

Southern York County School District Instructional Plan

Name:	Dates: August - September
Course/Subject: AP Human Geography	Unit 1: Thinking Geographically
Stage 1 – Desired Results	
PA Standard(s)/Assessment Anchors Addressed:	
<p>Understanding(s): <i>Students will understand . . .</i></p> <ol style="list-style-type: none"> 1. AP is an extremely difficult and disciplined program, yet it also yields huge benefits. 2. Geography is more than maps and globes. 3. Geography impacts our lives in many ways. 4. Maps influence our perceptions of areas. 5. Geographic tools allow us to examine an area in many ways. 6. Shrewsbury and the surrounding areas exhibit almost all of the geographic phenomena that we discuss in class. 7. A region can be many different things. 8. People perceive areas in different ways. 9. The environment is more than trees, water and animals. 10. Possiblism is very real and occurring in our area right now. 11. Globalization is occurring in such a rapid manner that our lives are changing every year, month, and day. 12. Density is calculated and analyzed in many different ways. 13. Diffusion allows cultures to get closer and ultimately disappear. 14. Diffusion has impacted life for everyone, everywhere. 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> ▪ Why study? ▪ What will it take to be successful in this class? ▪ Why AP? ▪ To what extent does geography influence your life, and the lives of others around the world? ▪ To what extent do maps create perceptions? ▪ How is geography evident in your everyday life? ▪ To what region do you belong? ▪ To what extent is Shrewsbury a part of many regions? ▪ How is what you saw outside your windshield today different from others in this room? ▪ To what extent has Shrewsbury and the SYCSD been influenced by geography? ▪ To what extent is your life evidence of diffusion? ▪ To what extent is diffusion good? ▪ To what extent is diffusion bad? ▪ To what extent are densities and its study key in the development of America and the world? ▪ To what extent is globalization good? ▪ To what extent is globalization bad? ▪ How does the environment impact development?
<p>Learning Objectives: <i>Students will know . . .</i></p> <ul style="list-style-type: none"> ▪ Key terms involved in the discussions and unit. (list will be attached) ▪ Geography is far more than maps and globes. ▪ Maps can influence our perceptions of nations and people. ▪ Scale is important when determining the inferences taken from a map. ▪ Creating a map is a science. ▪ There are many tools in the arsenal of geographers. ▪ Geographers and the study of geography 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ▪ Understand the ramifications and responsibilities of being a member of an AP class. ▪ Identify areas (beyond maps and globes) that are related to geography. ▪ Analyze geography's impact on peoples' lives. ▪ Describe the ramifications of geographic incidents. ▪ Identify and describe the different types of map projections and uses. ▪ Describe the strengths and weaknesses of

make peoples' lives better and easier.

- Meridians and parallels allow us find areas.
- Our minds create "mental maps" for us that are sometimes very accurate and sometimes very incorrect or unrealistic.
- The study of regions is very fluid.
- The union of man and the environment is of utmost importance when discussing geography and its possibilities.
- Possiblism is key in analysis of areas.
- Resources are limited.
- Globalization impacts our lives everyday.
- Distance decay is key for businesses to determine where to place businesses.
- Diffusion is a key in living a life that is more "connected".

the projections.

- Analyze how maps can be used to influence people.
- Predict the future use of maps and their impact on influencing people.
- Identify the uses for geographic tools and explain ways in which people use geographic tools to improve life.
- Application of knowledge of site and situation.
- Identify various types of regions and how the Shrewsbury area fits into those regions.
- Explain an example of scale and how it can be misleading.
- Create a "mental map" of various areas and then realize the gaps in their thinking.
- Describe the impact of man on the environment.
- Analyze possible solutions to environmental issues revolving around the thought of man and environment co-existing.
- Understand the impact of land laws and ordinances.
- Explain where possiblism is occurring right now in our region.
- Identify and describe the impact of globalization on our personal lives and on the lives of the people around us and the people of Earth.
- Describe the importance of knowing density and its impact.
- Analyze density maps and discern information from them.
- Identify and explain different types of diffusion and how each type is evident in our own area.
- Apply diffusion ideas to the US and the world.
- Define, analyze, and use proficiently key terms from the unit.
- Identify the regional, environmental, diffusion, density, and geographical constraint issues in Shrewsbury.
- Create a geographic profile of the Shrewsbury area and hypothesize the future of the area based upon observations.
- Project these ideas and theses to the US and the world.

