be a source of conflict, and analyze how the United States and other nations have addressed issues concerning the distribution and sustainability of natural resources.</p> <p>6.1.12.B.5.b Assess the impact of rapid urbanization on the environment and on the quality of life in cities.</p> <p>6.1.12.B.6.a Determine the role geography played in gaining access to raw materials and finding new global markets to promote trade.</p> <p>6.1.12.B.6.b Compare and contrast issues involved in the struggle between the unregulated development of natural resources and efforts to</p>	<p>given period of history, e.g., stone age, industrial revolution or information age, and identify their impact and how they may have changed to meet human needs and wants.</p> <p>8.1.12.F.1 Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and/or social needs.</p> <p>8.2.12.D.4 Assess the impacts of emerging technologies on developing countries.</p> <p>RH.9-10.2. Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or</p>
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	<p>How can political, economic, cultural, or technological changes challenge state sovereignty?</p> <p>How do a people's culture and the resources available to them influence how they grow food?</p> <p>How does what people produce and consume vary in different locations?</p> <p>What kind of cultural changes and technological advances have impacted the way people grow and consume food?</p> <p>How do physical geography and resources impact the presence and growth of cities?</p> <p>How are the attitudes, values, and balance of power of a</p>	<p>which are influenced by the interplay of environmental, economic, cultural, and political factors.</p> <p>Changes in population have long- and short-term effects on a place's economy, culture, and politics.</p> <p>Changes in population are due to mortality, fertility, and migration, which are influenced by the interplay of environmental, economic, cultural, and political factors.</p> <p>Cultural practices vary across geographical locations because of physical geography and available resources.</p> <p>The interaction of people contributes</p>	<p>in Agriculture, The Origin of Influences of Urbanization, Cities Across the World, Cities and Globalization, The Size and Distribution of Cities, The Internal Structure of Cities, Density and Land Use, Infrastructure, Urban Sustainability, Urban Data, Challenges of Urban Changes, Challenges of Urban Sustainability, The Industrial Revolution, Economic Sectors and Patterns, Measures of Development, Women and Economic Development, Theories of Development, Trade and the World Economy, Changes as a Result of the World Economy, Sustainable Development</p>		<p>conserve and protect natural resources during the period of industrial expansion.</p> <p>6.1.12.B.8.a Determine the impact of the expansion of agricultural production into marginal farmlands and other ineffective agricultural practices on people and the environment.</p> <p>6.1.12.C.6.a Evaluate the effectiveness of labor and agricultural organizations in improving economic opportunities for various groups.</p> <p>6.1.12.C.12.b Assess the impact of agricultural innovation on the world economy.</p>	<p>secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>RH.9-10.3. Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them.</p> <p>RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone.</p>
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	<p>population reflected in the built landscape?</p> <p>How are urban areas affected by unique economic, political, cultural and environmental challenges?</p> <p>Why does economic and social development happen at different times and rates in different places?</p> <p>How might environmental problems stemming from industrialization be remedied through sustainable development strategies?</p> <p>Why has industrialization helped improve standards of living while also contributing to geographically</p>	<p>to the spread of cultural practices.</p> <p>Cultural ideas, practices, and innovations change or disappear over time.</p> <p>The interaction of people contributes to the spread of cultural practices.</p> <p>The political organization of space results from historical and current processes, events, and ideas.</p> <p>Political boundaries and divisions of governance, between states and within them, reflect balances of power that have been negotiated or imposed.</p> <p>Political, economic, cultural, or technological changes can</p>	<p>Skills:</p> <p>Categories: Concepts and Processes, Spatial Relationships, Data Analysis, Source Analysis, Scale Analysis</p> <p>Specific Skills: Compare geographic characteristics and processes at various scales. Compare patterns and trends in maps and in quantitative and geospatial data to draw conclusions. Compare patterns and trends in visual sources to draw conclusions. Describe a relevant geographic concept, process, model, or theory in a specified context. Describe spatial patterns, networks, and relationships. Describe spatial patterns presented in maps and in</p>		<p>6.1.12.C.16.a Evaluate the economic, political, and social impact of new and emerging technologies on individuals and nations.</p> <p>6.1.12.C.16.b Predict the impact of technology on the global workforce and on entrepreneurship.</p> <p>6.1.12.C.2.a Assess the effectiveness of the new state and national governments attempts to respond to economic challenges including domestic (e.g., inflation, debt) and foreign trade policy issues.</p> <p>6.1.12.C.6.b Determine how supply and demand influence price and output during the Industrial Revolution.</p>	<p>RH.9-10.7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text, to analyze information presented via different mediums.</p> <p>RH.9-10.9. Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts.</p> <p>WHST.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient textual and</p>
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	<p>uneven development?</p>	<p>challenge state sovereignty.</p> <p>Availability of resources and cultural practices influence agricultural practices and land-use patterns.</p> <p>Agriculture has changed over time because of cultural diffusion and advances in technology.</p> <p>Agricultural production and consumption patterns vary in different locations, presenting different environmental, social, economic, and cultural opportunities and challenges.</p> <p>The presence and growth of cities vary across geographical locations because of physical geography and resources.</p>	<p>quantitative and geospatial data. Describe the spatial patterns presented in visual sources. Explain a likely outcome in a geographic scenario using geographic concepts, processes, models, or theories. Explain geographic concepts, processes, models, and theories. Explain how maps, images, and landscapes illustrate or relate to geographic principles, processes, and outcomes. Explain patterns and trends in maps and in quantitative and geospatial data to draw conclusions. Explain possible limitations of visual sources provided. Explain spatial relationships across various geographic scales using geographic</p>		<p>6.1.12.D.16.a Analyze the impact of American culture on other world cultures from multiple perspectives.</p> <p>6.1.12.D.16.b Explain how and why technology is transforming access to education and educational practices worldwide.</p> <p>6.1.12.D.16.c Determine past and present factors that led to the widening of the gap between the rich and poor, and evaluate how this has affected individuals and society.</p> <p>6.1.12.D.3.a Determine how expansion created opportunities for some and hardships for others by</p>	<p>non-textual evidence.</p> <p>WHST.9-10.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p>WHST.9-10.6. Use technology, including the Internet, to produce, share, and update writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</p>
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		<p>The attitudes and values of a population, as well as the balance of power within that population, are reflected in the built landscapes.</p> <p>Urban areas face unique economic, political and environmental challenges.</p> <p>Industrialization, past and present, has facilitated improvements in standards of living, but it has also contributed to geographically uneven development.</p> <p>Economic and social development happen at different times and rates in different places.</p> <p>Environmental problems stemming from</p>	<p>concepts, processes, models, or theories. Explain spatial relationships across various geographic scales using geographic models and theories in a specified context. Explain spatial relationships in a specified context or region of the world, using geographic concepts, processes, models, or theories. Explains patterns and trends in visual sources to draw conclusions. Explain the degree to which a geographic concept, process, model, or theory effectively explains geographic effects across various geographic scales. Explain the degree to which a geographic concept, process, model, or theory effectively explains geographic effects in different</p>		<p>considering multiple perspectives.</p> <p>6.1.12.D.5.b Evaluate how events led to the creation of labor and agricultural organizations that protect the rights of workers.</p> <p>6.1.12.D.5.d Relate varying immigrants' experience to gender, race, ethnicity, or occupation.</p> <p>6.2.12.A.4.d Assess government responses to incidents of ethnic cleansing and genocide.</p> <p>6.2.12.A.6.a Evaluate the role of international cooperation and multinational organizations in attempting to solve global issues.</p>	
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		<p>industrialization may be remedied through sustainable development strategies.</p>	<p>contexts and regions of the world. Explain the significance of geographic similarities and differences among different locations and/or at different times. Explain the strengths, weaknesses, and limitations of different geographic models and theories in a specified context. Explain what maps or data imply or illustrate about geographic principles, processes, and outcomes. Identify the different types of data presented in maps and in quantitative and geospatial data. Identify the different types of information presented in visual sources.</p>		<p>6.2.12.A.6.b Analyze the relationships and tensions between national sovereignty and global interest in matters such as territory, economic development, use of natural resources, and human rights.</p> <p>6.2.12.B.5.c Determine the impact of migration on the way of life (e.g., social, economic, and political structures) in countries of origin and in adopted countries.</p> <p>6.2.12.B.5.e Assess the role of boundary disputes and limited natural resources as sources of conflict.</p> <p>6.2.12.B.6.a Determine the global impact of increased population growth, migration, and changes in urban-rural</p>	
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			Identify the scales of analysis presented by maps, quantitative and geospatial data, images and landscapes.		populations on natural resources and land use. 6.2.12.C.4.d Analyze the ways in which new forms of communication, transportation, and weaponry affected relationships between governments and their citizens and bolstered the power of new authoritarian regimes. 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.3.b Explain how industrialization and urbanization affected class structure, family life, the daily lives of men, women, and children, and the environment.	
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					<p>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.</p> <p>6.2.12.D.5.a Relate the lingering effects of colonialism to the efforts of Latin American, African, and Asian nations to build stable economies and national identities.</p> <p>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</p>	
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					<p>political equality in various countries.</p> <p>6.2.12.D.6.a Assess the role of increased personal and business electronic communications in creating a “global” culture, and evaluate the impact on traditional cultures and values.</p>	
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RESOURCES

