

# APHG: Unit II Overview

This attachment introduces parent/guardian(s) to our Unit II. Teens have done a great job staying engaged with content, tasks, and of course, processing the wealth of information presented to them on a daily basis. Now that 'housekeeping' items, strategies, suggestions, and a general sense of classroom workings are out of the way, the course will move at a manageable pace allowing students to maximize their minutes together.

Clarity is my goal with what we are doing and the intention for my communication. We will be immersed in Unit II well into October (at least). See below for an overview of where we are going and reach out if more detail is needed.

## Unit II Overview: 'Population Migration Patterns and Process'

1. *Attached is a link you may visit to keep up with the requirements College Board tasks of students in terms of objectives, standards, skills, and insight. Click [here](#) to ensure you are apprised on content specific information the AP class consists of.*
2. *Students will not only learn required material but complete additional tasks using world population data, the CIA World Factbook online application, study population pyramids, analyze data from both the US and Global census applications and data. Students will also uncover population growth and decline rates to assist in understanding population trends such as birth/death rates, infant mortality rates, fertility rates, gender and the policies that speak to these trends, as well as make comparisons throughout different countries. Students will be using additional supports beyond worksheets from Fiveable (think the Spark's Notes of AP) as well as utilizing informative videos from Mr. Sinn (a celebrity in the AP world), as well as short newsworthy stories that further help us understand what governments are doing when presented with data regarding growing and declining videos from reputable sources.*
3. *Finally, students will explore patterns of movement and review push and pull factors that are causing migration which of course will lead into discussions about the different types and reasons patterns and processes within this context present themselves.*
4. *Students continue with their weekly current events and connecting continent portfolio.*
5. *Students have been given an October calendar that already has definitive due dates included as reminders for larger tasks and assessments*
6. *Students will utilize their in-class textbook and continue to also use the free online textbook support; AMSCO Advanced Placement Human Geography, 2nd edition (Copyright 2022) by David Palmer.*

Students will be refining our critical thinking skills as more data presents itself in this unit and in a variety of unique ways. Students get to really decipher this to better understand our connection within the globe on an even deeper level. Don't forget, daily posts will still be made to your teens TEAMS pages, which includes copies of power points, links to sources used, PDF attachments, and all other detail we do on a daily basis to ensure if absences occur, students can keep up (as best they are able, without being physically present). Here to help as always, reach out with questions you may have.

In closing, I will be out for five days in October to chaperone three students to the 'World Tsunami Days' conference in Japan. We have a close connection to how we as Montana's

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respond to natural disasters much like other countries do in a variety of ways and environments. The opportunity to engage in discussion and how responses affect people, links directly to our AP Human Geography exploration. This is not just a governmental intervention, but also, a cultural one. Myself and student representatives will be immersing ourselves with 500+ other delegates from around the world, and countless chaperone's over the course of our week throughout the island of Honshu, in Japanese culture. I feel honored to represent Helena High School and support our delegates, whom are all former AP Human Geography students of mine, currently seniors. Our initial link is that we are a sister school to Tamana High School in the Kumamoto prefecture. We will be honored by their award winning band at the opening ceremonies and some members of the high school will be delegates at the conference as well.

I have a solid substitute and students will not skip a beat without me physically in the classroom. I will be at a 15 hour ahead time deficit but will ensure they are prepared to forge on and will pre-post our tasks to the TEAMS page for reference. My dates out will be October, 21<sup>st</sup> through the 25<sup>th</sup> and I can't wait to report back our experience and hopefully inspire others to travel!