Rio Mesa High School
MYP Subject Group Overview
AP Human Geography

MYP *(4)* *(AP H. Geo)*	**UNIT 1**	**UNIT 2**	**UNIT 3**	**UNIT 4**	**UNIT 5**
Unit Title	Population in Transition	Cultural Patterns and Processes	Political Geography	Economic Development and Land Use	Disparities in Wealth and Development
Duration	40 hours	40 hours	20 hours	80 hours	20 hours
Key Concept	Change	Culture	Identity	Development	Systems
Related Concepts	Globalization; Pattern and Trends	Diversity; Patterns and Trends	Patterns and Trends; Culture	Networks; Patterns and Trends	Globalization; Inequality
Global Context	Globalization and sustainability - Population and demography	Orientation in space and time- Natural and human landscapes and resources	Orientation in space and time - Peoples, boundaries, exchange and interaction	Globalization and sustainability - urban planning, strategy and infrastructure	Fairness and development - Inequality, difference and inclusion
Statement of Inquiry	The processes of demographic change create unique global patterns and trends that challenge societies and sustainability.	Culture interacts with the natural landscape to create diverse global patterns and trends	The orientation of political space is a reflection of the pattern and trends of identity and culture	Global patterns and networks of land use and urban planning reflect levels of development.	Globalization has often led to differing levels of development and a system of inequality and lack of fairness.
MYP Subject Objectives	A. Knowing and understanding - ii. demonstrate knowledge and understanding of subject-specific content and concepts through descriptions, explanations and examples. B. Investigating	B. Investigating - i. formulate a clear and focused research question and justify its relevance ii. formulate and follow an action plan to investigate a research question	A. Knowing and understanding - i. use terminology in context ii. demonstrate knowledge and understanding of subject-specific content and concepts through descriptions,	A. Knowing and understanding - i. use terminology in context ii. demonstrate knowledge and understanding of subject-specific content and concepts through descriptions, explanations and examples. C. Communicating -	A. Knowing and understanding - i. use terminology in context ii. demonstrate knowledge and understanding of subject-specific content and concepts through descriptions,

	i. formulate a clear and focused research question and justify its relevance ii. formulate and follow an action plan to investigate a research question iii. use research methods to collect and record relevant information iv. evaluate the process and results of the investigation. C. Communicating - ii. structure information and ideas in a way that is appropriate to the specified format iii. document sources of information using a recognized convention. D. Thinking critically - i. discuss concepts, issues, models, visual representation and theories ii. synthesize information to make valid arguments	iv. evaluate the process and results of the investigation. D. Thinking critically - i. discuss concepts, issues, models, visual representation and theories ii. synthesize information to make valid arguments iii. analyse and evaluate a range of sources/data in terms of origin and purpose, examining values and limitations iv. interpret different perspectives and their implications	explanations and examples. D. Thinking critically - i. discuss concepts, issues, models, visual representation and theories ii. synthesize information to make valid arguments iii. analyse and evaluate a range of sources/data in terms of origin and purpose, examining values and limitations iv. interpret different perspectives and their implications.	i. communicate information and ideas using an appropriate style for the audience and purpose ii. structure information and ideas in a way that is appropriate to the specified format D. Thinking critically - i. discuss concepts, issues, models, visual representation and theories ii. synthesize information to make valid arguments iii. analyse and evaluate a range of sources/data in terms of origin and purpose, examining value and limitations iv. interpret different perspectives and their implications.	explanations and examples. B. Investigating - i. formulate a clear and focused research question and justify its relevance ii. formulate and follow an action plan to investigate a research question iv. evaluate the process and results of the investigation. C. Communicating - i. communicate information and ideas using an appropriate style for the audience and purpose ii. structure information and ideas in a way that is appropriate to the specified format iii. document sources of information using a recognized convention. D. Thinking critically - i. discuss concepts, issues, models, visual representation and theories

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					ii. synthesize information to make valid arguments
Approaches to Learning (ATL) Skills	Group work to support **communication** and **social** skills. Case study and real world applications that require **research** and **thinking** skills	Individual project to promote **self management** - organization skills. Case study and real world applications that require **research** and **thinking** skills, including gathering and **organizing** relevant information and evaluating evidence and arguments	Group work to support **communication** and **social** skills. Case study and real world applications that require **research** and **thinking** skills	Group work to support **communication** and **social skills**. Case study and real world applications that require **research** and **thinking** skills	Group work to support **communication** and **social** skills. Case study and real world applications that require **research** and **thinking** skills
Content	Population Change 1. A "population explosion"? 2. The demographic transition model 3. Factors affecting fertility and mortality 4. The diversity of demographic situations 5. Population pyramids and	A. Concepts of culture 1.Traits 2.Diffusion 3.Acculturation, assimilation, and globalization 4.Cultural regions B. Cultural differences 1.Language 2.Religion 3.Ethnicity 4.Gender 5.Popular and folk culture	A.Territorial dimensions of politics 1.The concept of territoriality 2.The nature and meaning of boundaries 3.Influences of boundaries on identity, interaction, and exchange 4.Federal and unitary states 5.Spatial relationships between political	A. Development and diffusion of agriculture 1.Neolithic Agricultural Revolution 2.Second Agricultural Revolution 3.Green Revolution 4.Modern Commercial Agriculture B.Major agricultural production regions 1.Agricultural systems associated with major bioclimatic zones	**Measuring Disparities of Development** 1. Defining development 2. Measuring development 3. Pattern of Disparities at the Global Scale 4. Origins of disparities in wealth and development **II. Disparities Within Countries**