Name:

Dates: September - November

Course/Subject: AP Human Geography	Unit 2: Population and Migration
Stage 1 – Desired Results	
PA Standard(s)/Assessment Anchors Addressed:	
<p>Understanding(s): <i>Students will understand . . .</i></p> <ol style="list-style-type: none"> 1. That population occurs in areas for a reason 2. That population is a huge problem in many places. 3. That population can be curtailed through science, good gov't, and education. 4. That data can tell us a lot about the future of a country. 5. That Malthus' thesis, in many areas, influences food and population policies. 6. That disease can mold, shape, and change people and civilizations. 7. That people migrate for many reasons. 8. That immigration and migration change regions, societies, and cultures. 9. That internal migration external migration occur for different reasons. 10. That population and migration continue to impact the world. 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> ▪ Where are people in the world? ▪ What is causing population concerns? ▪ To what extent do population problems impact us? ▪ To what extent are population issues being addressed? ▪ To what extent can data help us learn about population? ▪ To what extent has Thomas Malthus' philosophies impacted us? ▪ To what extent does disease change and reshape areas? ▪ Why do people migrate? ▪ To what extent does population shape regions, societies, and cultures? ▪ Why do people go where they go? ▪ Why do immigrants face obstacles? ▪ Why do people move within a region? ▪ To what extent does migration and immigration impact our culture?
<p>Learning Objectives: <i>Students will know . . .</i></p> <ul style="list-style-type: none"> ▪ Reasons for areas of high population. ▪ Where most people in the world live. ▪ Reasons we should be concerned about population growth. ▪ The impact of the demographic transition model and population pyramids in population research. ▪ The trends in population growth. ▪ Thomas Malthus' theories and their impact. ▪ How population impacts societies and cultures. ▪ Disease impacts people everywhere. ▪ The real dangers of the Avian Flu. ▪ The reasons people migrate. ▪ The positives and negatives of migration. ▪ The direct impact of migration on culture. ▪ The problems and issues immigrants face. ▪ The reasons why people move here. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ▪ Identify areas of the world with high population. ▪ Explain why people move where they move. ▪ Analyze the impact of migration on areas with high or excessive migration. ▪ Analyze the demographic transition model and predict trends using data. ▪ Create a population pyramid on a country and analyze the results. ▪ Predict future trends based on data. ▪ Identify the contributions Malthus based upon his thesis. ▪ Describe the impact of disease on the world in the past and in the present. ▪ Identify why people move. ▪ Analyze the contributions of immigration on our local area, the US, and the world. ▪ Debate the positives and negatives associated with immigration. ▪ Analyze the long term impact of over population and excessive immigration.
Name:	Dates: November - December

Course/Subject: AP Human Geography	Unit 3: Culture
Stage 1 – Desired Results	
PA Standard(s)/Assessment Anchors Addressed:	
<p>Understanding(s): <i>Students will understand that . . .</i></p> <ol style="list-style-type: none"> 1. Culture is made up of many things. 2. Folk and pop culture are different due to their scale. 3. People’s preference to music, food, clothing, housing can be shaped by where they live. 4. People’s preferences and cultures are being changed by the media. 5. Globalization has made us more similar. 6. Globalization has made us more diverse. 7. Government restrictions on media can 8. Influence a culture. 9. Language is a key component of culture. 10. Language allows people to communicate and Ideas to spread. 11. Global religions have many similarities and differences. 12. Religion is a key component of culture. 13. Religion will unify, but it will also divide. 14. Many conflicts, throughout the world, have been caused by religion. 15. Ethnicity is a key component of culture. 16. Ethnicity and people’s attachment to it often cause conflict. 17. Ethnicity is a point of pride for many people. 18. Nationalism is often a by-product of ethnicity. 19. Ethnic conflict is difficult to contain or even solve. 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> ▪ What is culture? ▪ What makes up culture? ▪ To what extent does environment impact culture? ▪ To what extent does media influence culture? ▪ To what extent has globalization impacted the world? ▪ How does government control of media influence a culture? ▪ To what extent does language and one’s ability to use it influence people and cultures? ▪ To what extent does language define a people? ▪ To what extent does language unify and ▪ Divide? ▪ To what extent are religions similar and different? ▪ How do religions impact people and societies? ▪ What ethnicity are you? ▪ How does one’s ethnicity impact them? ▪ To what extent does ethnicity create conflict? ▪ How does nationalism unify? ▪ How does nationalism divide? ▪ How do you solve ethnic conflict?
<p>Learning Objectives: <i>Students will know . . .</i></p> <ul style="list-style-type: none"> ▪ The many facets of culture. ▪ How culture spreads. ▪ How media impacts culture. ▪ How government impacts culture. ▪ The positive and negative impacts of globalization. ▪ The huge impact of language. ▪ The foundations of language. ▪ The ability to communicate is key in human civilization. ▪ The key points in western and eastern religions. ▪ How religion is a great unifier and divider. ▪ How religion impacts the world. ▪ The cause of the Arab-Israeli conflict. ▪ The impact of the Arab-Israeli conflict on the 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ▪ Understand and apply all terms used in class. ▪ Identify the parts of culture. ▪ Analyze themselves to identify key aspects of their own culture. ▪ Trace the many ways culture spreads. ▪ Analyze how the student became a part of their particular culture. ▪ Describe the impact of the media on cultures near and far. ▪ Evaluate the impact of government in media. ▪ Compare and contrast the benefits and drawbacks of globalization. ▪ Explain the impact language has on the world.

