Bringing the World into your APHG Classroom

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geographyeducation.org
### Skill Category 1

**Concepts and Processes**
Analyze geographic theories, approaches, concepts, processes, or models in theoretical and applied contexts.

### Skill Category 2

**Spatial Relationships**
Analyze geographic patterns, relationships, and outcomes in applied contexts.

### Skill Category 3

**Data Analysis**
Analyze and interpret quantitative geographic data represented in maps, tables, charts, graphs, satellite images, and infographics.

### Skill Category 4

**Source Analysis**
Analyze and interpret qualitative geographic information represented in maps, images (e.g., satellite, photographs, cartoons), and landscapes.

### Skill Category 5

**Scale Analysis**
Analyze geographic theories, approaches, concepts, processes, and models across geographic scales to explain spatial relationships.
Skills and Content

• Each MCQ and each FRQ point will be linked to a specific **Learning Objective**

• Each MCQ and each FRQ point will be linked to a specific **skill**
5 task verbs (let’s not discuss discuss…)
These are the verbs in EVERY SKILL

• Identify
• Define
• Describe
• Explain
• Compare
<table>
<thead>
<tr>
<th>2.E</th>
<th>Explain the degree to which a geographic concept, process, model, or theory effectively explains geographic effects in different contexts and regions of the world.</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.D</td>
<td>Explain the degree to which a geographic concept, process, model, or theory effectively explains geographic effects across various geographic scales.</td>
</tr>
</tbody>
</table>
Stimulus—We’ve got more!!

- If given data about a country, be prepared to explain the data for that example using course concepts.
Common FRQ errors in 2019

- Poor map reading skills (or they just didn’t take the time)
- Answer the question at the wrong scale...
- Didn’t read/analyze the stimulus/stimuli
- Just repeated the stem OR ignored the info given in the stem
- Models show change...student answers rarely reflect that
- Don’t know the examples in the CED
- Too many regional stereotypes, not enough regional analysis
  - Inequality only is an issue in developing countries
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tegrityeducation.org
The Global Fertility Crash
The Global Fertility Crash
Korea is located in the eastern part of the Eurasian continent on the west coast of the Pacific Ocean. People have populated the Korean Peninsula and the surrounding islands for many thousands of years during which time the national identity has evolved through many transformations beginning with the creation and merging of multiple
THE NATIONAL ATLAS OF KOREA III
TOPIC 2.3
Population Composition

ENDURING UNDERSTANDING

PSO-2
Understanding where and how people live is essential to understanding global cultural, political, and economic patterns.

LEARNING OBJECTIVE

PSO-2.E
Describe elements of population composition used by geographers.

PSO-2.F
Explain ways that geographers depict and analyze population composition.

ESSENTIAL KNOWLEDGE

PSO-2.E.1
Patterns of age structure and sex ratio vary across different regions and may be mapped and analyzed at different scales.

PSO-2.F.1
Population pyramids are used to assess population growth and decline and to predict markets for goods and services.
Possible MCQ with these stimuli?
Identify the stages of the DTM for the following
Possible part of an FRQ?
Describe 1 social and 1 economic impact of the shifts represented in these population pyramids.
Explain one cultural and one economic factor that influence fertility rates.
TOPIC 2.9
Aging Populations

LEARNING OBJECTIVE

SPS-2.C
Explain the causes and consequences of an aging population.

ESSENTIAL KNOWLEDGE

SPS-2.C.1
Population aging is determined by birth and death rates and life expectancy.

SPS-2.C.2
An aging population has political, social, and economic consequences, including the dependency ratio.

ENDURING UNDERSTANDING

SPS-2
Changes in population have long- and short-term effects on a place's economy, culture, and politics.
Possible FRQ?
Describe one potential policy that might be implemented based on these changing demographics for South Korea.
ENDURING UNDERSTANDING

SPS-2
Changes in population have long- and short-term effects on a place’s economy, culture, and politics.

LEARNING OBJECTIVE

SPS-2.A
Explain the intent and effects of various population and immigration policies on population size and composition.

ESSENTIAL KNOWLEDGE

SPS-2.A.1
Types of population policies include those that promote or discourage population growth, such as pronatalist, antinatalist, and immigration policies.
Describe 1 difference between the population pyramids of Seoul and Jeolla.

Explain why Busan’s demographic profile is different than that of Jeju.
TOPIC 2.8
Women and Demographic Change

**LEARNING OBJECTIVE**

**SPS-2.B**
Explain how the changing role of females has demographic consequences in different parts of the world.

**ESSENTIAL KNOWLEDGE**

**SPS-2.B.1**
Changing social values and access to education, employment, health care, and contraception have reduced fertility rates in most parts of the world.

**SPS-2.B.2**
Changing social, economic, and political roles for females have influenced patterns of fertility, mortality, and migration, as illustrated by Ravenstein’s laws of migration.

**ENDURING UNDERSTANDING**

**SPS-2**
Changes in population have long- and short-term effects on a place’s economy, culture, and politics.
### Sex Ratio by Birth Order

<table>
<thead>
<tr>
<th>Classification</th>
<th>1995</th>
<th>2000</th>
<th>2005</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Birth Rate</td>
<td>113.2</td>
<td>110.2</td>
<td>107.8</td>
<td>106.9</td>
</tr>
<tr>
<td>First Child</td>
<td>105.7</td>
<td>106.3</td>
<td>104.8</td>
<td>106.4</td>
</tr>
<tr>
<td>Second Child</td>
<td>111.7</td>
<td>107.4</td>
<td>106.5</td>
<td>105.8</td>
</tr>
<tr>
<td>Third Child and Above</td>
<td>180.1</td>
<td>144.2</td>
<td>128.5</td>
<td>110.9</td>
</tr>
</tbody>
</table>

Statistics Korea (Each Year)
Explain ONE reason for the gender ratio patterns in the 0-30 age cohort.
Explain ONE reason for the gender ratio patterns in the 60 and older age cohort.
How can teachers help students understand a complex interconnected world?

- Provide geographic information
- Teach geographic concepts
- Use data, maps, and graphs
- Ask questions which encourage spatial thinking.

Geographic Literacy
FRQs: Improving Student Performance

- Read the prompt **carefully** and to answer all parts of the question (Label the parts).
  - Scale of the question?
  - Command verb
- **Integrate** units with S.P.E.E.D. and E.S.P.N. activities.
- Cover all key words/concepts in CED. Have students master vocabulary and be able to **apply** the terms to various contexts.
- Do not rely on a single textbook. Use **multiple** textbooks.
- Penmanship: if it can’t be read, it can’t be scored.