



BLUE VALLEY DISTRICT CURRICULUM & INSTRUCTION  
 Social Studies | AP Human Geography



**ORGANIZING THEME/TOPIC**

**FOCUS STANDARDS & SKILLS**

<p><b>UNIT 1: GEOGRAPHY</b>          Nature &amp; Perspective</p> <p><b>Suggested Time Frame:</b>          Quarter 1</p>	<p><b>How do geographers describe where things are?</b></p> <ul style="list-style-type: none"> <li>• The student will analyze the context under which choices are made and draw conclusions about the motivations and goals of the decision-makers (1.2)</li> <li>• The student will investigate the relationships among people, places, ideas, and/or the environment and connect those relationships to contemporary issues (5.3)</li> </ul> <p><b>How do geographers use maps and geospatial data?</b></p> <ul style="list-style-type: none"> <li>• The student will investigate examples of causes and consequences of particular choices and connect those with contemporary issues (1.3)</li> <li>• The student will analyze the context of significant relationships and draw conclusions about a contemporary world (5.2)</li> </ul> <p><b>Why are different places similar?</b></p> <ul style="list-style-type: none"> <li>• The student will recognize and evaluate the rights and responsibilities of people living in societies (2.1)</li> <li>• The student will recognize and evaluate significant beliefs, contributions, and ideas of the many diverse peoples and groups and their impact on individuals, communities, states, and nations (3.1)</li> <li>• The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations (5.1)</li> </ul> <p><b>How has the use of geospatial technologies, such as GIS, remote sensing, global positioning systems, and online maps changed over time?</b></p> <ul style="list-style-type: none"> <li>• The student will investigate an example of continuity and/or change and connect that continuity and/or change to a contemporary issue (4.3)</li> </ul> <p><b>Why is each point on earth unique?</b></p> <ul style="list-style-type: none"> <li>• The student will use his/her understanding of these dynamic relationships to create a personal, community, state, and/or national narrative (5.4)</li> </ul> <p><b>Why are some human actions not sustainable?</b></p> <ul style="list-style-type: none"> <li>• The student will recognize and evaluate significant choices made by individuals, communities, states, and nations that have impacted our lives and futures (1.1)</li> <li>• The student will investigate the relationships among people, places, ideas, and/or the environment and connect those relationships to contemporary issues (5.3)</li> </ul>
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**UNIT 2: POPULATION & MIGRATION**

**Suggested Time Frame:**  
Quarter 1

**How do geographers analyze population data?**

- The student will analyze the context under which choices are made and draw conclusions about the motivations and goals of the decision-makers (1.2)

**What rights and responsibilities do geographers have when it comes to releasing projections for the future?**

- The student will investigate specific rights and responsibilities of individuals and connect those rights and responsibilities with contemporary issues (2.3)

**Where is the world's population distributed?**

- The student will recognize and evaluate significant choices made by individuals, communities, states, and nations that have impacted our lives and futures (1.1)
- The student will recognize and evaluate significant beliefs, contributions, and ideas of the many diverse peoples and groups and their impact on individuals, communities, states, and nations (3.1)
- The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations (5.1)

**To what extent is global population increasing?**

- The student will analyze the context of continuity and change and the vehicles of reform, drawing conclusions about past change and potential future change (4.2)
- The student will investigate the relationships among people, places, ideas, and/or the environment and connect those relationships to contemporary issues (5.3)

**To what extent does population growth vary among regions?**

- The student will investigate the relationships among people, places, ideas, and/or the environment and connect those relationships to contemporary issues (5.3)

**To what extent do some regions face health threats?**

- The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations (5.1)
- The student will analyze the context of significant relationships and draw conclusions about a contemporary world (5.2)

**Where are migrants distributed?**

- The student will investigate examples of causes and consequences of particular choices and connect those with contemporary issues (1.3)

**Where do people migrate within a country?**

- The student will analyze the context under which choices are made and draw conclusions about the motivations and goals of the decision-makers (1.2)

**Why do people migrate?**

- The student will analyze the context under which choices are made and draw conclusions about the motivations and goals of the decision-makers (1.2)

**To what extent do migrants face obstacles?**

- The student will analyze the context of significant relationships and draw conclusions about a contemporary world (5.2)

**UNIT 3: CULTURAL PATTERNS & PROCESSES**

**Suggested Time Frame:**  
Quarter 2

**How can culture be used to identify and compare regions?**

- The student will recognize and evaluate significant beliefs, contributions, and ideas of the many diverse peoples and groups and their impact on individuals, communities, states, and nations (3.1)

**Where are folk and popular leisure activities and material culture distributed?**

- The student will draw conclusions about significant beliefs, contributions, and ideas, analyzing the origins and context under which these competing ideas were reached and the multiple perspectives from which they come (3.2)

