Improving the AP® Human Geography Experience
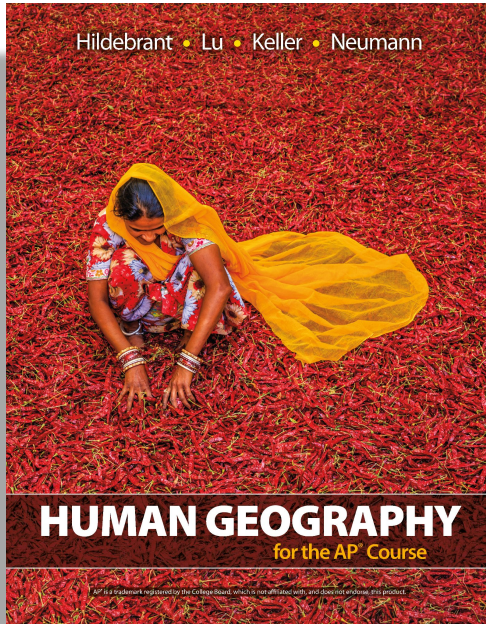

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∨ Current Courses (11)

Course Name	Course ID	Meeting Times	Term	Institution	Term Dates	Students Enrolled
AP Calculus AP Calc	zveqvd	MTuWThF 9:00 AM-10:00 AM	Fall 2023	Macmillan Learning Test College US	Start: Aug-31-2023 End: Aug-31-2024	0
AP Econ APEcon	vauaao	MTuWThF 9:00 AM-10:00 AM	Fall 2023	Macmillan Learning - Domestic	Start: Jul-20-2023 End: Jul-31-2024	0
AP Econ Anderson/Ray	o7phdb	No meeting times set	Fall 2023	Macmillan Learning - Domestic	Start: Jul-10-2023 End: Dec-30-2024	0
AP European History McKay	r4pzw2	MTuWThF 9:00 AM-10:00 AM	Fall 2023	Macmillan Learning Test College US	Start: Sep-01-2023 End: Aug-31-2024	0
AP Government APGOV101	ksx4xj	MTuWThF 9:00 AM-10:00 AM	Fall 2023	Macmillan Learning Test College US	Start: Jul-10-2023 End: Aug-01-2024	0
AP Human Geography Hildebrant	jbonga	No meeting times set	Fall 2023	Macmillan Learning - Domestic	Start: Jul-10-2023 End: Dec-30-2024	0

Hildebrant: AP Human Geography

Cindy Rabinowitz ▾

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Add From ▾   Calendar

> ☐ **Past Assignments**

∨ ☐ **This Week** *Sep 03 - Sep 09*

☐ Module 2: Geographic Data   SEP 5   ⋮

☐ Unit 2 Video Quizzes
5pts   SEP 6   ⋮

☐ Unit 2 Web Maps with Questions
10pts   SEP 7   ⋮

☐ Unit 2 AP® Exam Practice Questions
10pts   SEP 8   ⋮

> ☐ **Next Week** *Sep 10 - Sep 16*

Ebook
Video quizzes
Map quizzes
AP® Practice exam questions

Pre-made, self-grading homework with error-specific feedback –
Map quizzes-ESRI mapping software

Formative and summative assessments, with AP®– style questions

| 1 Question |
| 2 Question |
| 3 Question |
| 4 Question |
| 5 Question |
| 6 Question |
| 7 Question |
| **8 Question** |
| 9 Question |
| 10 Question |
| 11 Question |
| 12 Question |
| 13 Question |
| 14 Question |
| 15 Question |

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Hildebrant et al., *Human Geography for the AP® Course*, 1e, © 2021 W. H. Freeman and Company

Significantly younger or older populations, 2017

- 40% or more are 15 years of age or younger
- 15% or more are 65 years of age or older
- Other countries
- No data

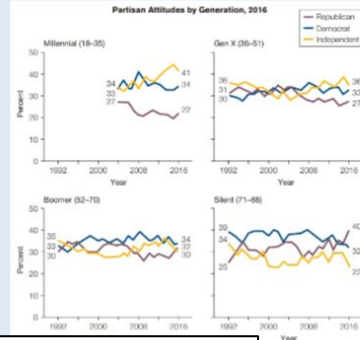Which region of the world has the greatest youth dependency ratio according to the map?

