

WELCH CENTER FOR GRADUATE AND PROFESSIONAL STUDIES  
GOUCHER COLLEGE TEACHERS' INSTITUTE  
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**539.300 Preparing Students for Advanced Placement®  
Human Geography AP**

July 9-13, 2019

M-Th 8:30 am -4:00 pm and Fr 8:30 am -1:00 pm

Instructor: Pamela K. Wolfe

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This course will provide an overview of the AP Human Geography curriculum and help participants design their own course. Participants will review lesson plans, resources, and websites for teaching each of the major course topics, including geography, population, cultural patterns, the political organization of space, rural land use, industrialization, and cities. The course will focus on effective teaching strategies and learning activities to prepare for success on the AP exam. Participants will begin to develop their own course outline, syllabus, and assessment tools.

**College Board Advanced Placement Teacher Standards and Graduate Program in Education (GPE) Outcomes/Standards:**

College Board Advanced Placement Teacher Standards

1. Content Knowledge
2. Teacher Certification
3. Pedagogy and Student Learning
4. Analysis and Reflection
5. Ongoing Professional Development

Graduate Programs in Education Outcomes

1. GPE001: Knowledge - Theory: Apply knowledge of psychological and educational theory, research, and/or philosophy related to the area of specialization or certification.
2. GPE002: Knowledge - Assessments: Demonstrate understanding and use of the types of assessments appropriate to the area of specialization or certification.
3. GPE003: Knowledge - Purpose: Identify the purpose of education in society, and be able to analyze why things happen in the educational community and/or in the political community that surrounds education.
4. GPE004: Knowledge - Diversity: Demonstrate knowledge of concepts related to diversity, and the interaction between concepts related to diversity and the area of specialization or certification.

5. GPE005: Skills - Theory: Demonstrate the ability to incorporate theory and research into practice related to the area of specialization.
6. GPE006: Skills - Data: Demonstrate the ability to gather appropriate data and use data in problem analysis and decision-making related to the area of specialization.
7. GPE007: Skills - Problem Solving: Use problem solving/critical thinking strategies appropriate to the area of specialization.
8. GPE008: Skills - Reflection: Use reflective practice within the area of specialization.
9. GPE009: Skills - Communication: Demonstrate effective communication and presentation skills related to the area of specialization.
10. GPE010: Skills - Technology: Use a variety of technologies appropriate for working in the area of specialization.
11. GPE011: Dispositions - Service: Demonstrate service to the community.
12. GPE012: Dispositions - Diversity: Demonstrate positive dispositions toward diversity and equity.
13. GPE013: Dispositions - Professionalism: Demonstrate professionalism in one's demeanor, behavior, conduct, decision-making, and interactions with colleagues.

**Required Texts: AP level textbooks will be provided by publishers. AP Manual will be provided by the College Board.**

**Attendance Policy:** Lateness or absence is not permitted.

**Course Objectives:**

- 1) to examine the format of the AP Human Geography Exam and learn the skills necessary to pass it
- 2) to be able to write and score Essays
- 3) to use various methods of teaching and sources of information in the classroom
- 4) to acquire some of the factual information needed to teach Human Geography

**Day One a.m.-- Class Logistics and Changes**

- Introductions
- What are your main concerns about the AP? What did you come here to learn?
- What's New to the Course This Year? Overview of Participant Packets: The AP Program and Human Geography Exam
- Teaching AP Human Geography to a Diverse Population—College Board Presentation on Reasons for the Changes to AP Registration
- New College Board Resources
- Summer Reading? To assign a reading or not: that is the question.
- Scheduling and Pacing—A look at syllabi
- Using the Course and Exam Description and AP Central Website in your course
- Course Audit News

**Day One p.m.—Unit I and II (Maps, Population)-- Geographic Skill Focus: Scale**

- Using Technology in the classroom-- GPS and GIS
- Map, Chart and Graph Skills
- Population Information: So Much Vocabulary!!! So Many Abbreviations!!!
- Demographic Transition Model
- **Skill: Analyzing Data--** Population Pyramids Activity
- The 2020 Census is coming up—Use the Data
- The History of Human Migration
- Immigration Project—Brainstorm questions for Immigration assignment

**Homework: Interview at Least One Person using questions generated above  
Assignment for Tuesday—bring in your school calendar so we can work on  
planning out your course**

**Assignment for Credit (due ten days after the end of class): Students Will Write  
and Present a Unit Lesson Plan**

**Day Two —Unit III (Cultural Geography)--Skill Focus: Analyzing Sources**

- **Migration Discussion:** Map Migration Interview Info and Discuss Push and Pull Factors
- Folk vs Pop Culture-- Music, Food, Clothing, styles, etc—everything that makes life worth living for a teenager
- **Video and Discussion: Bhutan- The Last Place**
- **Dying Cultures and How to Keep them Alive-- Films:** Living Treasures of Japan, and Australia's Aborigines, WhaleRider, Atanarjuat The Fast Runner
- **Sports Projects: Using the FIFA Cup, the Olympics, and other major sports**
- How to Make Language a Fun Topic: silly videos
- Religion and Religious Conflict: a good topic for a paper!
- **Discussion: Ethnicity and Race—two topics guaranteed to make people mad**
- **Gendered Spaces Lesson**
- **Pacing and Sequencing: Spend time working on your calendar for the school year.**