**To what extent is access to folk and popular culture unequal?**

- The student will investigate specific rights and responsibilities of individuals and connect those rights and responsibilities with contemporary issues (2.3)
- The student will investigate specific beliefs, contributions, ideas, and/or diverse populations and connect those beliefs, contributions, ideas and/or diversity to contemporary issues (3.3)

**How do the beliefs and values of a diverse culture affect individuals and society?**

- The student will use his/her understanding of those beliefs, contributions, ideas, and diversity to justify or define how community, state, national, and international ideals shape contemporary society (3.4)

**Where are languages distributed?**

- The student will recognize and evaluate continuity and change over time and its impact on individuals, institutions, communities, states, and nations (4.1)
- The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations (5.1)

**Why is English related to other languages?**

- The student will recognize and evaluate significant beliefs, contributions, and ideas of the many diverse peoples and groups and their impact on individuals, communities, states, and nations (3.1)
- The student will analyze the context of continuity and change and the vehicles of reform, drawing conclusions about past change and potential future change (4.2)

**Why do individual languages vary among places?**

- The student will recognize and evaluate significant beliefs, contributions, and ideas of the many diverse peoples and groups and their impact on individuals, communities, states, and nations (3.1)
- The student will draw conclusions about significant beliefs, contributions, and ideas, analyzing the origins and context under which these competing ideas were reached and the multiple perspectives from which they come (3.2)

**Why do people preserve local languages?**

- The student will use his/her understanding of choices and consequences to construct a decision-making process and to justify a decision (1.4)
- The student will use his/her understanding of those beliefs, contributions, ideas, and diversity to justify or define how community, state, national, and international ideals shape contemporary society (3.4)

**To what extent does folk and popular culture face sustainability challenges?**

- The student will investigate an example of continuity and/or change and connect that continuity and/or change to a contemporary issue (4.3)
- The student will investigate the relationships among people, places, ideas, and/or the environment and connect those relationships to contemporary issues (5.3)

**Why do religions have different distributions?**

- The student will analyze the context under which choices are made and draw conclusions about the motivations and goals of the decision-makers (1.2)
- The student will analyze the context under which significant rights and responsibilities are defined and demonstrated, their various interpretations, and draw conclusions about those interpretations (2.2)
- The student will draw conclusions about significant beliefs, contributions, and ideas, analyzing the origins and context under which these competing ideas were reached and the multiple perspectives from which they come (3.2)

**Why do religions organize space in distinctive patterns?**

- The student will investigate specific beliefs, contributions, ideas, and/or diverse populations and connect those beliefs, contributions, ideas and/or diversity to contemporary issues (3.3)

**Why do territorial conflicts arise among religious groups?**

- The student will investigate examples of causes and consequences of particular choices and connect those with contemporary issues (1.3)
- The student will use his/her understanding of rights and responsibilities to address contemporary issues (2.4)
- The student will use his/her understanding of those beliefs, contributions, ideas, and diversity to justify or define how community, state, national, and international ideals shape contemporary society (3.4)
- The student will investigate the relationships among people, places, ideas, and/or the environment and connect those relationships to contemporary issues (5.3)

**Why do ethnicities have distinctive distributions?**

- The student will analyze the context under which choices are made and draw conclusions about the motivations and goals of the decision-makers (1.2)
- The student will analyze the context under which significant rights and responsibilities are defined and demonstrated, their various interpretations, and draw conclusions about those interpretations (2.2)
- The student will draw conclusions about significant beliefs, contributions, and ideas, analyzing the origins and context under which these competing ideas were reached and the multiple perspectives from which they come (3.2)

**Why do conflicts arise among ethnicities?**

- The student will investigate examples of causes and consequences of particular choices and connect those with contemporary issues (1.3)
- The student will use his/her understanding of rights and responsibilities to address contemporary issues (2.4)
- The student will use his/her understanding of those beliefs, contributions, ideas, and diversity to justify or define how community, state, national, and international ideals shape contemporary society (3.4)
- The student will investigate the relationships among people, places, ideas, and/or the environment and connect those relationships to contemporary issues (5.3)

**To what extent has ethnic cleaning and genocide occurred; to what extent is it occurring today?**

- The student will analyze the context under which choices are made and draw conclusions about the motivations and goals of the decision-makers (1.2)
- The student will use his/her understanding of rights and responsibilities to address contemporary issues (2.4)
- The student will investigate the relationships among people, places, ideas, and/or the environment and connect those relationships to contemporary issues (5.3)