○ Australia and New Zealand
○ Europe
○ North America
○ Africa
○ South America

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Answers ×

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☐ Teacher's Edition for Presidential Election Update American Government: Stories of a Nation

☐ ▷ Document Reader

☐ Errata

☐ AP® Correlation and Pacing Guides

☐ Testbank FRQ Rubrics

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☐ Argument Template

☐ Supreme Court Cases Study Guide

☑ Answers

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☐ 📄 Guided Reading Worksheets - Answers (.pdf)

☐ 📄 All Answers - zipped (.zip)

☐ 📄 Chapter 10 Concepts and Skills Video

☐ 📄 Chapter 10 Overview Video

☐ 📄 Section 10.1 Guided Reading Worksheet (.docx)

☐ 📄 Section 10.2 Guided Reading Worksheet (.docx)

☐ 📄 Section 10.3 Guided Reading Worksheet (.docx)

☐ 📄 Chapter 10 Lecture Slides (.pptx)

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10.2 Review Question: Free Response

Partisan Attitudes by Generation, 2016

American Government: Stories of a Nation for the AP® Course / Presidential Election Update

ANSWER KEY FOR CHAPTER 10
Section Review Questions

Section 10.1: In part A, the response should describe that the bar chart measures the percentage of people who would vote for a candidate who promised to reform the economic system. In part B, the response should identify a trend shown in the bar chart. One trend is that younger people are more likely to vote for a candidate who promises to reform the economic system than older people. Another trend is that Democrats are more likely to vote for such a candidate, followed by Independents, with Republicans less likely to support a candidate who favors reforming the economic system. In part C, the response should explain how a pro-business candidate could use the information from the bar chart in his or her campaign. Because only 49% of Republicans favor candidates who promise to reform the economic system, a pro-business candidate could promise not to make major reforms to the economic system and target Republican for campaign donations In part D, a critic of pro-business policies could use the information in the bar chart to target young and middle-aged voters with a message that the current economic system favors big business over the interests of average citizens. The response is worth 4 points.

Section 10.2: Credit for part A is awarded by describing what the graphs measure, essentially a comparison of the political party affiliations of differing generations, ranging from Millennial (18-35) through the Silent Generation (71-88). Part B requires the student to describe one difference in partisanship among generations, which could include a greater tendency to remain unaffiliated in the Millennial generation than any other, or a steady decrease in Independent affiliation from generation to generation, or an increase in Republican Party affiliation from generation to generation, or a rather steady alignment with the Democratic Party from generation to generation (ranging from 34% of Millennials to 33% of Gen Xers, to 34% of Boomers, to 32% of the Silent Generation). The student must compare at least two generations to receive credit and should add numerical data in support of the answer. To receive credit for part C, the student must explain how life-cycle effects impact the difference identified in part B. For example, the response might explain how people become increasingly conservative and party-affiliation grows stronger with age. Part D requires an explanation of how generational effects impact the difference described in part B. For example, the response could explain how the Boomer generation's internal conflict during the Vietnam War led to increasingly divided support for both political parties or how the Millennial generation has turned away from the Republican Party's focus on divisive social issues such as same-sex marriage and abortion. The response is worth 4 points.