<p>world.</p> <ul style="list-style-type: none"> ▪ The key parts of ethnicity. ▪ How ethnicity creates conflict. ▪ The meaning of nationalism. ▪ Where nationalism exists and how it is positive and negative. 	<ul style="list-style-type: none"> ▪ Analyze the ability to communicate in human relations. ▪ Identify key components of Eastern and Western religions. ▪ Compare and contrast the Eastern and Western religions. ▪ Describe the impact of religion worldwide. ▪ Analyze the Arab-Israeli conflict and propose a solution to the conflict. ▪ Identify parts of ethnicity. ▪ Describe your own ethnicity. ▪ Explain how ethnicity unifies and divides. ▪ Evaluate current ethnic crises in the world. ▪ Define nationalism. ▪ Identify the impact nationalism has on the world. ▪ Prescribe solutions to the ethnic crises around the world.
<p>Name:</p>	<p>Dates: January - February</p>
<p>Course/Subject: AP Human Geography</p>	<p>Unit 4: Political Geography</p>
<p>Stage 1 – Desired Results</p>	
<p>PA Standard(s)/Assessment Anchors Addressed:</p>	
<p>Understanding(s): <i>Students will understand . . .</i></p> <ol style="list-style-type: none"> 1. The criteria that constitutes a state. 2. The impact of colonialism on the colony and the colonizing nation. 3. How evolution and devolution apply to the progressing and regressing of countries. 4. That the shape and size of a state will help or hurt that country’s progress or success. 5. Boundaries are often arbitrary and can impact a country’s evolution and success. 6. The Berlin conference was a factor in Africa being as poor as it is today. 7. Gerrymandering is beneficial to some and still occurs today. 8. The benefits and drawbacks of cooperation with other states. 9. The EU can be a very important ally or a very competitive rival. 10. That terrorism is for reaching and has many supporters and political roots. 11. Terrorism’s intent is to disrupt and “terrorize” people into change. 12. The democratization of Iraq is a difficult process that copes with cultural and structural differences. 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> ▪ To what extent can geography impact politics? ▪ What is a state? ▪ To what extent has colonization impacted the world? ▪ How does size and shape of a country impact the country’s success or failure? ▪ To what extent can a border help or hinder a state or country? ▪ How can the actions of others impact an innocent person? ▪ To what extent can gerrymandering influence an election? ▪ Why do states cooperate with other states? ▪ To what extent is state cooperation beneficial? ▪ To what extent is state cooperation detrimental? ▪ How has terrorism changed us? ▪ To what extent is terrorism a threat to us? ▪ How will democracy work in Iraq?
<p>Learning Objectives:</p>	