<p><b>UNIT 4: POLITICAL ORGANIZATION OF SPACE</b></p> <p><b>Suggested Time Frame:</b> Quarter 3</p>	<p><b>To what extent is it difficult to determine whether some territories are states?</b></p> <ul style="list-style-type: none"> <li>• The student will recognize and evaluate the rights and responsibilities of people living in societies (2.1)</li> <li>• The student will recognize and evaluate continuity and change over time and its impact on individuals, institutions, communities, states, and nations (4.1)</li> <li>• The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations (5.1)</li> </ul> <p><b>What is a nation-state and how does it differ from earlier ways to govern?</b></p> <ul style="list-style-type: none"> <li>• The student will analyze the context under which significant rights and responsibilities are defined and demonstrated, their various interpretations, and draw conclusions about those interpretations (2.2)</li> </ul> <p><b>To what extent are nation-states difficult to create?</b></p> <ul style="list-style-type: none"> <li>• The student will use his/her understanding of rights and responsibilities to address contemporary issues (2.4)</li> <li>• The student will analyze the context of significant relationships and draw conclusions about a contemporary world (5.2)</li> </ul> <p><b>To what extent do boundaries cause problems?</b></p> <ul style="list-style-type: none"> <li>• The student will investigate specific beliefs, contributions, ideas, and/or diverse populations and connect those beliefs, contributions, ideas and/or diversity to contemporary issues (3.3)</li> <li>• The student will investigate an example of continuity and/or change and connect that continuity and/or change to a contemporary issue (4.3)</li> <li>• The student will investigate the relationships among people, places, ideas, and/or the environment and connect those relationships to contemporary issues (5.3)</li> </ul> <p><b>In what ways has the United States changed (politically, economically, socially, culturally) since the 9/11 attacks?</b></p> <ul style="list-style-type: none"> <li>• The student will recognize and evaluate continuity and change over time and its impact on individuals, institutions, communities, states, and nations (4.1)</li> <li>• The student will use his/her understanding of these dynamic relationships to create a personal, community, state, and/or national narrative (5.4)</li> </ul> <p><b>Why do states cooperate and compete with each other?</b></p> <ul style="list-style-type: none"> <li>• The student will analyze the context of significant relationships and draw conclusions about a contemporary world (5.2)</li> </ul>
<p><b>UNIT 5: AGRICULTURE, FOOD PRODUCTION &amp; RURAL LAND</b></p> <p><b>Suggested Time Frame:</b> Quarter 3</p>	<p><b>Where did agriculture originate and how has agriculture changed?</b></p> <ul style="list-style-type: none"> <li>• The student will recognize and evaluate continuity and change over time and its impact on individuals, institutions, communities, states, and nations (4.1)</li> <li>• The student will analyze the context of continuity and change and the vehicles of reform, drawing conclusions about past change and potential future change (4.2)</li> </ul> <p><b>Why do people consume different foods?</b></p> <ul style="list-style-type: none"> <li>• The student will analyze the context under which choices are made and draw conclusions about the motivations and goals of the decision-makers (1.2)</li> <li>• The student will recognize and evaluate significant beliefs, contributions, and ideas of the many diverse peoples and groups and their impact on individuals, communities, states, and nations (3.1)</li> </ul> <p><b>Where is agriculture distributed and why does its distribution vary across the globe?</b></p> <ul style="list-style-type: none"> <li>• The student will investigate the relationships among people, places, ideas, and/or the environment and connect those relationships to contemporary issues (5.3)</li> </ul>

	<p><b>To what extent do farmers face economic difficulties?</b></p> <ul style="list-style-type: none"> <li>• The student will use his/her understanding of rights and responsibilities to address contemporary issues (2.4)</li> <li>• The student will use his/her understanding of these dynamic relationships to create a personal, community, state, and/or national narrative (5.4)</li> </ul> <p><b>What are future problems farmers could face and how might these problems impact consumers?</b></p> <ul style="list-style-type: none"> <li>• The student will analyze the context of continuity and change and the vehicles of reform, drawing conclusions about past change and potential future change (4.2)</li> <li>• The student will investigate the relationships among people, places, ideas, and/or the environment and connect those relationships to contemporary issues (5.3)</li> </ul>
<p><b>UNIT 6: INDUSTRIALIZATION &amp; ECONOMIC DEVELOPMENT</b></p> <p><b>Suggested Time Frame:</b> Quarter 4</p>	<p><b>To what extent does development vary among countries?</b></p> <ul style="list-style-type: none"> <li>• The student will recognize and evaluate significant choices made by individuals, communities, states, and nations that have impacted our lives and futures (1.1)</li> <li>• The student will recognize and evaluate continuity and change over time and its impact on individuals, institutions, communities, states, and nations (4.1)</li> <li>• The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations (5.1)</li> </ul> <p><b>How is economic development measured?</b></p> <ul style="list-style-type: none"> <li>• The student will analyze the context under which choices are made and draw conclusions about the motivations and goals of the decision-makers (1.2)</li> <li>• The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations (5.1)</li> </ul> <p><b>To what extent does economic development vary among demographics?</b></p> <ul style="list-style-type: none"> <li>• The student will investigate examples of causes and consequences of particular choices and connect those with contemporary issues (1.3)</li> <li>• The student will investigate specific rights and responsibilities of individuals and connect those rights and responsibilities with contemporary issues (2.3)</li> <li>• The student will investigate specific beliefs, contributions, ideas, and/or diverse populations and connect those beliefs, contributions, ideas and/or diversity to contemporary issues (3.3)</li> </ul> <p><b>To what extent are energy resources essential for development?</b></p> <ul style="list-style-type: none"> <li>• The student will analyze the context of significant relationships and draw conclusions about a contemporary world (5.2)</li> </ul> <p><b>Why do countries face obstacles to development?</b></p> <ul style="list-style-type: none"> <li>• The student will investigate the relationships among people, places, ideas, and/or the environment and connect those relationships to contemporary issues (5.3)</li> </ul> <p><b>Where is industry distributed, why is it distributed, and how has industry distribution changed over time?</b></p> <ul style="list-style-type: none"> <li>• The student will recognize and evaluate continuity and change over time and its impact on individuals, institutions, communities, states, and nations (4.1)</li> <li>• The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations (5.1)</li> </ul> <p><b>Why are situation and site factors important; what impact do they have on industries?</b></p> <ul style="list-style-type: none"> <li>• The student will analyze the context of significant relationships and draw conclusions about a contemporary world (5.2)</li> </ul>