Section 10.3: A correct answer to part A would require the response to identify Facebook as the social-media platform used in the largest geographical area, covering much of North, Central, and South America, as well as Western Europe, Africa, Southeast Asia, and Australia. In part B, the response should explain that Facebook is not available in many authoritarian countries, such as Russia, China, and Iran, that want to censor news from outside sources and monitor citizens' social-media posts. In part C, the response should define globalization as the increased

◫ Differentiation

There are many ways that teachers can use these practice free-response questions, and not every student will interact with them in the same way. Some students can tackle the whole question, while others can be assigned only a part depending on their skill level. You can also have some students score a student response and discuss ways to make a sample response stronger. Students can also tackle a prompt in pairs, doing a think-pair-share before drafting a response.

TRM Section Review Answers

You can find this resource in the Teacher's Edition e-book (TE-book), searching by category or chapter on the Teacher's Resource Flash Drive (TRFD), or logging into the book's digital platform.

10.3 Bell Ringer:
Think-Pair-Share

Ask students to consider the campaigns and policy positions of the 2020 presidential candidates, Joe Biden and Donald Trump. How did the forces of globalization impact their messaging and their policy prescriptions?

globalization
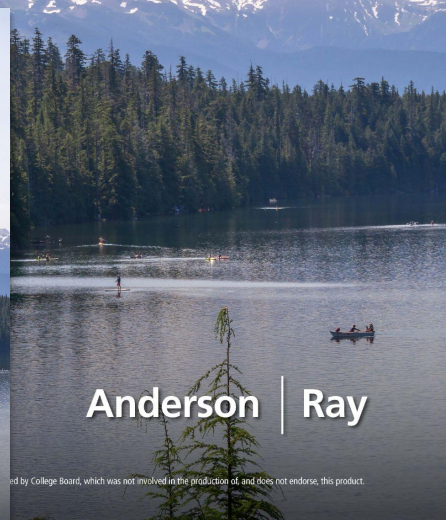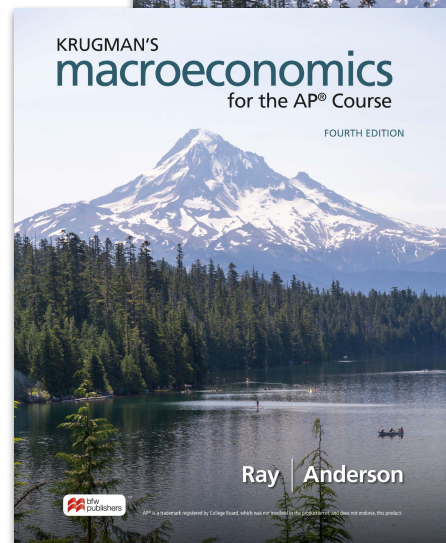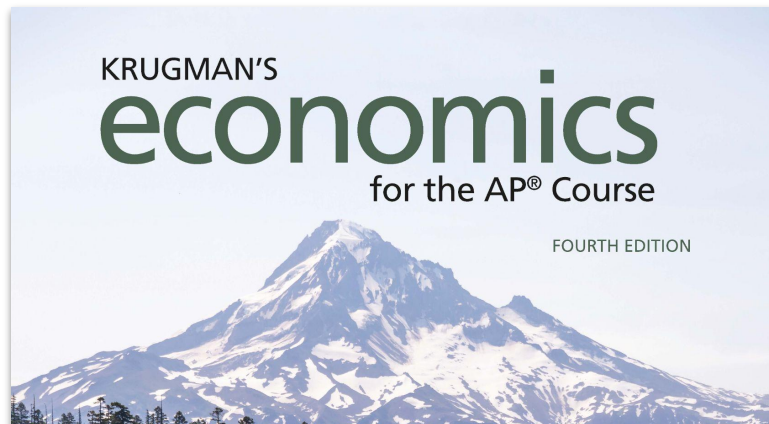the increasing interconnectedness of people, businesses, and countries throughout the world.

345

Reports and Insights

Krugman's Economics for the AP® Course, Fourth Edition

We took our market leading AP® Economics program and made it better. We kept the modular structure you love and revised it to mirror the order of the Course Framework. This book is available as either a combined text, with six units devoted to macroeconomics and six to microeconomics, or as a standalone macroeconomics book.

