**AP Human Geography**

**Summer Assignment**

**Why Do We Have to Do a Summer Assignment?**

This is a commonly asked question from high school students. The reason is NOT that we are trying to take away from your summer and burden you with a heavy workload. You must complete a summer assignment for two reasons.

First, it keeps your mind active and thinking when you are away from school. We want you ready to go when you return on August 1. Secondly, it is so important to build a strong foundation prior to the start of the semester.

You should be proud of yourself. You are choosing to take a challenging course freshmen year. You will be challenged and stretched but amazed at how far you have grown over the course of the school year. These specific assignments will give you the necessary exposure that is needed to set you up for success all year long.

And on that note, it is imperative that the work you complete over these summer assignment tasks is your work only. Please read below for our academic honesty policy.

**Academic Honesty Policy**

Academic integrity is crucial to providing a fair learning environment for all students. You are expected to be honest in all your endeavors by never copying anyone else’s work or giving or receiving any unauthorized aid on an assignment or assessment, which includes discussing content on tests or essay prompts or plagiarizing. You are also expected to tell the teacher if you observe anyone else engaging in academic dishonesty. On every assignment and assessment, you will be expected to reiterate a solemn pledge of academic honesty that reads: **“As a student of character, I have neither given nor received unauthorized aid on this assignment/assessment.”** This pledge is a testament to your personal integrity and commitment to learning.

 The use of AI technology is not permitted for these assignments. Students are strictly prohibited from using AI tools to submit plagiarized work as their own. Plagiarism includes but is not limited to copying and pasting text, paraphrasing without proper attribution, or submitting work created by AI tools without acknowledgment.

 **Consequences of a Violation**

Any student found guilty of academic dishonesty for using AI tools inappropriately or committing plagiarism will face severe consequences, including a zero on the assignment and a disciplinary referral. Parents or guardians will be promptly notified of any violations and the resulting consequences.

**Part I – Map Practice**

***Directions:*** *Access the “Part I – Map Practice” PowerPoint through the Walton website (linked below). Don’t be intimidated, it is quite large (205 slides), but it will walk you through the following information to prepare you for a map assessment during the first ten days of school. There are several websites included to help you practice.*

**“Part 1 – Map Practice – APHG Summer Assignment”**

1. Countries
2. World Regions/Areas of Interest
3. Reference & Thematic Maps
4. Map Projections

**For Parts II – IV**

***Directions:*** *Start a new document, include your full name, the WHS Honor Code (see the first page), and just your answers (NO questions). Please number your answers the way they are presented in the assignment (#1-65). Save the entire assignment as “APHG Summer Assignment.” Please follow all the directions so that you don’t lose points. You will submit this assignment to your teacher’s Turnitin page during the first week of school.*

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**Part II – Geographic Vocabulary**

***Directions:*** *Define the following words within a* ***GEOGRAPHIC*** *context using your own words.*

1. Contemporary –
2. Limitation –
3. Viable –
4. Imperialism –
5. Mercantilism –
6. Infrastructure –
7. Capital (not political) –
8. Commodity –
9. Aggregated –
10. Proxy –
11. Spatial –
12. Scale (not weight) –
13. Projection (not defense mechanism) –
14. Site (not internet) –
15. Situation –
16. Periphery –
17. Centripetal –
18. Centrifugal –
19. Hierarchical –
20. Diffusion –
21. Demographic –
22. Enclave –
23. Supranational –
24. Self-determination –
25. Autonomy –
26. Sovereignty –
27. Devolution –
28. Dissolution –
29. Subsistence –
30. Pastoral –
31. Intensive –
32. Extensive –
33. Neo-colonialism –
34. Per capita –
35. Agglomeration –
36. Rural –
37. Urban –
38. Suburb –
39. Sprawl –
40. Gentrification –

**Part III – Content Intro & Reading Comprehension**

***Directions:*** *Use the provided links to access the four articles related to the AP Human Geography curriculum and answer the related questions that follow on the same document you’ve been working on.*