**What are the consequences of industrialization; why do those consequences occur and what impact do they have on quality of life?**

- The student will investigate examples of causes and consequences of particular choices and connect those with contemporary issues (1.3)

**Why are situation and site factors changing?**

- The student will analyze the context of continuity and change and the vehicles of reform, drawing conclusions about past change and potential future change (4.2)

**Where are services distributed, why are they distributed in that way, and how has service distribution changed over time?**

- The student will recognize and evaluate significant choices made by individuals, communities, states, and nations that have impacted our lives and futures (1.1)
- The student will recognize and evaluate the rights and responsibilities of people living in societies (2.1)
- The student will recognize and evaluate significant beliefs, contributions, and ideas of the many diverse peoples and groups and their impact on individuals, communities, states, and nations (3.1)
- The student will recognize and evaluate continuity and change over time and its impact on individuals, institutions, communities, states, and nations (4.1)
- The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations (5.1)

**Where is consumer services distributed, why are they distributed in that way, and how have consumer services distribution changed over time?**

- The student will recognize and evaluate significant choices made by individuals, communities, states, and nations that have impacted our lives and futures (1.1)
- The student will recognize and evaluate the rights and responsibilities of people living in societies (2.1)
- The student will recognize and evaluate significant beliefs, contributions, and ideas of the many diverse peoples and groups and their impact on individuals, communities, states, and nations (3.1)
- The student will recognize and evaluate continuity and change over time and its impact on individuals, institutions, communities, states, and nations (4.1)
- The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations (5.1)

**Where is business services distributed, why are they distributed in that way and how have business service distributions changed over time?**

- The student will recognize and evaluate significant choices made by individuals, communities, states, and nations that have impacted our lives and futures (1.1)
- The student will recognize and evaluate the rights and responsibilities of people living in societies (2.1)
- The student will recognize and evaluate significant beliefs, contributions, and ideas of the many diverse peoples and groups and their impact on individuals, communities, states, and nations (3.1)
- The student will recognize and evaluate continuity and change over time and its impact on individuals, institutions, communities, states, and nations (4.1)
- The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations (5.1)

**Why do services cluster in settlements?**

- The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations (5.1)

**UNIT 7: CITIES & URBAN  
LAND USE**

**Suggested Time Frame:**  
Quarter 4

**Why do services cluster downtown?**

- The student will analyze the context under which choices are made and draw conclusions about the motivations and goals of the decision-makers (1.2)

**Where are people distributed within urban areas and why?**

- The student will analyze the context under which choices are made and draw conclusions about the motivations and goals of the decision-makers (1.2)

**How are urban areas changing; how does that compare to how residential areas are changing?**

- The student will investigate an example of continuity and/or change and connect that continuity and/or change to a contemporary issue (4.3)

**What current and future challenges are cities facing; why?**

- The student will analyze the context of continuity and change and the vehicles of reform, drawing conclusions about past change and potential future change (4.2)
- The student will analyze the context of significant relationships and draw conclusions about a contemporary world (5.2)

**How is your community dealing with current and predicted future geographic challenges?**

- The student will use his/her understanding of continuity and change to construct a model for contemporary reform (4.4)
- The student will use his/her understanding of these dynamic relationships to create a personal, community, state, and/or national narrative (5.4)

**To what extent is a geo-literate public essential? How does geo-literacy support virtuous citizenry?**

- The student will use his/her understanding of rights and responsibilities to address contemporary issues (2.4)