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📅 Calendar

⌄ This Week   Sep 04 - Sep 10

Nothing's due this week. Keep scrolling for upcoming assignments

⌄ Next Week   Sep 11 - Sep 17

Macro Module 2.3 Review
Due Mon, Sep 11, 11:59 pm
○ Not Started

Graphing questions
Due Tue, Sep 12, 11:59 pm | 10pts
◑ In Progress

Macro Module 2.7 Tackle the AP® Test MCQs
Due Tue, Sep 12, 11:59 pm | 5pts
○ Not Started

Macro Unit 2 Review Video (.mp4)
Due Wed, Sep 13, 11:59 pm
○ Not Started

Macro Unit 2 AP® Exam Practice Questions
Due Thu, Sep 14, 11:59 pm | 10pts
○ Not Started

⌄ Future Assignments   Sep 18 - Jul 31

Ebook
Graphing questions
Formative homework assignment AP®-style questions
Video
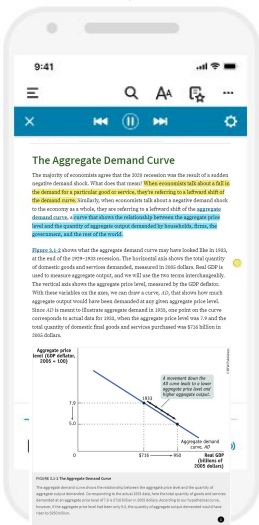Summative assessment AP®-style questions

Ebook:

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The Aggregate Demand Curve

The majority of economists agree that the 2020 recession was the result of a sudden negative demand shock. What does that mean? When economists talk about a fall in the demand for a particular good or service, they're referring to a leftward shift of the demand curve. Similarly, when economists talk about a negative demand shock to the economy as a whole, they are referring to a leftward shift of the **aggregate demand curve**, a curve that shows the relationship between the aggregate price level and the quantity of aggregate output demanded by households, firms, the government, and the rest of the world.

Figure 3.1-2 shows what the aggregate demand curve may have looked like in 1933, at the end of the 1929–1933 recession. The horizontal axis shows the total quantity of domestic goods and services demanded, measured in 2005 dollars. Real GDP is used to measure aggregate output, and we will use the two terms interchangeably. The vertical axis shows the aggregate price level, measured by the GDP deflator. With these variables on the axes, we can draw a curve, *AD*, that shows how much aggregate output would have been demanded at any given aggregate price level. Since *AD* is meant to illustrate aggregate demand in 1933, one point on the curve corresponds to actual data for 1933, when the aggregate price level was 7.9 and the total quantity of domestic final goods and services purchased was $716 billion in 2005 dollars.

9/10/2023
Important for exam.

Aggregate price level (GDP deflator, 2005 = 100)

© BFW Publishers

A movement down the AD curve leads to a lower aggregate price level and higher aggregate output.

1933

7.9

5.0

Aggregate demand curve, *AD*

0    $716   950   **Real GDP (billions of 2005 dollars)**
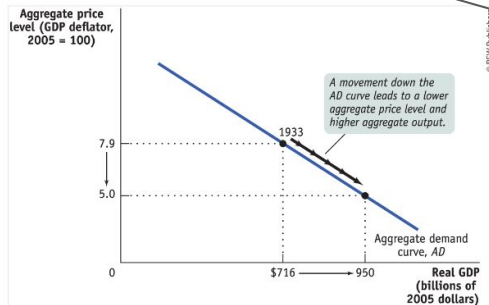
FIGURE 3.1-2 The Aggregate Demand Curve

The aggregate demand curve shows the relationship between the aggregate price level and the quantity of aggregate output demanded. Corresponding to the actual 1933 data, here the total quantity of goods and services demanded at an aggregate price level of 7.9 is $716 billion in 2005 dollars. According to our hypothetical curve, however, if the aggregate price level had been only 5.0, the quantity of aggregate output demanded would have risen to $950 billion.