**Article #1:** <https://www.weforum.org/agenda/2023/09/life-expectancy-countries-ageing-populations/>

41. According to the World Economic Forum report, what demographic change is the world facing by 2050?

1. Decrease in the number of working-age individuals
2. Increase in the number of children under 5
3. Doubling of the population aged over 65
4. Stabilization of global population growth

42. Which policy measure did South Korea announce to address its declining birth rate?

1. Lowering retirement age
2. Monthly stipend for families with newborns
3. Tax breaks for elderly citizens
4. Increasing mortgage rates

43. What was the impact of China's one-child policy, which was in place from 1980 to 2015?

1. Increase in population growth
2. Decrease in maternal mortality rate
3. A new era of negative population growth
4. Implementation of extended maternity leave

44. How did Japan's Prime Minister, Fumio Kishida, respond to the country's low birth rate?

1. Advocated for encouraging early retirement
2. Proposed a new government agency for child-rearing policies
3. Implemented measures to restrict immigration
4. Increased taxes on childcare products

45. What initiative did Italy's Prime Minister sign to address the challenges of an ageing population?

1. Pact for senior citizen’s care
2. Mandatory retirement age reduction
3. Tax incentives for larger families
4. Universal healthcare coverage for elderly citizens

46. Which term does the World Health Organization use to describe ensuring opportunities for health, participation, and security for ageing individuals?

1. Passive ageing
2. Senior living
3. Active ageing
4. Geriatric care

47. According the article, what is one measure China has taken to encourage childbirth?

1. Reduction of parental leave benefits
2. Tax penalties for families with one child
3. Cash payments for second or third children
4. Increase in education costs

**Article #2:** <https://insight.balancenow.co/what-do-some-ethnic-enclaves-contribute-to-america/>

48. What is the primary focus of the article "How Do Ethnic Enclaves Contribute to America?”

1. Exploring the history of ethnic enclaves in the United States
2. Analyzing the economic impact of ethnic enclaves on local communities
3. Discussing the cultural and culinary contributions of ethnic enclaves to American society
4. Investigating the political influence of ethnic enclaves on government policies

49. What was the initial reason for the development of Koreatown in Los Angeles?

1. To provide housing for Korean refugees
2. To establish a center for Korean cultural events
3. Due to the influx of Korean immigrants working as farm laborers and railroad employees
4. To create a business district for Korean entrepreneurs

50. What was the catalyst for the development of Little Saigon in Arlington, Virginia?

1. The establishment of Vietnamese cultural organizations
2. The influx of Vietnamese refugees after the fall of Saigon
3. The discovery of valuable resources in the area
4. The opening of international trade routes

51. What aspect of ethnic enclaves does the article emphasize as attracting visitors?

1. Economic opportunities
2. Cultural diversity and traditions
3. Political activism
4. Religious institutions

52. According to the article, what is one way in which ethnic enclaves contribute to American society?

1. By promoting isolationism
2. By limiting cultural exchange
3. By fostering diversity and enriching culinary experiences
4. By enforcing strict immigration policies

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**Article #3:** <https://www.nrdc.org/bio/lena-brook/organic-agriculture-helps-solve-climate-change>

53. What is one reason why organic farming is considered beneficial for mitigating climate change?

* 1. Increased use of synthetic pesticides
	2. Higher carbon footprint compared to conventional farming
	3. Prohibition of fossil fuel-based fertilizers and synthetic pesticides
	4. Reliance on energy-intensive farm chemicals

54. How does organic farming contribute to soil carbon sequestration?

* 1. By using synthetic fertilizers
	2. By reducing soil organic carbon and reduced N2O emissions
	3. Through soil-boosting practices such as organic fertilizers
	4. By increasing nitrous oxide emissions

55. What is one practice organic farmers use to build healthy soil?

* 1. Excessive use of synthetic fertilizers
	2. Crop rotation and composting
	3. Reliance on fossil fuel-based inputs
	4. Minimizing organic matter in soil

56. According to the article, how do organic yields perform compared to nonorganic farms in drought years?

* 1. They decrease by 40%
	2. They remain the same
	3. They increase by up to 40%
	4. They increase by 20%

57. What is one recommendation for governments, mentioned in the article, to help mitigate (lessen) climate change in agriculture?