**Homework: Write an answer to the Free Response Essay Question (to be handed out in class.**

**Guest Speaker (possible): Dr. Catherine Allen, anthropologist from GWU on the Quechua of Peru**

**Day Three a.m.—Unit IV (Political Geography)—Skill: Analyzing Processes**

- Nations, States and Nation States
- Types of Governmental Organization
- **Video and Discussion: How the States Got Their Shapes**
- Centrifugal and Centripetal Forces, Supranational and Supranational Organizations
- **Computer Lab Projects--** Assignment of Countries and States for Project Work
- Group Discussion of Findings

**Third Day p.m.— Unit V (Agriculture)**

- Hearths and Climate Zones—types of Agriculture
- **Agricultural Models—Concentric Zone exercise**
- New Agricultural Trends—Green Revolutions and Organic Farming
- Problems of Commercial Farming
- Using Current Events in the classroom-- News Articles, Journal Exercises and Newspaper Games—teacher handouts

**Homework: News Article Write-up according to guidelines discussed in class.**  
**Charity Research Project—to be presented in class tomorrow**

**Day Four a.m.— Unit VI (Urban Geography)—Skill: Synthesizing Information**

- **Urbanization Models**
- Problems—Ghettoization and Gentrification
- Transportation Lesson Plan

**Unit VII (Development and Economic Geography)**

- **Break-of-Bulk Exercise**
- Services and Service Patterns—**Christaller’s Model**
- Make Your Students the Experts: States Project on Agriculture and Industries
- Gapminder-- Less Developed Countries and More Developed Countries
- Apple Demonstration and Popcorn Project: Teaching your kids through Food!
- Views of America-- Films: Supersize Me, Walmart and Affluenza
- **Rostow’s and Wallerstein’s Models—Discussion of the use of Models in general**

**Fourth Day p.m.-- Field Trip**

- Summing it all up: Mall Project

**Homework: Visit another Mall and, using the worksheet provided, write a comparison of “your” mall to the one we visited today.**

### **Day Five a.m.--**

- Taking the Test—Multiple Choice Questions
- Presentations of Lesson Plans
- What to do when the AP is over?

### **Guest Speaker (possible): NASA Scientist Robert E. Wolfe on Satellite Mapping**

**Final Assignment**—Construct a Unit of Lesson Plans-- one weeks-worth or more, ending with an assessment (test, essay, project, etc.)-- to be used with your class next year, using the ideas/techniques discussed during the week. (Finished Lesson plan and assessment you would use with your students should be e-mailed to Instructor by **July 16** at [pkwolfe1435@gmail.com](mailto:pkwolfe1435@gmail.com).)

### **Instructions to receive a copy of credits earned after the completion of the course:**

Goucher College does not issue grade reports. You can obtain your grade approximately 3 weeks after concluding the course by going to the myGoucher website (myGoucher) and following the prompts to receive your grade. If you have misplaced your password, please contact the help desk ([helpdesk@goucher.edu](mailto:helpdesk@goucher.edu)) and they will help you through this procedure.

If you need a paper copy of grades for tuition reimbursement, you will need to request a transcript in writing. You can fax your request to Student Administrative Services (SAS) at 410-337-6504 or mail to SAS at:

Goucher College, SAS  
1021 Dulaney Valley Road  
Baltimore, MD 21204

There is no charge for this request. Please allow 3-5 working days to process. To access the transcript request form, please go to <http://www.goucher.edu/x1891.xml>

Questions? Please call Shelley Johnson or Barbara Bisset at 410-337-6200.

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### Bibliography

An extensive bibliography for the AP Human Geography teacher is provided by the College Board at the AP Central website at

<http://apps.apcentral.collegeboard.com/ResourceSearchResults.jsp>

David Brooks Bobos in Paradise

Bill Bryson In a Sunburned Country

Cathy Davidson 36 Views of Mount Fuji

Jared Diamond Guns, Germs and Steel and Collapse

Franklin Foer How Soccer Explains the World

Thomas Friedman The World Is Flat and Hot, Flat and Crowded

Maria Poggi Johnson Strangers and Neighbors

David Landes The Wealth and Poverty of Nations

Michael Pollan The Omnivore's Dilemma

Eric Schlosser Fast Food Nation: the Dark Side of the All American Meal

Beppe Severignini Ciao, America!

Tom Standage A History of the World in Six Glasses

Joseph Stiglitz Globalization and Its Discontents

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**Description of Requirements for Graduate Credit**

**Day One Homework: Interview at Least One Person and write up findings**

**Day Two Homework: Write an answer to the Free Response Essay Question (to be handed out in class.**

**Day Three Homework: Write up of an article following Journal Guidelines discussed in class. Charity Research Project—to be presented orally in class the next day.**

**Day Four Homework: Write up findings from Mall Field Trip Worksheets**

**Final Assignment for Credit: Unit Lesson Plan to be Shared with the Class**

Final Assignment—Construct a Unit of Lesson Plans-- one weeks-worth or more, ending with an assessment (test, essay, project, etc.)-- to be used with your class next year, using the ideas/techniques discussed during the week. Finished Lesson plan and assessment you would use with your students should be e-mailed to Instructor at [pkwolfe1435@gmail.com](mailto:pkwolfe1435@gmail.com) by **July 28<sup>th</sup> at the latest.**