The majority of economists agree that the 2020 recession was the result of a sudden negative demand shock. What does that mean? When economists talk about a fall in the demand for a particular good or service, they're referring to a leftward shift of the demand curve. Similarly, when economists talk about a negative demand shock to the economy as a whole, they are referring to a leftward shift of the aggregate demand curve, a curve that shows the relationship between the agg... regate out... gov...

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Pre-made homework with error-specific feedback

Assignment Score: 13.6%   Resources   Give Up?   Feedback   **Try Again**

< Question 2 of 7 >   ⊘ Attempt 1 ▾

< Feedback ✕

Which of the following provides a long-term increase in the productive capacity of an economy?

○ a recession
○ an expansion
● a recovery
○ a depression
○ economic growth

Incorrect

Expansions have increasing output but the productive capacity of the economy is not necessarily increasing.

Different wrong answer- different feedback

Assignment Score: 13.6%   Resources   Give Up?   Feedback   **Try Again**

< Question 2 of 7 >   ⊘ Attempt 2 ▾

< Feedback ✕

Which of the following provides a long-term increase in the productive capacity of an economy?

○ a recession
○ an expansion
○ a recovery
● a depression
○ economic growth

Incorrect

A depression has declining output for a long period.

Graphing questions

1 Question	0%
0 of ∞ Attempts	
2 Question	0%
0 of ∞ Attempts	
3 Question	0%
0 of ∞ Attempts	
4 Question	0%
0 of ∞ Attempts	
5 Question	0%
0 of ∞ Attempts	
6 Question	0%
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7 Question	0%
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8 Question	0%
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9 Question	0%
0 of ∞ Attempts	
10 Question	0%
0 of ∞ Attempts	
11 Question	0%
0 of ∞ Attempts	
12 Question	0%
0 of ∞ Attempts	
13 Question	0%

< Question 1 of 13 >

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The graphs illustrate an initial equilibrium for the economy. Suppose that firms' expectations of future profits decrease.

Use the graphs to show the new positions of aggregate demand (AD), short-run aggregate supply (SRAS), and long-run aggregate supply (LRAS) in both the short run and the long run, as well as the short-run equilibrium (in graph 1) and long-run equilibrium (in graph 2) resulting from this change. Then, indicate what happens to the price level and GDP in the short run and in the long run.

Graph 1: Short-run graph

Graph 2: Long-run graph

In the short run, the price level [ ] and real GDP [ ] .

In the long run, the price level [ ] and real GDP [ ] .

Summative assessment

Submit All

Refer to the diagram for this question.

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Government purchases of goods and services = $100

Government

Taxes = $100

Households

Consumer spending = $650

Wages, profit, interest, rent = $750

Product markets

Factor markets

Gross domestic product

Wages, profit, interest, rent = $750

Firms

Exports = $20

Rest of world

Imports = $20
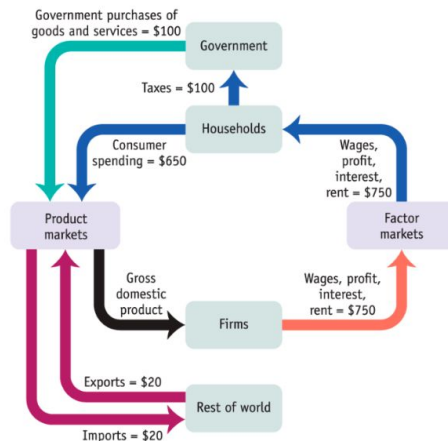
Anderson/Ray, *Krugman's Economics for the AP® Course*, 3e, © 2019 Worth Publishers

What is the value of GDP?

- ○ $790
- ○ $770
- ○ $550
- ○ $650
- ○ $750

Videos

Teacher ebook
Teacher resources

bedford, freeman & worth
high school publishers

UNIT 2 MACRO

Common Pitfalls

"But, what about?..."