* 1. Decrease reliance on fossil-fuel based chemicals
	2. Set ambitious goals for chemically enhanced foods
	3. Reduce incentives for organic agriculture
	4. Ignore the role of agriculture in climate change mitigation

**Article #4:** <https://www.nbcnews.com/news/latino/love-it-or-hate-it-spanglish-here-stay-it-s-n859211>

58. What is the term used to describe the linguistic phenomenon of switching between two languages in one conversation?

* 1. Multilingualism
	2. Code-switching
	3. Linguistic fusion
	4. Bilingualism

59. How do scholars like Almeida Jacqueline Toribio view code-switching?

* 1. As a linguistic failure on the part of speakers.
	2. As a random and un-patterned phenomenon.
	3. As a stigmatized but patterned bilingual behavior.
	4. As a form of bilingualism only observed in children.

60. According to Arturo E. Hernandez, code-switching is like

* 1. Listening to music while driving
	2. Reading while watching television
	3. Multitasking, such as driving and talking on a cellphone simultaneously
	4. Solving mathematical problems while cooking

61. How does Richard Ciriello, an ESL teacher, perceive code-switching in his classroom?

* 1. He discourages it, considering it an impediment to learning English.
	2. He embraces it as a normal linguistic behavior and incorporates it into teaching.
	3. He considers it a sign of poor language skills among his students.
	4. He feels indifferent towards code-switching among his students.

62. What role does popular culture play in reflecting the prevalence of code-switching?

* 1. It largely ignores the phenomenon of code-switching.
	2. It reinforces negative stereotypes about code-switching.
	3. It increasingly incorporates code-switching into TV shows, novels, and music.
	4. It depicts code-switching as a rare linguistic occurrence.

63. What does the article suggest about the future of Spanglish in the United States?

* 1. Its usage is expected to decline due to immigration trends.
	2. It will likely become the dominant language spoken by Latinos.
	3. It will continue to evolve alongside the changing demographics of the Latino population.
	4. Its usage will become restricted to specific regions like Texas and New York.

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**Part IV – Task Verbs & FRQ Practice**

***Directions*:** *Read through the following expectations for each task verb associated with a Free Response Question (FRQ) in AP Human Geography. On the same document you’ve been working on, answer the following practice questions utilizing these guidelines. Make sure to label the individual sections (A, B, …).*

**Identify –** Simply state, label or give an example. This can be as simple as being able to state what/where something is, name a country or cite a language. It may require you to use a provided stimulus (picture, map, chart, etc.). How would you “identify” different varieties of apples?

**Define –** Needs **two sentences containing different bits** of information. Tell what it is. How do you “define” an apple?

**Describe –** Needs more writing than an identify. Tell **all** about it. How would you “describe” an apple?

**Explain** – Needs several sentences. Tell **how** your answer connects to the prompt OR **why** your answer connects to the prompt. Make sure you provide a specific place example if possible/logical

**Compare** – Tell all the ways it’s different **and/or** similar. Compare the same concepts - apples to apples. Make sure to include contrasting language/a transition between differences (while, whereas, as opposed to, on the other hand, etc.). Provide a specific place example if possible and logical.

**Explain the degree** – Must specify to which degree something is. Choose either: low, moderate, or high. Include explanation. Needs several sentences. Moderate degree includes explanation of both low and high aspects.

**Explain the limitation(s)** – Explain what you can’t see, know, understand, etc. from the information presented (a weakness).

64. **Practice Question #1**

1. Identify your favorite ice cream flavor.
2. Define ice cream.
3. Describe your favorite ice cream flavor.
4. Explain why that ice cream flavor is your favorite.
5. Explain the limitations of ice cream as the perfect summer treat.

65. **Practice Question #2**

1. Identify your favorite summer destination.
2. Describe your favorite summer destination.
3. Explain what you enjoy about summer break.
4. Compare summer break to winter break.
5. Explain the degree to which you are excited for freshmen year.