GENERAL:

For Teachers:

- ❖ APHuG Teacher's Guide: https://secure-media.collegeboard.org/apc/ap07_humangeo_teachersguide.pdf
- ❖ National Council for Geographic Education: <http://ncge.org/>. Membership provides free access to webinars, weekly bell ringers and 3 x 3 question assessments.
- ❖ AP Human Geography Content + Review:
https://sites.google.com/forsythk12.org/boneaphg/home?authuser=0&fbclid=IwAR3eXoifnK1qfbWGxBpO_7TFAyro3NstpvFcELZvjWU4Hg9rBmxIHjyVE7Y
- ❖ The Human Imprint: <http://www.thehumanimprint.com/>
- ❖ Everything You Need to Know about AP Human Geography: <https://youtu.be/rsAB035Qlw4>
- ❖ Resources provided through Rutgers University's AP Summer Institute
- ❖ AP Human Geography Teachers Facebook Group Shared Drive:
https://drive.google.com/drive/folders/1i1qGS_H5aSo2H3fp7MgqLyMWiFgbcE_N?fbclid=IwAR3eOGiP6dxxEIl06g0iIJTF8o50dJQ28F4_2QrjAMkdD9o-wXmENN2fXJ8
- ❖ Padlet: padlet.com: Can post articles where students can respond online to each other
- ❖ Online scavenger site: GooseChase.com/edu

Pedagogical Journals (subscription through NCGE with membership):

- ❖ [The Geography Teacher](#)
- ❖ [The Geography Journal](#)

General Geography Links

- ❖ NCGE's Resources: <http://ncge.org/resources>
- ❖ Geography Education: <https://geographyeducation.org/>
- ❖ Geography Education Scoop It: <https://www.scoop.it/t/geography-education>
- ❖ World Geography & Culture Online-Facts on File: Accessed through HHS's Library Databases
- ❖ National Geographic Education Center for APHuG:
<https://www.nationalgeographic.org/education/ap-human-geography/> (resources are broken down by the seven major themes on the AP test)
- ❖ National Geographic Society's Activity Center: <https://www.nationalgeographic.org/activity/>
- ❖ Teaching Geography: <http://www.learner.org/workshops/geography/>
- ❖ ThoughtCo: <https://www.thoughtco.com/geography-4133035>
- ❖ World Bank: <https://data.worldbank.org/indicator/SP.POP.DPND>
- ❖ World Mapper: worldmapper.org
- ❖ Generation Global: generation.global
- ❖ City Guesser: <https://virtualvacation.us/guess>
- ❖ Geo Guesser: <https://www.geoguessr.com/>
- ❖ NASA Earth Observatory: <https://earthobservatory.nasa.gov/global-maps>