<p>Students will know . . .</p> <ul style="list-style-type: none"> ▪ The criteria that constitutes a state. ▪ The impact of colonization. ▪ The ways countries progress and regress. ▪ The different shape categories of countries. ▪ The impact of the shape of a country. ▪ Different kinds of borders and their impact. ▪ Effect of borders on countries. ▪ The berlin conference and its impact on Africa. ▪ The definition of gerrymandering and how it is used. ▪ The benefits and drawbacks to international Cooperation. ▪ The potential power of the EU. ▪ Reasons for terrorism. ▪ The impact of terrorism. ▪ The process of democratizing Iraq. ▪ Culture impacts political decisions. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ▪ Identify and describe what constitutes a state. ▪ Identify what are states and what are not states. ▪ Evaluate what makes a successful country. ▪ Identify how geography can be a predictor of a state's success. ▪ Identify the different types of borders that exist in the world. ▪ Explain the impact of borders on a country. ▪ Describe the impact of colonialism had on countries. ▪ Analyze how gerrymandering is used. ▪ Compare and contrast countries that cooperate with others versus countries that don't cooperate with others. ▪ Analyze the benefits and drawbacks of international cooperation. ▪ Explain the purpose of terrorism. ▪ Describe the pros and cons of democracy in an area that has never experienced it. ▪ Analyze culture's impact on politics.
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Name:	Dates: February - March
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Course/Subject: AP Human Geography	Unit 5: Agriculture
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Stage 1 – Desired Results

PA Standard(s)/Assessment Anchors Addressed:

<p>Understanding(s): <i>Students will understand . . .</i></p> <ol style="list-style-type: none"> 1. The origins of agriculture help us understand the beginning of many things. 2. The location of many of the early thriving agricultural areas were determined by geographic concepts that we have discussed all year. 3. The differences between commercial and subsistence agriculture are significant. 4. The purpose of farming is to sustain life for some and to make a living for others. 5. The relationship between agriculture and other businesses is key to the success of the farmer. 6. Agriculture differs greatly from LDC to MDC. 7. The distance from market for a farmer can determine the success or failure of a farmer. 8. Farmers deal with many issues that can impact their success. 9. Food engineering and factory farms impact agriculture. 10. Present day agriculture can feed the hungry, but how can we accomplish this. 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> ▪ What caused people to plant food? ▪ How does geography impact peoples' lives? ▪ To what extent does financial resources and land impact your ability to farm? ▪ Why farm? ▪ How does a successful agricultural sector impact a culture? ▪ How does agriculture reveal a lot about a country? ▪ How does your reaction to problems exemplify your culture and ability adapt to the world? ▪ How does science impact one's life? ▪ To what extent does "progress" impact people and their lives? ▪ How do we feed the hungry? ▪ To what extent does farming impact you?
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11. Agriculture and farming impacts individuals' everyday lives.	
<p>Learning Objectives: Students will know . . .</p> <ul style="list-style-type: none"> ▪ Areas where agriculture began. ▪ The reasons agriculture began in those areas. ▪ Differences between subsistence farming and farming for profit. ▪ Reasons for farming. ▪ Types of subsistence farming and their strengths and weaknesses. ▪ Types of commercial farming and their strengths and weaknesses. ▪ Differences between the types of agriculture in MDC's versus LDC's. ▪ That the distance between the market and the farm impacts farming a great deal. ▪ The positive and negative effects of genetic engineering. ▪ The ways that countries are trying to feed less fortunate people. ▪ How the local grocery store is a microcosm of all things discussed in the unit. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ▪ Identify the areas where agriculture began. ▪ Analyze why agriculture began in those areas. ▪ Compare and contrast subsistence farming and commercial farming. ▪ Identify types of commercial farming and their strengths and weaknesses. ▪ Identify types of subsistence farming and their strengths and weaknesses. ▪ Explain how a country's financial situation impacts their agricultural situation. ▪ Explain the Von Thunen Model and its impact on commercial agriculture. ▪ Explain what genetic engineering is and how it is controversial to many. ▪ Analyze the potential benefits of genetic engineering. ▪ Identify ways to feed the hungry. ▪ Analyze agriculture's impact on what you eat and how you shop at the grocery store.
Name: Matt Amberman	Dates: March 12-April 6
Course/Subject: AP Human Geography	Unit 6: Development, Industry, and Resources
Stage 1 – Desired Results	
PA Standard(s)/Assessment Anchors Addressed:	
<p>Understanding(s): Students will understand . . .</p> <ol style="list-style-type: none"> 1. The geographic term development revolves around many different demographic data. 2. The human development index (HDI) and how it is a good indicator of the quality of a country. 3. That women in the US and other industrial countries have good lives compared to their counterparts in LDC's. 4. The gender development index (GDI) and how it is a good indicator of the treatment of women in countries. 5. How countries develop themselves (self-sufficient or through trade). 6. The path to helping less developed countries is one filled with potholes and roadblocks. 7. The Rostow model and how it helps classify a country and potentially help it. 8. The history of industry is one where people benefited by the environment were hurt. 9. The impact of the industrial revolution is one 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> ▪ What is development? ▪ What is humane? ▪ What constitutes a humane country? ▪ How do we improve the lives of women in LDC's? ▪ What is the best way to develop a country? ▪ How should MDC's help LDC's? ▪ What was the impact of the industrial revolution? ▪ What comes from change? ▪ Why is industry located where it is? ▪ What causes industries/businesses to fail? ▪ What is energy? ▪ To what extent is reasonable and safe the goal for industry? ▪ To what extent does pollution impact us? ▪ How do we curb pollution? ▪ What is the price of progress? ▪ What is a happy balance? ▪ How do we save the Earth from ourselves? ▪ To what extent is global warming a threat?

