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**National Council for
Geographic Education**

Three for Three

Week 31, Review Week 2

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A SUPPLEMENT TO THE WEEKLY APHG BELL RINGERS SERIES

Prepared by Laura Kmetz | laura.kmetz@gmail.com

Please feel free to post these in your virtual classroom or to email me for the file in Google slide format, or for questions or clarifications. I intend to use these in my own classroom and to collect student work via Google form. Let me know if you have other ideas about how to use them or how to make them more helpful for you in the future.

AP Human Geography Course Skills



Skill 1/Concepts & Processes: Analyze geographic theories, approaches, concepts, processes, or models in theoretical and applied contexts.

Skill 2/Spatial Relationships: Analyze geographic patterns, relationships, and outcomes in applied contexts.

Skill 3/Data Analysis: Analyze & interpret quantitative geographic data represented in maps, tables, charts, graphs, satellite images, and infographics.

Skill 4/Source Analysis: Analyze & interpret qualitative geographic information in maps, images, and landscapes.

Skill 5/Scale Analysis: Analyze geographic theories, approaches, concepts, processes, and models across geographic scales to explain spatial relationships.

Topics Suggested by the CED for Use With Skill 2: Spatial Relationships



UNIT I: THINKING GEOGRAPHICALLY

(No topics in this unit are specifically targeted by the CED for mastering skill 2.)

UNIT II: POPULATION & MIGRATION

2. Consequences of Population Distribution

3. Population Composition

6. Malthusian Theory

7. Population Policies

9. Aging Populations

10. Causes of Migration

12. Effects of Migration

UNIT III: CULTURAL PATTERNS & PROCESSES

5. Historical Causes of Diffusion

8. Effects of Diffusion

UNIT IV: POLITICAL PATTERNS & PROCESSES

7. Forms of Governance

UNIT V: AGRICULTURE & RURAL LAND USE PATTERNS & PROCESSES

1. Introduction to Agriculture

5. The Green Revolution

7. Spatial Organization of Agriculture

3. Agricultural Origins & Diffusions

6. Agricultural Production Regions

10. Consequences of Agricultural Practices

UNIT VI: CITIES & URBAN LAND USE PATTERNS & PROCESSES

1. The Origin & Influences of Urbanization

4. The Size & Distribution of Cities

2. Cities Across the World

8. Urban Sustainability

UNIT VII: INDUSTRIAL & ECONOMIC DEVELOPMENT PATTERNS & PROCESSES

2. Economic Sectors & Patterns

Skill 2: Spatial Relationships



Skill 2: Analyze geographic patterns, relationships, & outcomes in applied contexts.

- ★ A. Describe spatial patterns, networks, & relationships.
- ★ B. Explain spatial relationships in a specified context or region of the world, using geographic concepts, processes, models, or theories.
- ★ C. Explain a likely outcome in a geographic scenario using geographic concepts, processes, models, or theories .
- ★ D. Explain the significance of geographic similarities & differences among different locations and/or at different times.
- ★ E. Explain the degree to which a geographic concept, process, model, or theory effectively explains geographic effects in different contexts & regions of the world.

Skill 2A. Describe spatial patterns, networks, & relationships.



DESCRIBE means to provide relevant, specific qualities, characteristics, and events. PATTERNS are elements that recur. NETWORKS consist of nodes of interaction. RELATIONSHIPS are based on interactions. Try it out:

1. Describe characteristics shared by areas having high population densities.
2. Describe how global food distribution is affected by political relationships.



Skill 2B. Explain spatial relationships in a specified context or region of the world, using geographic concepts, processes, models, or theories.

EXPLAIN means to tell **HOW** or **WHY**. A good test is to make sure that you've included the word *because*.

1. Explain why voluntary migration is more common than forced migration in more developed countries.
2. Explain why contagious diffusion has increased over the past 50 years as a method of diffusion.

Skill 2C. Explain a likely outcome in a geographic scenario using geographic concepts, processes, models, or theories.



2C asks you to predict a likely outcome using a relevant geographic concept, process, model, or theory and then to support your prediction by telling *how* or *why*.