- ❖ US Global Change: <https://www.globalchange.gov/>
- ❖ Overview: A New Perspective on Earth: <https://www.over-view.com/>
- ❖ Hans Rosling Global Health Expert TedEd Talks: https://www.ted.com/speakers/hans_rosling
- ❖ UN Sustainable Goals: <https://www.undp.org/sustainable-development-goals>
- ❖ Fiveable-AP Human Geography: <https://fiveable.me/ap-hug>
- ❖ City Models: <https://prezi.com/quigwfyvfnoy/ap-human-geography-models-and-theories/>

Country Profiles

- ❖ U.S. State Department Country Profiles: <https://www.state.gov/misc/list/index.htm>
- ❖ Library of Congress Country Studies:
<https://www.loc.gov/collections/country-studies/about-this-collection/>
- ❖ CIA World Factbook: <https://www.cia.gov/the-world-factbook/>
- ❖ The Lonely Planet: <https://www.lonelyplanet.com/>

Global Issues

- ❖ The Carter Center: <https://www.cartercenter.org/>
- ❖ Center for Immigration Studies: <https://cis.org/>
- ❖ Choices Program from Brown University: <https://www.choices.edu>
- ❖ Disappearing Languages: <https://www.nationalgeographic.org/projects/enduring-voices/>
- ❖ The Economist: <https://www.economist.com/topics>
- ❖ Global Development Game:
<https://www.theguardian.com/global-development/interactive/2012/dec/20/geography-game-how-well-know-world>
- ❖ Global Issues: <http://www.globalissues.org/>
- ❖ Global Partnership for Education by the World Bank: <https://www.globalpartnership.org/>
- ❖ International Organization for Migration: <http://www.iom.int/world-migration>
- ❖ NASA's Earth Observatory: <https://earthobservatory.nasa.gov/>
- ❖ Nation Master Country Comparison: <http://www.nationmaster.com/au>
- ❖ National Atlas: https://nationalmap.gov/small_scale/
- ❖ National Geographic: <https://www.nationalgeographic.com/>
- ❖ The New York Times: <https://www.nytimes.com/>
- ❖ Population Information and Pyramids:
<https://www.census.gov/data-tools/demo/idb/informationGateway.php>
- ❖ Population Reference Bureau: <https://www.prb.org/>
- ❖ Supply Chain Lesson (National Geographic Society):
<https://www.nationalgeographic.org/activity/a-supply-chain/>
- ❖ United Nations' Human Development Reports: <http://hdr.undp.org/en/reports/default.cfm>
- ❖ United Nations' Refugee Agency: <http://www.unhcr.org/>
- ❖ The Wall Street Journal: <https://www.wsj.com/>
- ❖ World Climate Charts: <https://www.climate-charts.com/index.html>
- ❖ World in Balance: <http://www.iom.int/world-migration>
- ❖ World Economic Forum: <https://www.weforum.org/>

- ❖ World Press: <http://worldpress.org/>
- ❖ World Affairs Council Country Profile Worksheets:
<https://wacphila.org/uploads/attachments/cjmti3krc01egu7quusbi1g4o-country-and-culture-profile-worksheet-type-in.pdf>

Interactive Review Resources

- ❖ Albert: <https://www.albert.io/ap-human-geography> (membership for students provided through the district)
- ❖ AP Practice Exams: <https://www.appracticeexams.com/ap-human-geography/>
- ❖ College Board Website
- ❖ High School Test Prep Free Practice Questions:
<https://www.highschooltestprep.com/ap/human-geography/>
- ❖ Varsity Tutors Free AP Human Geography Practice Tests:
https://www.varsitytutors.com/ap_human_geography-practice-tests

Map Links:

- ❖ Tour Builder with Google: <https://tourbuilder.withgoogle.com/>
- ❖ World Maps: <https://www.worldatlas.com/>
- ❖ ESRI (GSI Maps): <https://www.esri.com/en-us/industries/education/schools/instructional-resources>
- ❖ LizardPoint Geography Quizzes: <https://lizardpoint.com/geography/>
- ❖ Seterra Geography Games: www.seterra.com

Various Teacher Sites:

- ❖ <http://wp.lps.org/lvarley/>
- ❖ <https://www.wsfcs.k12.nc.us/Page/10045>
- ❖ <https://aphgjohnson.wordpress.com/useful-links/>
- ❖ <https://www.moundsviewschools.org/Page/2770>
- ❖ <https://sites.google.com/a/arrowheadschoools.org/ap-human-geography-and-honors-english-website/ap-human-geography/resources>
- ❖ <http://placer.puhsd.k12.ca.us/home/departments/social-science-department/brett-belanger/ap-human-geography>
- ❖ https://sites.google.com/forsythk12.org/boneaphg/home?authuser=0&fbclid=IwAR3eXoifnK1qfbWGxBpO_7TFAyro3NstpvFcELZvjWU4Hg9rBmxIHjyVE7Y

