

**WELCH CENTER FOR GRADUATE AND PROFESSIONAL STUDIES
GOUCHER COLLEGE
ADVANCED PLACEMENT SUMMER INSTRUMENT - ONLINE
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Course: 539.300 Preparing Students for Advanced Placement® Human Geography
Dates/Times: June 28-July 1, 2021; M-Th 7:30 am -4:30 pm EDT
Instructor: Pamela K. Wolfe
E-mail: pkwolfe1435@gmail.com

Course Description:

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.

Course Objectives—Participants will:

- 1) Examine the format of the AP Human Geography Exam and learn the skills required to teach.
- 2) Use the College Board provided materials and information on AP Central and MyAP, the CED Binder and other materials.
- 3) Use various methods of teaching and sources of information in the classroom.
- 4) Acquire some of the factual information needed to teach Human Geography.
- 5) Be able to write and score the new format Free Response Questions.

Technology

- Canvas Learning Management System: You also will have full access to Goucher College’s learning management system, Canvas (documents, links, assignments, etc.). If you have not received your Goucher College credentials (Username and Password), please contact helpdesk@goucher.edu. You will need this information to log into Canvas, Goucher email, myGoucher, and other college networks.
- AP Central and AP Classroom: Please make sure that the AP Coordinator at your school has put you into the AP Course Audit system as a teacher for this course. You must have access to your AP Classroom account to do some of the activities in the course and to get the most benefit out of the course. Your consultant will spend time going over these sites with you as you discuss how to access online materials, construct quizzes and tests, and use the grading program.
- Online Textbooks, study guides and other class materials: You will be provided with links to online textbooks, study sites and other class materials to use during this course and for planning the coming year.
- Technology Requirements and Support: The Goucher College Help Desk (helpdesk@goucher.edu) maintains several technical support web pages, including [Minimum Technology Requirements](#). Once you log into Canvas, you will see direct links to 24/7 Zoom and Canvas technical supports and videos as well as online tutorials and resources provided by Goucher College.

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Day One a.m.—Online Discussion of Class Logistics and Changes

Whole Group: Introductions—

Asynchronous Activity (15 min) “Who Are You?” Poster Activity and Intro (15 min)

Assignment to groups and assignment of two countries and two states per person.

What are your main concerns about the AP? What did you come here to learn?

Textbooks and study guides

Discussion of Summer Reading--To assign a reading or not: that is the question.

Whole Group activity

Overview of CED Binder: The AP Program and Human Geography Exam

New College Board Resources—AP Classroom and the AP Central Website

15 min Break

Asynchronous Learning (30 min) -- to spend time looking at AP Classroom

Whole Group Discussion: Problems with AP Classroom

AP Registration—College Board PowerPoint

The Course Audit

Unit I and II (Maps, Population) -- Geographic Skills Focus: Scale and Analyzing Data

Whole Group Discussion: Types of Maps

Whole Group Activity: Mental Maps Activity

Small Group Activity (15 min): Scale Activity

Lunch Break: 1hr

Day One p.m.—

Asynchronous Activity (30 min): GIS Activity or make up a lesson using a map.

Discuss GIS Activity or share map lessons.

Guest Speaker (possible 1 hr.): NASA Scientist Robert E. Wolfe on Satellite Mapping

Break (15 min)

Whole Groups Discussion: Population Data and the Demographic Transition Model

Small Group Activity and Whole Group Discussion (30 min): Population Pyramid Activity—Skill: Analyzing Data

Asynchronous Activity (20 min): Watch The Best Stats You’ll Ever See at

https://www.ted.com/talks/hans_rosling_the_best_stats_you_ve_ever_seen?language=en

Whole Group Discussion: Other TEDtalks of by Hans Rosling

Asynchronous Activity (20 min): to look at sites and research your two countries’ population statistics

<https://www.cia.gov/library/publications/the-world-factbook/>, www.gapminder.org,

www.census.gov and others

Whole Group Discussion of research findings

Homework: 1) write out the FRQ provided by teacher

2) Watch one of the following videos-- Living Treasures of Japan and Australia’s Aborigines

<https://www.youtube.com/watch?v=KujoKBGuRsM&t=10s>

<https://www.youtube.com/watch?v=hkC1K629IKM>

3) Start planning out your year on your school calendar, adding in activities we have discussed in class

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Day Two a.m. —Unit III (Cultural Geography) -- Skill Focus: Analyzing Source Documents

Whole Group Discussion: Go over Covid-19 FRQ

Small Group Discussion (15 min): Look at CED. What topics do you need to teach on Migration?

Whole Group Discussion: Push and Pull Factors, Obstacles to Migration, and problems of assimilation.

Asynchronous and Small Group Activity (30 min): Syrian Migration Activity from Choices

<https://www.choices.edu/teaching-news-lesson/refugee-stories-mapping-crisis/>

Paired Discussion (15 min): What will the effect be on the culture of host countries of all the Syrian refugees coming in?