- in which MDC's benefited greatly.
10. The criteria (site and situation) that help determine where industries decide to settle.
 11. The weber least cost theory helps people determine where to place industries.
 12. The reasons for industries' failure vary from stagnant demand to geographic factors.
 13. The resources of the world are finite and infinite depending on the particular resource.
 14. The process by which energy is attained is a controversial process.
 15. The alternatives to current energy sources are controversial and debated by many scholars.
 16. The impact of pollution is causing many people to change their behaviors.
 17. The sustainable energy/conservationist movement aspires to continue progress without hurting the future environmentally.

- To what extent does government have a right to dictate recycling and conservation policies?
- To what extent is the truth inconvenient?

Learning Objectives:

Students will know . . .

- The factors that make up geographers' definition of development.
- How these factors are changeable and can allow countries to become more developed.
- The factors that make up geographers' definition of a gender equal country.
- The massive inequality that women face in many countries.
- The best ways to develop a country.
- The Rostow model and how it helps determine the development stage of a country.
- The impact of the industrial revolution on its era and today.
- The factors that dictate industry placement.
- The weber least cost theory and how it applies to industry placement.
- The reasons for industries and businesses to fail.
- What energy is and how it impacts all we do.
- The means by which we attain energy different types of energy.
- The locations of energy resources.
- The arguments for changing our energy resources.
- The most reasonable and affordable energy alternatives.
- What causes pollution.
- Pollution's impact on the world.
- Theories behind removing a large amount of pollution.

Students will be able to:

- Define development
- Identify and explain the components of development.
- Analyze how developmental components can be manipulated for individual countries' success.
- Explain what constitutes the HDI.
- Explain what constitutes the GDI.
- Compare and contrast treatment of women from MDC's to LDC's.
- Simulate fixing a country based on statistics and data gained from HDI and GDI.
- Explain what the Rostow model is.
- Describe how the Rostow model can help identify the development level of a country.
- Analyze the impact of the industrial revolution on today.
- Identify the factors that lead to industry or business placement.
- Explain the weber least cost theory.
- Analyze how the weber least cost theory can help businesses choose a location.
- Identify and explain reasons why businesses and industries fail.
- Identify the various forms of energy in the world.
- Explain how the energy forms are "harvested".
- Describe where these energy forms are found.
- Analyze the various "alternative" energy forms out in the world.

	<ul style="list-style-type: none"> ▪ Debate the usage of alternative energy forms. ▪ Explain what causes pollution. ▪ Analyze pollutions' impact on the earth and whether the bark is as big as the bite.
Name:	Dates: April - May
Course/Subject: AP Human Geography	Unit 7: Services and Urbanization
Stage 1 – Desired Results	
PA Standard(s)/Assessment Anchors Addressed:	
<p>Understanding(s): <i>Students will understand . . .</i></p> <ol style="list-style-type: none"> 1. Location dictates the types and amount of services offered. 2. Consumer services include: personal, retail, business, producer, transportation, and public. 3. Consumer services provide service to individual customers who desire them. 4. The development of personal services from past to present shows how much the world has changed. 5. The central place is a market center for the exchange of goods and services by people attracted from the surrounding areas. 6. Market area is key in determining business placement. 7. Range and threshold are also key factors in determining business placement. 8. Market area, range, and threshold are key factors for a business' success. 9. A business' success is one that minimizes the distance to the service for the largest number of people. 10. A country's success can often be determined by how populated the second most populated city is compared to the most populated. 11. The evolution of cities from past to present is a change from city-state to metropolis. 12. The theories of markets and services apply to areas on a global scale. 13. Cities in regions will often determine the direction of that region. 14. Cities will often specialize in a particular service. 15. Talented people will often move to cities. 16. Talented people are not distributed evenly. 17. A central business district is a large grouping of services in the center of a city. 18. Today retail services will often not succeed in a CBD due to high thresholds not being 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> ▪ What makes a service a successful? ▪ What makes a service fail? ▪ What compels people to have somebody do something for them? ▪ How does a business choose its location? ▪ To what extent does location determine a service's success? ▪ To what extent does urban population impact the placement of successful services? ▪ How does a city impact a region? ▪ Why go to the big city? ▪ What makes a central business district successful? ▪ Why suburbia?