UNIT SPECIFIC SOURCES:**Unit 1: Thinking Geographically**

- ❖ 25 Maps that will change how you look at the World:
https://www.youtube.com/watch?v=SXB1Z_CxBK0
- ❖ American Fact Finder: <https://factfinder.census.gov/faces/nav/jsf/pages/index.xhtml>
- ❖ Many Ways to See the World: <https://youtu.be/aALCuA9H2KI>
- ❖ Mercator versus Peter's Map Projections: <https://www.youtube.com/watch?v=vVX-PrBRtTY>
- ❖ Penn State's Geospatial Revolution (Episode 1): <https://youtu.be/poMGRbfgp38>
- ❖ The West Wing: Why The President shouldn't use the Mercator Map Projection:
<https://youtu.be/vVX-PrBRtTY>
- ❖ The World Trade Center-The Rise and Fall of an American Icon (starting 48 mins. in)
- ❖ College Board Unit Video: Thinking Geographically – Professor Emerita Sarah W. Bednarz
<https://www.youtube.com/watch?v=8zb5WnWCtsY>
- ❖ Prisoners of Geography
- ❖ Geo Awesomeness: www.geoawesomeness.com

Podcasts for Unit 1:

- ❖ *This Podcast Will Kill You*¹: Cholera (49 minutes)
- ❖ *NPR Indicator*: Globalization, The Cost of Climate Change, Weaponized Interdependence: The End of Globalization
- ❖ *NPR Planet Money*: Recycle Part 1 (23 minutes, Part 2 (25 minutes), How Solar Got Cheap (18 minutes)
- ❖ *99 Percent Invisible*: Gander International Airport (25 minutes), Maps
- ❖ *Code Switch*: How Climate Change Threatens Humanity, How Climate Change Became a Partisan Issue, It's Getting (Dangerously) Hot in Herre
- ❖ *Stuff You Missed in History Class*²: John Snow's Ghost Map
- ❖ *This American Life*: Lower 9 and 10 (New Orleans)
- ❖ *Savor*: MacDonaldis

Unit 2: Population and Migration Patterns and Processes

- ❖ Census Bureau: data.census.gov
- ❖ Population Growth 7 Billion and Counting: <https://www.youtube.com/watch?v=d1dIAtvSFLM>
- ❖ Population, Sustainability and Malthus: Crash Course 215:
https://www.youtube.com/watch?v=QAKW_i0bDpQ&list=PL8dPuuaLjXtNjascc1-WajpONGX3zoY4M&index=15
- ❖ WN.com-Population: <https://population.com/>
- ❖ College Board Unit Video: Population and Migration Patterns and Processes – Professor Elizabeth Chacko: https://www.youtube.com/watch?v=MN5Z_stP5z8

¹ Moving forward this podcast will be abbreviated as TPWKY

² Moving forward this podcast will be abbreviated as SYMIHC

- ❖ Population Reference Bureau: www.prb.org
- ❖ Population Pyramids: www.populationpyramid.net
- ❖ Immigration Data: http://teacher.scholastic.com/activities/immigration/immigration_data/index.htm
- ❖ Population Ed: <https://learn.populationeducation.org/aphg>
- ❖ How do U.S. Populations Stack Up:
https://www2.census.gov/programs-surveys/sis/activities/geography/hg-1_student.pdf

Podcasts for Unit 2:

Population:

- ❖ *Code Switch*: Our Homeland is Each Other
- ❖ *The Indicator (NPR)*: The Gender Gap Series: The Problem with the Pink Tax, Tampons: That Bloody Sales Tax, Japan's Worker Shortage, The Super Villain Economist, The Cost of the Measles, What happened to US Workers?
- ❖ *Throughline*: Outbreak (Measles)
- ❖ *Planet Money*: The Modal American, Counting the Homeless
- ❖ *99 Percent Invisible*: Awareness, Repacking the Pill
- ❖ *TPWKY*: Zika, Measles, HIV/AIDS, Ebola, Plague, The Poop Show, Gnarlypox, Flu

Migration:

- ❖ *Throughline*: American Exile, The Border, Immigration Nation
- ❖ *The Indicator(NPR)*: The American Dream & the Children of Immigrants
- ❖ *Planet Money*: When the Boats Arrive, If Economists Controlled the Borders
- ❖ *This American Life*: Room of Requirement; Let Me Count the Ways; ICE Capade; Melilla, Mexico & Trump; Walls; TheWalls; We Deported Half a Million People to Mexico in the 1930s: Did it Create Jobs?; It's Working Out Very Nicely; Didn't We Solve This One?. Refugee Camps in Greece: How to Help; Are We There Yet?; Boar Traps, Beaches, and a Baseball Stadium; Abdi & the Golden Ticket; A Front; It Says so Right Here; Thugs
- ❖ *Code Switch*: The Return; It's Bigger than the Ban; Too Black to be Latina?; Too Latina to be Black?; A House Divided by Immigration Status; Black Atheists, White Santas, and a Feast for the Deceased; America's Concentration Camps; Immigration Nation; Who is a Good Immigrant, Anyway?; Sanctuary Churches: Who Controls the Story?; In Search of Puerto Rican Identify in Small Town America
- ❖ *SYMIHC*: A Brief History of Foreign Food, Bracero Program, Child Migrant Program, Immigration History: Lower East Side Tenement Museum Part 1 and 2

Unit 3: Cultural Patterns and Processes

- ❖ The Girl Effect: <https://youtu.be/1e8xgF0JtVg>
- ❖ Stephanie Sinclair's *Child Brides*: https://youtu.be/7c_zppPutQw
- ❖ Ted Talk by Chris Sheldrick: What Three Words: <https://youtu.be/a4ZBzM3L6ws>
- ❖ Unit 3 – Cultural Patterns and Processes – Associate Professor Seth Dixon
<https://www.youtube.com/watch?v=yUI5XTE7vM0>