Covering everything in class

Not Connecting to the models

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☐ Macro Unit 6 Professional Development Video (.mp4)

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UNIT 2 MACRO

Economic Indicators and the Business Cycle

Module 2.1 The Circular Flow and Gross Domestic Product
Module 2.2 Limitations of Gross Domestic Product
Module 2.3 Unemployment
Module 2.4 Price Indices and Inflation
Module 2.5 Costs of Inflation
Module 2.6 Real Versus Nominal Gross Domestic Product

Module 2.7 Business Cycles

AP® Economic Skills

1. Principle and Models (1.A, 1.B, 1.C, 1.D)
2. Interpretation (2.C)
3. Manipulation (3.A)

What Does It Mean to Be #1?

By some measures China, as a whole, has the world's largest economy. Other measures show that the U.S. economy is the largest, as it has been for the past 100 years. But what does it mean to have the largest economy in the world? If you compare China with the United States, you find that they do quite different things. China, for example, produces much of the world's clothing, while the U.S. clothing manufacturing industry has largely disappeared. On the other hand, America produces around half of the world's passenger jets, while China is just getting into the aircraft industry. So you might think that trying to compare the sizes of the two economies would be a matter of comparing apples and oranges—well, pajamas and airplanes, but you get the idea.

Economists routinely compare the sizes of economies—for example, they compare the size of the U.S. economy with that of China, and they also compare the size of the U.S. economy today with its size in the past. They do this using a measure known as *gross domestic product*, or GDP, the total value of goods and services produced in a country, and a closely related measure, *real GDP*, which corrects GDP for price changes. When economists say that one country's economy has overtaken the other's, they mean that China's real GDP has surpassed that of the United States (or that the United States' real GDP has surpassed that of China).

GDP and real GDP are two of the most important measures used to track the macroeconomy—that is, to quantify movements in the overall level of output and prices. In this Unit, we explain how macroeconomists

measure three key aspects of the economy: gross domestic product, unemployment, and inflation.

Macro • Unit 2 Economic Indicators and the Business Cycle 63

PD UNIT 2 OVERVIEW

Watch the Unit 2 Overview Video for guidance from the authors on teaching the content and skills in this Unit. Find it in the Teacher's Resources in the book's digital platform or at point-of-use by clicking this link in the Teacher's Edition e-Book (TE-book).

TRM Unit 2 Lecture Presentation Slides. Offered for each Module of the Unit, these are designed to help you present AP® Economics concepts. You may use them as is, modify them to fit your needs, or share them with students who miss class. Download the Lecture Slides by clicking on the links in the TE-book or downloading them from the Teacher's Resources in the digital platform

💡 TEACH IT

Instructional Approach
Flipping the Classroom
The material in this Unit lends itself well to flipping the classroom. Have students read each Module and watch a video about each of the topics: GDP, unemployment, and inflation. There are a variety of videos addressing each macroeconomic measure, including those provided in AP® Classroom. Follow up their reading and viewing with an in-class activity and formative assessment, such as a TRM worksheet. Use additional class time to further address any topics with which students are struggling.

AP® ECON SKILLS (1.A, 2.C, 3.A)

Unit 2 focuses on Skills in categories 1, 2 and 3. Each of the Modules describes and identifies economic concepts, principles, and models. Module 2.4 includes the use of quantitative data and Module 2.5 looks at how inflation affects the economic situation of different groups in the economy.
• Skill category 1 (Principles and Models) is used throughout Unit 2 as

students are introduced to the three important macroeconomic measures.
• Skill category 2 (Interpretation) is the focus of Module 2.4 which uses quantitative data and shows how to calculate inflation (Skill 2.C).
• Skill category 3 (Manipulation) is used in Module 2.5 where students learn to determine the outcome of an economic situation (inflation) on different groups in the economy (Skill 3.A).

Reports and Insights