1. Explain concerns faced by regions of the world having aging populations.
2. Explain how deforestation alters the landscape.



Skill 2D. Explain the significance of geographic similarities & differences among different locations and/or at different times.

2D asks you to compare reasons for geographic phenomena as applied to different regions of the world or at different times.

1. Explain why superimposed boundaries are more common in Africa than in many other regions.
2. Explain how causes of death change as a country moves between stages in the demographic transition.



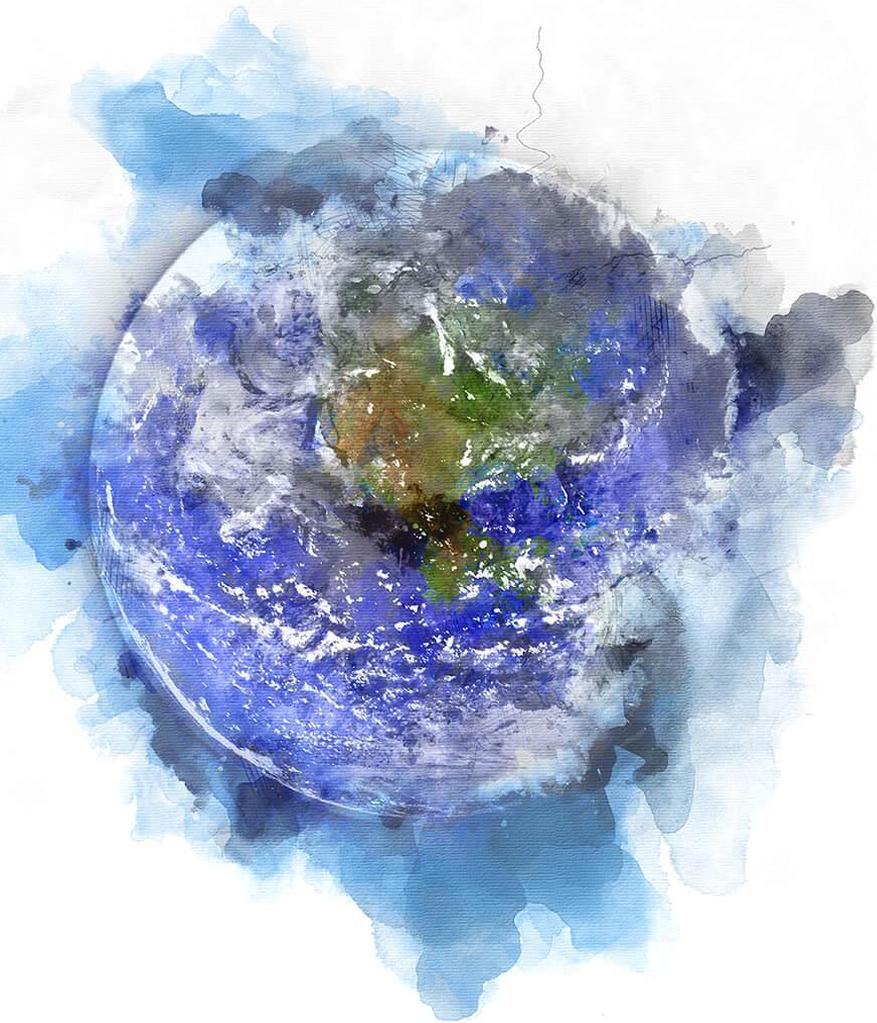
Skill 2E. Explain the degree to which a geographic concept, process, model, or theory effectively explains geographic effects in different contexts & regions of the world.

2E asks you to explain *to what extent* a geographic concept, process, model, or theory effectively explains a geographic effect in different contexts or regions. Is it only minimally effective at explaining the effect? partially? to a great degree?

1. Explain the degree to which arithmetic density explains the carrying capacity of a country.
2. Explain the degree to which diets change as a country becomes more economically developed.

IDEAS FOR SLIDES

Please see this week's bell ringers and my notes on the first slide for considerations in using these in your classroom and teaching your students to master Skill 2. If you have questions, please feel free to email me at laura.kmetz@gmail.com or to post in the Facebook teachers group.



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