- ❖ National Geographic's *Jerusalem*
- ❖ The Danger of a Single Story: <https://youtu.be/D9Ihs241zeg>
- ❖ Half the Sky
- ❖ Frontline World Website
- ❖ Bhutan; The Last Place: <https://www.youtube.com/watch?v=BZPKjLtVT04>
- ❖ Nine Maps Showing New Jersey Culture:
https://www.nj.com/ledgerlive/2014/10/mischief_night_goosey_night_or_cabbage_night_nine_maps_showing_how_new_jersey_tawks.html
- ❖ NY Times Dialect Quiz: <https://www.nytimes.com/interactive/2014/upshot/dialect-quiz-map.html>
- ❖ Why Swiss Firefighters Rap: <https://www.youtube.com/watch?v=twBwyugLzNY>

Podcasts for Unit 3:

- ❖ *Code Switch*: Dora's Lasting Magic; Perfect Son; A Tale of Two School Districts; E Ola Ka "olelo Hawai'i; We Don't Say That; Talk American; Too Black to be Latina?; 17,00 Islands, 700 Languages, and a Superhero; I'm not a Racist, I'm Argentine; What's so Wrong with African Americans Wearing African Clothes?; A Prescription for "Racial Imposter Syndrome", A Chitlins Christmas: Bah Humbug!; Guide

Unit 4: Political Patterns and Processes

- ❖ Gerrymandering Game: <http://redistrictinggame.org/>
- ❖ The Most Complex International Borders Series:
 - Part 1: <https://youtu.be/gtLxZiiuaXs>
 - Part 2: <https://youtu.be/3ZdkqqjosCM>
 - Part 3: <https://youtu.be/JeaiyZwVC0k>
- ❖ Slate's Gerrymandering Activity:
http://www.slate.com/articles/news_and_politics/map_of_the_week/2013/08/gerrymandering_jigsaw_puzzle_game_put_the_congressional_districts_back_together.html
- ❖ Vote Jerry Mandering: <https://youtu.be/-zMqxdNUDOo>
- ❖ College Board Unit Video: Political Patterns and Processes – Associate Professor Darren Purcell
<https://www.youtube.com/watch?v=ozUOUJeToTY>
- ❖ Local Example: Defining New Jersey's Borders:
<https://www.geographyrealm.com/the-politics-of-defining-central-new-jersey/>

Podcasts for Unit 4:

- ❖ *Planet Money*: Gerrymandering Florida, 50 Ways to Leave Your Union, Hong Kong, Gerrymandering Florida
- ❖ *Code Switch*: Political Prisoners, No Friend by the Mountains (Kurds), A Borrowed Time
- ❖ *This American Life*: Captain's Log, Red State Blue State
- ❖ *99 Percent Invisible*: Peace Lines, Gerrymandering, Border Wall, Tunnel 57, New Old Town
- ❖ *The Indicator (NPR)*: Brexit-It's Complicated, The US & Global Economy: A New Relationship, March Madness: Britain Leaving the EU

- ❖ *SYMIHC*: Raphael Lemkin & the Genocide Convention, Elridge Gerry's Monstrous Salamander, A Brief History of Redlining Part 1 & 2, China's Cultural Revolution Part 1 & 2, The Great Famine, Irish Potato Famine Part 1 and 2, Interview with Jimmy Carter: Human Rights, Camp David Accords, Free Elections
- ❖ *Throughline*: El Libertador, The Border

Unit 5: Agricultural and Rural Land Use Patterns and Processes

- ❖ The Dark Side of Chocolate (child slavery): <https://youtu.be/zTPLJmvCSkM>
- ❖ Food Timeline: <http://foodtimeline.org/>
- ❖ Institute for Agriculture and Policy: <https://www.iatp.org/>
- ❖ National Agriculture Agency: <https://www.nal.usda.gov/>
- ❖ Norman Borlaugh's The Green Revolution: <https://youtu.be/M2XDST5mHkc>
- ❖ University of Minnesota's Agriculture: <https://agcultures.com/>
- ❖ Agriculture and Rural Land-Use Patterns and Processes – Professor William Moseley
<https://www.youtube.com/watch?v=AmpJhwSPjww>
- ❖ PBS-Harvest of Fears <https://www.pbs.org/wgbh/harvest/>
- ❖ Maeklong Railway Market-Bangkok Thailand on YouTube

Movies:³

- ❖ *Food, Inc.*
- ❖ *King Korn*
- ❖ *The Dark Side of Chocolate*
- ❖ *Black Gold (coffee)*
- ❖ *America Revealed: The Food Machine*
- ❖ *La Cosecha (The Harvest)*
- ❖ *Harvest of Fear (GMOs)*

Podcasts for Unit 5:

- ❖ *This American Life*: Our Town Pt1, Our Town Pt 2, Our Town: The Economists Report
- ❖ *99 Percent Invisible*: How to Pick a Pepper
- ❖ *Savor*: Chock Full of Chocolate, Tea: A Real Brouhaha, This Episode is Bananas, Academia of Macadamia, Unshelling Boiled Peanut, This Episode is Your Lobster, Interview: Forging Food and Water Solutions (Food deserts), Law and Order: Food and Water Unit (food deserts), The Concentrated Orange, Yes Pecan, Bonus Interview: Changing How We Farm, My Island is for Nutmeg, The Health of the Food Industry, The Not-so-Vanilla Vanilla Episode, Rice Rice Baby, May I Rent your Pineapple?, The Unsweetened History & Technology of Sugar
- ❖ *The Indicator(NPR)*: Why China's Buying Rice from America, Cows Taking All Land, The 20 Year Quest to Save Nutella, Grocery Shelves Stacked, Coffee? Thank U, Next
- ❖ *SYMIHC*: John Kidwell & the Founding of Hawaii's Pineapple Industry, History of Chocolate
- ❖ *Planet Money*: Eagles versus Chickens, The Salmon Taboo, The Lollipop War, Russian Cowboys

³ Descriptions of movies can be found on the Internet Movie Database at imdb.com.