Break (15 min)

Group Discussion of Culture Videos (30 min)

Bhutan: The Last Place <https://www.youtube.com/watch?v=BZPKjLtVT04> and Homework Videos

Group Discussion of Folk vs Pop Culture Homework Assignment-- Music, Food, Clothing, Sports and more. Discussion: Dying Cultures and How to Keep them Alive (Two homework videos)

Asynchronous Activity (15 min): Find examples of folk and pop culture in your home. Photograph them to show the group.

Whole Group Discussion of photos and findings. (Skill: Data Analysis)

A look back at the CED. Language and Religion—How much do they need to know?

Religious and Ethnic Conflict: a good topic for a paper

Lunch Break- 1 hr.

Day Two p.m. —

Whole Group Discussion: Ethnicity and Gender—Two topics guaranteed to spark discussion.

Small Group Activity (30 min): Gendered Spaces (Skills: Patterns and Scale)

Guest Speaker (1 hr.) (possible): Dr. Catherine Allen, anthropologist from GWU on the Quechua of Peru

Group Discussion and time for Asynchronous Work: Pacing and Sequencing: Spend time working on your calendar for the school year. Add activities we have done to your calendar.

Homework: 1) Write the Free Response Essay Question (to be handed out in class.)

2) Watch two episodes of *Vox Borders* at <https://www.vox.com/a/borders>
How many Human Geography issues do you find in it? How could you use this in class? Look online at other titles available in this series.

3) Start planning out your year on your school calendar, adding in activities we have discussed in class.

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

Whole Group Discussion (1 hr.) of FRQ scoring from homework assignment.

Discussion: Definitions of Nations, States and Nation States

Discussion: Types of Governmental Organization- Unitary and Federal

Borders Discussion of video homework

Break 15 minutes

Whole Group Discussion: Supranational and Supranational Organizations

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Discussion: Centrifugal and Centripetal Forces

Asynchronous Activity (25 min): Write a timed FRQ.

Practice scoring student samples of FRQ.

Lunch Break- 1 hr.

Day Three p.m.— Unit V (Agriculture)

Whole Group Discussion: Historical Hearths and Climate Zones

Asynchronous Activity (30 min): Quick Research and Mini-Poster using www.prezi.com Presentation on Types of Agriculture—What is it? Where is it found? Why is it important?

Whole Group Discussion or Von Thunen Concentric Zone Group Activity

15 min. Break

Asynchronous Activity (30 min): Groups watch two videos each 1)

<https://www.youtube.com/watch?v=rEkc70ztOrc> and

https://www.youtube.com/watch?v=hVrlyEu6h_E or 2)

<https://www.youtube.com/watch?v=fDOtDhYnHSY> and

<https://www.youtube.com/watch?v=oZAI2V3Jy0>

Whole Group Discussion of Videos: Problems of Commercial Farming and The Green Revolution

Small Group Activity (30 min): News Articles and Newspaper Games—teacher handouts

Using Current Events in the classroom-- Journal Exercises

Homework: 1) Write a journal entry on article assigned

2) Watch *Don't Panic End Poverty* on www.gapminder.org

3) Work on planning out your year on your school calendar, adding in activities we have discussed in class

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

Whole Group Discussion--Journal Entries

Services and Service Patterns—Christaller's Model

Prezi of all models <https://prezi.com/quigwfyvfnoy/ap-human-geography-models-and-theories/>

Discussion of Urbanization Models—

Break (15 min) and Asynchronous Activity (30 min): Make a Model out of something in your house.

Whole Class Discussion: Presentation of Models

Urban Problems—Ghettoization and Gentrification, Brownfields and Social Injustice

Small Group Activity (30 min): Transportation Metro Map Activity

Paired Activity (30 min): Look at the CED for this unit and quickly design an Urban Lesson Plan for one topic

Whole Group Discussion: Presentations of Lesson Plans

Lunch Break (1 hr.)

Day Four p.m.

Unit VII (Development and Economic Geography)

Whole Group Discussion: Discussion of *Don't Panic, End Poverty* and Gapminder Dollar Street

Discussion of Rostow's and Wallerstein's Models: More and Less Developed Countries

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Asynchronous Activity (30 min): Write your own FRQ to share with the group

Whole Group Discussion: A sense of place.

Small Group Activity (30 min): Analyze photographs for a sense of place.

Break 15 min.

Asynchronous Activity (30 min): Netherlands FRQ

Whole Group Activity: All watch Video-- Planet Money Makes a Tee Shirt

Whole Group Discussion: How to Sum it all up.

Retirement Home Project

Supermarket Scavenger Hunt, Mall Projects, etc.

Mall Project

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 you would use with your students should be e-mailed to Instructor by at pkwolfe1435@gmail.com.)

Course Information:

Assignment for Credit Courses (due ten days after the end of class)

Students Will Write and Present a Unit Lesson Plan

Grade and Transcript Information

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) 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 410-337-6504 or mail to:

Goucher College
Registrar's Office
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 Transcript-Request.pdf (goucher.edu).

Questions? Please call the Welch Center Office at 410-337-6200.

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