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	demographic profiles 6. The effect of population momentum 7. Current demographic projections Response to high and low fertility 1. Anti-natalist policies 2. Pro-natalist policies Movement responses, migration 1. Types of migrations 2. Causes of migrations 3. Impact of migrations Gender and change 1. Role and status of women around the world 2. Gender-related inequalities	C. Cultural landscapes and cultural identity 1.Values and preferences 2.Symbolic landscapes and sense of place 3.Environmental impact of cultural attitudes and practices	patterns and patterns of ethnicity, economy, and environment B.Evolution of the contemporary political pattern 1.The nation-state concept 2.Colonialism and imperialism 3.Democratization C.Changes and challenges to political–territorial arrangements 1.Changing nature of sovereignty 2.Fragmentation, unification, alliance 3.Supranationalism and devolution 4.Electoral geography, including gerrymandering 5. Centrifugal and centripetal forces 6. Terrorism	2.Variations within major zones and effects of markets 3.Linkages and flows among regions of food production and consumption C. Rural land use and settlement patterns 1.Models of agricultural land use, including von Thünen's model 2.Settlement patterns associated with major agriculture types 3.Land use/land cover change, irrigation, conservation (desertification, deforestation) D.Modern commercial agriculture 1.Biotechnology, including genetically modified plants and animals 2.Spatial organization and diffusion of industrial agriculture 3.Organic farming and local food production 4.Environmental impacts	1. Income disparities within countries 2. Role of residence 3. Role of ethnicity 4. Role of parental education 5. Role of employment (formal and informal) 6. Role of land tenure/ownership **III. Changes in Disparities at a Global Scale** 1. Global changes in life expectancy 2. Global changes in education 3. Global changes in income 4. Impact of the Millennium Development Goals (MDGs) **IV. Reducing Disparities** 1. Different ways in which disparities can be reduced with

				of agriculture A.Growth and diffusion of industrialization 1.The changing roles of energy and technology 2.Industrial Revolution 3.Evolution of economic cores and peripheries 4.Geographic critiques of models of economic localization (i.e., bid rent, comparative costs of transportation), industrial location, economic development, and world systems A.Development and character of cities 1.Origin of cities 2.Rural–urban migration and urban growth 3.Global cities and megacities 4.Suburbanization and edge cities B.Models of urban systems 1.Rank-size rule 2.Central place theory 3.Gravity model	an emphasis on trade and market access, debt relief, aid and remittances 2. Evaluation of the effectiveness of strategies designed to reduce disparities

				C.Models of internal city structure 1. Concentric zone model 2.Sector model 3. Multiple-nuclei model 4. Changing employment mix 5. Changing demographic and social structures 6.Uneven development, ghettoization, and gentrification D.Built environment and social space 1. Housing 2. Transportation and infrastructure 3. Political organization of urban areas 4. Urban planning and design 5. Patterns of race, ethnicity, gender, and socioeconomic status	
Summative Assessment Task(s)	As a group, evaluate an assigned country's population issues and devise a government demographic/migration program that addresses its population issues.	Conduct research on a traditional/folk cultural group, then create a brochure that outlines challenges to it from globalization and the value in its	Partners will use a cause and effect graphic organizer to learn about the differing potential results of centrifugal and centripetal forces.	Partners, given a specific cultural landscape, will conduct research and prepare for a focused class discussion around the essential statement, "The attitudes and values of a	With a group, develop a plan for development for a selected LDC, and present your findings via Google Slides to the country's executive council. Include in your

	Groups will present their findings in a written government report, with appropriate documentation of sources.	preservation (or, take the contrary position, arguing for the net benefits of globalization). Consider the relationship culture has with the physical/natural environment.	Then, the group will conduct research of a contemporary example/state and highlight its challenges and potential solutions with a Google Slide presentation. Special attention should be given to nature and perspective of sources used and the potential of differing positions on the same event.	population, as well as the balance of power within that population, are reflected in the built landscape." Students will consider residential land use, infrastructure, and urban design initiatives and practices.	report a consideration of the debate between self-sufficiency and the international trade approaches to development
(CCSS or other standards)	College Board AP Human Geography - Unit 2 Population and Migration Patterns and Processes	College Board AP Human Geography - Unit 3 Cultural Patterns and Processes	College Board AP Human Geography - Unit 4 Political Patterns and Processes	College Board AP Human Geography - Unit 5 Agriculture and Rural Land-Use Patterns and Processes Unit 6 - Cities and Urban Land-Use Patterns and Processes	College Board AP Human Geography - Unit 7 Industrial and Economic Development Patterns and Processes