Unit 6: Cities and Urban-Land Use Patterns and Processes

- ❖ Gapminder: <https://www.gapminder.org/>
- ❖ Pennies A Day Microloans: <https://youtu.be/U6teZfiP5KQ>
- ❖ Cities and Urban Land-Use Patterns and Processes – Professor Lisa Benton-Short
<https://www.youtube.com/watch?v=tTRcOrczx-I>
- ❖ Hans Rosling's Ted Talks (specifically Don't Panic)
- ❖ Mayo Utuk: YouTube, simple life, how people live in developing countries

Movies:

- ❖ Michael Moore's *Roger & Me, Flint* (Flint, MI)
- ❖ *The Last Train Home* (conditions of factories in China)
- ❖ *America Revealed: Made in the USA*

Podcasts for Unit 6:

- ❖ *99 Percent Invisible*: Making up Ground, Lawn Order, Clean Trains, Life & Death in Singapore, Beneath the Ballpark, The House that Came in the Mail, Its Chinatown, Immobile Homes, Mexico 68, In the Same Ballpark, Dollar Store Town, McMansion Hell, Unpleasant Design, Walk this Way, Duplitecture, Cow Tunnels, Kowloon Walled City, The Pruitt-Igoe Myth, Design For Airports, Cul de Sac, Parking
- ❖ *This American Life*: In the Shadow of the City, House Rules
- ❖ *Planet Money*: Are Cities Overrated?
- ❖ *SYMIHC*: Redlining Part 1 and 2
- ❖ *Code Switch*: Chicago's Red Summer, Location! Location! Location!
- ❖ *The Indicator*: Amazon's #Fail...?

Unit 7: Industrial and Economic Development Patterns and Processes

- ❖ Skyscrapers.com: <http://www.skyscrapers.com/>
- ❖ Industrialization and Economic Development Patterns and Processes – Larianne Collins
<https://www.youtube.com/watch?v=FDNtI5hNPjA>
- ❖ Planet Money: YouTube, multiparts

Podcasts for Unit 7:**Economic Development:**

- ❖ *Planet Money*: Why did the Cow Cross the Border?, WTO, The Bottom of the Well, War and Peace and Cows, The Invisible Wall, How Venezuela Imploded
- ❖ *The Indicator (NPR)*: Where Gender Pay Gap is the Widest, Gender Segregation in the Workplace, The Tale of Two Dollar Stores, WHY are Venezuelans Starving?, Venezuela by the Numbers, An Economist in Caracas: Day in the Life
- ❖ *Throughline*: A Dream of a Modern China
- ❖ *Code Switch*: Ongoing Crisis in Venezuela

Industry:

- ❖ *SYMICH*: Levi Strauss, The Great Leap Forward, Henry Ford Part 1 and 2
- ❖ *The Indicator (NPR)*: Can Global Shipping go Zero Carbon?, An Attack on Saudi Arabia's Oil, How China Transformed the Luxury Goods Market, Not all Goods are Traded Equal, Waiting for the Tariff Storm, America's Tijuana Tech Boom, Gender Gap Series: Where the Gender Pay Gap is Widest & Working Women - Why the US is Behind, The Rise of American Oil, Japanese Womenomics, Will China Overtake the US?, How Trade Helps Explain Inequality, Five Misconceptions about the Chinese Economy,
- ❖ *Planet Money*: When India's Cash Disappeared, How Solar Got Cheap, Tariffed, Worst Tariffs Ever, It Takes Two to Make a Trade War, The Secret Document that Transformed China, The M&M Anomaly, How Stuff Gets Cheaper, The Chicken Tax, Why the Price of Coke Didn't Change for 70 Years
- ❖ *99 Percent Invisible*: Fordlandia, Containers, Blue Jeans

TEXTBOOKS:**Adopted Text:**

- ❖ Hildebrant, Barbara, Max Lu, Kenneth H. Keller, and Roderick P. Neumann. *Human Geography for the AP Course*. Bedford, Freeman, & Worth, New York: 2021

Supplemental Texts:

- ❖ Bednarz, Sarah, Mark Bockenbauer, and Fred Hiebert. *Human Geography A Spatial Perspective*. Cengage Learning, USA: 2020.
- ❖ Bjelland, Mark D., Daniel R. Montello, Arthur Getis. *Human Geography Landscapes of Human Activities*. McGraw Hill, New York: 2020.
- ❖ Fouberg, Erin H. and Alexander B. Murphy. *Human Geography People, Place and Culture 12th Edition*. Wiley, USA: 2020.
- ❖ Kuby, Michael, John Harner and Patricia Gober. *Human Geography in Action, 6th Edition*. Wiley, USA: 2013.
- ❖ Rubenstein, James M. *The Cultural Landscape An Introduction to Human Geography*. Pearson, New Jersey: 2020.

REVIEW MATERIALS:

- ❖ Marsh, Meredith and Peter Alagona. *AP Human Geography*. Barron's, New York: 2016. (and newer editions)
- ❖ Linsley, Ann. *Pearson Education Test Prep Series for AP Human Geography*. Pearson, New York: 2017. (and newer editions)
- ❖ Palmer, David. *Human Geography: Preparing for the Advanced Placement Examination*. Perfection Learning, Iowa: 2017. (and newer editions)
- ❖ Sherwin, Greg, Paul T. Gray, Jr., and Parisa Meymand. *Human Geography People, Place and Culture Advanced Placement Study Guide 11th Edition*. Wiley, USA: 2015. (and newer editions)
- ❖ Additional test prep book selections
- ❖ Amsco Review Books

LIST OF FILMS CONTAINING GEOGRAPHIC CONCEPTS:⁴**Geospatial Revolution Series-Nature/Post Exam:**

- ❖ Why Geography Matters by Google Earth-YouTube
- ❖ Tracks
- ❖ 180 degrees South
- ❖ Guns, Germs and Steel
- ❖ Baraka
- ❖ The Day After Tomorrow
- ❖ Ancient Futures: Learning from Ladakh
- ❖ The Gods Must Be Crazy