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19. High threshold, low range, costs of land, and other urban problems have hindered retail activity in CBD's.
20. CBD's also have to deal with low residency, which in turn will impact the access to customers and workers.
21. Due to costs and availability of customers and workers, businesses (retail and commercial) moved into the suburbs.
22. Urbanization is the process by which cities grow.
23. There are now more people in urban areas than there are in rural areas.
24. Many of the largest cities in the world are in LDC's, this is due to migration for work.
25. Social differences between urban and rural areas include: size, density of population, and societal heterogeneity.
26. A city is an urban settlement that has been legally incorporated into an independent, self-governing unit.
27. An urbanized area is central city area and the surrounding built-up suburbs.
28. Where people live in an urbanized area is determined by services, jobs, and access to a better life.
29. Inner cities have many problems including: building/infrastructure deterioration, crime, poverty, lack of education, lack of jobs, homelessness, racism, and social stratification.
30. Many cities are battling inner city problems to recreate and revitalize neighborhoods.
31. People who can afford to often move away from a city to an outlying suburb.
32. Suburbia has many problems of its own including: sprawl, lack of public transportation, social stratification, and the development of edge cities.
33. Public transportation is vital in connecting people to urban areas.

- Why move to the big city?
- To what degree is a city different than rural area?
- How are urban/rural problems similar?
- How are urban/rural problems different?
- To what extent is connectedness good?

Learning Objectives:

Students will know . . .

- The impact of location on types of services offered.
- Different types of services and what they accomplish.
- Why people desire services.
- The evolution of services into what exists today.
- Central place theory and its application.
- Market area and its application.
- How a market is successful or unsuccessful.
- Primate city and their impact on the rest of a country.
- Evolution of cities from past to present.
- How the specialization of services is possible in major metropolitan areas.
- Talented people will migrate to cities for opportunities.
- The placement of central business districts and how it applies to areas we know.
- The reasons for success and failure of CBD's.
- The factors that pull people to cities.
- Problems in cities and suburbs.
- The impact mass transit has on cities and the surrounding suburbs.

Students will be able to:

- Identify and describe the types of services and the jobs associated with them.
- Explain why people want a particular service.
- Analyze services in our local area.
- Describe how services have evolved over time.
- Predict new types of services that may come to being in the near future.
- Explain what a central place is.
- Apply market center to local areas.
- Describe the importance of market area in business.
- Apply range and threshold to local areas.
- Explain what a "successful service" entails.
- Explain how a country's success is often linked to the populations of its' metropolitan areas.
- Explain the evolution of cities
- Describe the pros and cons of specializing in a service.
- Analyze the phenomena of young people migrating to cities and explain why it is occurring.
- Apply market theories to local urban areas.
- Identify and describe the impact of the placement of a CBD.
- Apply concepts of threshold, range, costs of land to local area.
- Explain how threshold, range, cost of land can hurt retail activity.
- Explain how a CBD can be a success and a failure.
- Explain why businesses move to suburbs.
- Analyze the impact of businesses moving to suburbs.
- Analyze why people, in general, move to cities.
- Explain why there is social stratification in cities.
- Describe the impact of social stratification in urban areas.
- Define what a city is.
- Define suburbia
- Analyze why people move to "suburbia".
- Identify, explain, and describe problems and issues in cities and suburbia.
- Propose solutions to problems in cities and suburbia.
- Analyze the impact of mass transit on an area.