Migration:

- ❖ Which Way Home
- ❖ For Sama
- ❖ Under the Same Moon
- ❖ Lion
- ❖ The Good Lie
- ❖ 30 for 30: Brothers in Exile
- ❖ God Grew Tired of Us
- ❖ Temporada
- ❖ 30 Days: Immigration (Vimeo)
- ❖ Which Way Home
- ❖ Salam Neighbor
- ❖ Last Train Home
- ❖ Exodus-Frontline
- ❖ Children of Syria-Frontline
- ❖ It will be Chaos
- ❖ Fordson: Faith, Fasting, Football
- ❖ New Year Baby
- ❖ The Day With a Mexican

Population:

- ❖ It's a Girl!
- ❖ Don't Panic: The Truth about Population
- ❖ Welcome to the World
- ❖ Soylent Green
- ❖ Human Flow
- ❖ What Happened to Monday
- ❖ Population Boom
- ❖ Contagion

⁴ Movie summaries and ratings can be found on the Internet Movie Database at imdb.com.

Language:

- ❖ The Linguists
- ❖ Language matters with Bob Holman

Religion:

- ❖ The Promise
- ❖ Wadjda
- ❖ Samsara
- ❖ Bride & Prejudice
- ❖ What Do You Believe Now?
- ❖ National Geographic: Inside Mecca
- ❖ Secrets of Jerusalem's Holiest Sites
- ❖ Around the World in 80 Faiths
- ❖ Islam: Empire of Faith
- ❖ Little Buddha
- ❖ City of God

Popular Culture:

- ❖ Dogtown and Z-Boys
- ❖ Postville: When Cultures Collide (PBS)
- ❖ Frontline: Generation Like
- ❖ City of Joy

Gender:

- ❖ Tiny Shoulders, Rethinking Barbie
- ❖ Whale Rider
- ❖ Persepolis
- ❖ Africa on the Move: Modern Warriors
- ❖ The World Before Her
- ❖ Girl Rising
- ❖ Half the Sky
- ❖ Bend It Like Beckham
- ❖ Wide Angle: Contestant No. 2 (PBS)
- ❖ Explained: Why Women Are Paid Less

Genocide:

- ❖ Lost Boys of Sudan
- ❖ Lauf Junge Lauf
- ❖ Sometimes in April
- ❖ Frontline: Ghosts of Rwanda
- ❖ Hotel Rwanda
- ❖ Dispatches: Myanmar's Killing Fields
- ❖ Beasts of No Nation
- ❖ First They Killed My Father
- ❖ The Devil Came on Horseback
- ❖ New Year Baby
- ❖ Blood Diamonds

Ethnicity and Folk Culture:

- ❖ Jibeuro
- ❖ Beasts of No Nation
- ❖ Rabbit Proof Fence
- ❖ The Story of the Weeping Camel
- ❖ My Big Fat Greek Wedding
- ❖ Race: The Power of Illusion
- ❖ Go Back to Where You Came From
- ❖ The Hundred-Foot Journey
- ❖ Bend It Like Beckham
- ❖ Smoke Signals
- ❖ Race-The Power of an Illusion: How the Racial Wealth Gap was Created (Vimeo)
- ❖ The Namesake
- ❖ Jiro Dreams of Sushi
- ❖ We were Children
- ❖ Amandla

Political Geography:

- ❖ ReMastered: The Miami Showband Massacre
- ❖ The Power of One
- ❖ Cry Freedom (Nigeria)
- ❖ Viceroy's House
- ❖ North Korea: Inside the Hermit Kingdom
- ❖ The Last King of Scotland
- ❖ Argo
- ❖ At Play in the Fields of the Lord
- ❖ The Bourne Identity
- ❖ The Boy in the Striped Pajamas
- ❖ Clear and Present Danger
- ❖ Conrack
- ❖ Cry Freedom

Agriculture and Rural Land Use:

- ❖ The Biggest Little Farm
- ❖ Sustainable
- ❖ Fresh
- ❖ A Place at the Table
- ❖ Up the Yangtze
- ❖ America Revealed: Food Machine
- ❖ Chocolate Country
- ❖ King Corn
- ❖ Food, Inc.
- ❖ The Great Food Revolution
- ❖ GMO OMG
- ❖ Bitter Seeds
- ❖ Rotten

- ❖ Frontline: Harvest of Fear
- ❖ The Dark Side of Chocolate

Economic Development:

- ❖ Lo and Behold: Reveries of the Connected World
- ❖ Frontline: Poverty, Politics and Profit
- ❖ The Boy Who Harnessed the Wind
- ❖ America Revealed
- ❖ The True Cost
- ❖ Manufactured Landscapes
- ❖ Outsourced!
- ❖ Black Gold
- ❖ Made in the USA: The 30 Day Journey
- ❖ Wide Angle: 1-800-India
- ❖ Wall-E
- ❖ Red Gold
- ❖ Life and Debt
- ❖ Creating Freedom: The Lottery of Birth
- ❖ The First Grader
- ❖ Welcome to the World
- ❖ Not My Life
- ❖ Slumdog Millionaire
- ❖ The Revolutionary Optimists
- ❖ Time for School 2003-2016
- ❖ Why Poverty?
- ❖ Living on One Dollar

Human Rights and Social Issues:

- ❖ Not My Life
- ❖ Up Against the Wall
- ❖ The Namesake

Urbanization:

- ❖ Losing Ground (YouTube)
- ❖ Megacities of the World (YouTube)
- ❖ Detropia
- ❖ Voices of Cabrini: Remaking Chicago's Public Housing
- ❖ Up Against the Wall
- ❖ The Human Scale
- ❖ Urbanized
- ❖ The Great Food Revolution: 24 Hours, 24 Million Meals: Feeding New York
- ❖ Radiant City
- ❖ America Reframed: The Pruitt-Igoe Myth
- ❖ Citizen Jane: Battle for the City
- ❖ Losing Ground: The New Face of Homelessness

Globalization:

- ❖ America 101
- ❖ The Cup

Films by Resources:**YouTube:**

- ❖ Andrew Patterson's Geography Channel:
<https://www.youtube.com/channel/UCBLqYPPFZCmySCN5CX2ByvPg>
- ❖ You Tube: Vox Channel

Films from PBS: (names are active links in document, theme follows name of video/series)

- ❖ [Poverty, Politics and Profit](#) Cities and Urbanization; Development
- ❖ [Independent Lens Series](#)
- ❖ [Frontline](#)
- ❖ [For Sama](#): Population and Migration
- ❖ [Inside Assad's Syria](#): Political Geography
- ❖ [America Reframed](#)
- ❖ [American Experience](#)
- ❖ [Black America Since MLK: And Still I Rise](#): Cultural Patterns and Processes
- ❖ [Chasing the Dream](#): Development
- ❖ [Civilizations](#)
- ❖ [City Rising](#): Cities and Urbanization
- ❖ [Constitution USA](#): Political Geography
- ❖ [Find Refuge in KC](#): Population and Migration; Cultural Patterns and Processes
- ❖ [Finding Your Roots](#)
- ❖ [Follow the Water](#): Geographic Processes: Cultural Landscapes
- ❖ [Food Forward](#): Cities and Urbanization; Industry and Manufacturing; Food and Ag; Intersectionality
- ❖ [Global Perspectives](#): Political Geography; Development; Population and Migration
- ❖ [Global Voices](#): Nature and Perspectives
- ❖ [In Defense of Food](#): Food and Agriculture; Cultural Patterns and Processes
- ❖ [Kingdoms of the Sky](#): Cultural Patterns and Processes; Nature and Perspectives
- ❖ [Life From Above](#): Nature and Perspectives
- ❖ [Local, USA](#): Cultural Patterns and Processes
- ❖ [One Day in the American City](#): Cities and Urbanization; Cultural Patterns and Processes
- ❖ [Peril and Promise](#)
- ❖ [POV \(Point of View\)](#)
- ❖ [PBS Indies](#)
- ❖ [Pushout](#): Development; Cultural Patterns and Processes
- ❖ [Retro Report](#): Population and Migration: Zip Code Advantage episode
- ❖ [Roadtrip Nation](#): Services and Settlements
- ❖ [PBS American Portrait](#)
- ❖ [Sacred](#): Cultural Patterns and Processes
- ❖ [Sacred Journeys](#): Cultural Patterns and Processes
- ❖ [Sinking Cities](#): Cities and Urbanization; Climate Change
- ❖ [Soundbreaking](#): Cultural Patterns and Processes

- ❖ Start Up: Industry and Manufacturing; Services and Settlements
- ❖ Tacos of Texas: Cultural Patterns and Processes
- ❖ Women's Work: Gender and Development
- ❖ Women and Girls Lead: Austin: Gender and Development
- ❖ Unlearning: Breaking Bias, Building Community: Cultural Patterns and Processes
- ❖ Tending Nature: Cultural Patterns and Processes; HG: Nature and Perspectives

Films on Netflix:

- ❖ Rotten: Food and Agriculture; Industry and Manufacturing; Cultural Patterns and Processes; Development
- ❖ Our Planet: Cultural and Physical Landscapes; great escape viewing
- ❖ Explained: doc series that explains a wide variety of topics in less than 30 minute episodes (several connections to Human Geo in seasons 1, especially the following episodes: Racial Wealth Gap; World Water Crisis; Stock Market; Tattoo; and season 2 pretty much every episode connects to APHG curriculum)
- ❖ American Factory: Industry and Manufacturing; Globalization; Cultural Patterns and Processes
- ❖ The Ivory Game: Development; Cultural Patterns and Processes
- ❖ Virunga: Development; Land Use; Cultural Patterns and Processes; Political Geography
- ❖ Story of God: Cultural Patterns and Processes
- ❖ 20 Feet From Stardom
- ❖ Undefeated
- ❖ Pandemic: Population and Health; Development

Films on Hulu:

- ❖ T/F: 3 Identical Strangers
- ❖ T/F: Life, Animated
- ❖ T/F: Blackfish: Cultural Patterns and Processes
- ❖ T/F: The Cage Fighter: Cultural Patterns and Processes
- ❖ RBG: Cultural Patterns and Processes; Gender and Development
- ❖ The Biggest Little Farm: Cultural Patterns and Processes; Food and Agriculture; Industry and Manufacturing
- ❖ T/F: Cartel Land: Cultural Patterns and Processes; Industry and Manufacturing; Population and Migration
- ❖ T/F: Cold Case Hammarskjöld
- ❖ Food Inc.: Cultural Patterns and Processes; Food and Ag; Industry and Manufacturing
- ❖ Lo and Behold: Reveries of the Connected World:
- ❖ Tiny Shoulders: Rethinking Barbie: Cultural Patterns and Processes; Gender and Development

Futuristic Human Impact on the Environment:

- ❖ 1984
- ❖ Avatar
- ❖ Blade Runner
- ❖ Children of Men
- ❖ I Am Legend
- ❖ Logan's Run
- ❖ Mad Max
- ❖ Planet of the Apes

- ❖ Soylent Green
- ❖ Waterworld

Cartoons that have geographic/cultural impact:

- ❖ Cars
- ❖ Chicken Run
- ❖ Ferngully
- ❖ Finding Nemo
- ❖ Ice Age: Continental Drift
- ❖ Lion King
- ❖ Lorax
- ❖ Princess Mononoke
- ❖ Rio
- ❖ Secret of NIMH
- ❖ Wall E
- ❖ Watership Down