

# Bethel Board of Curriculum, Assessment & Professional

Thursday, May 7, 2026 6:30 PM

Board of Education Conference Room E, Live Stream:

<http://devos2.bethel.k12.ct.us/show?video=763ff4de0370> Materials can be viewed at: <https://meetings.boardbook.org/Public/Organization/2425> The opportunity for members of the public wishing to make comments can attend and comment in-person or may send public comments to the Board via email or letter and it will be included as part of the record of the meeting., 1 School Street, PO Box 253, Bethel, CT 06801

- |    |  |                                  |
|----|--|----------------------------------|
| 1. | <b>AP Human Geography Textbook</b>   | <b>Speaker(s):</b> Dr. Galbraith |
| 2. | <b>Gods, Monsters, &amp; Heroes Course</b>   | <b>Speaker(s):</b> Mrs. Hall     |
| 3. | <b>Practical English Course</b>  | <b>Speaker(s):</b> Mrs. Hall     |
| 4. | <b>CommonLit Pilot</b>   | <b>Speaker(s):</b> Mrs. Hall     |
| 5. | <b>Public Comment</b><br>(Please note: The Board welcomes Public Comment and asks that speakers please limit their comments to 2 minutes. Speakers may offer objective comments of school operations and programs that concern them. The Board will not permit any expression of personal complaints or defamatory comments about Board of Education personnel and students, nor against any person connected with the Bethel Public School System.) |                                  |
| 6. | <b>Adjourn</b>   |                                  |

## Bethel Public School

### Textbook or Instructional Resource Adoption Form

Please use as much space as needed to complete the questions. When the form is complete, please email it to Dr. Brooks and send one hard copy with signatures in the interoffice mail. If you need any assistance with any part of the form, please contact Dr. Brooks.

1. Title of **Currently Used** Textbook/Instructional Resource:  
The Cultural Landscape: An Introduction to Human Geography (12th edition, 2016)
2. Title of **Proposed** Textbook/Instructional Resource:  
Human Geography for the AP Course (2nd edition, 2025)
3. Subject Area:  
Social Studies
4. Course:  
AP Human Geography
5. Grade Level:  
10-12
6. Author(s):  
Barbara Hildebrant, Seth Dixon, Kenneth Keller, Max Lu, Roderick P. Neumann
7. Publisher:  
BFW Publishers
8. Unit Cost of Textbook or Unit Cost of the Instructional Resource:  
\$152.98 - Print Book  
\$40.00 - Achieve for Human Geography for the AP Course (Six-Use Online; Add-On)  
\$192.98 - Total Cost per Unit
9. Number of Textbooks/Instructional Resource Materials Needed:  
120
10. Total Cost (including estimated shipping):  
\$18,356.60 - Print Book  
\$4,800 - Achieve Online  
\$917.88 - Shipping  
\$24,075.48 - Total Cost

11. What specific selection criteria were established by the Selection Committee for a new textbook or instructional material? (enumerate below)

- **CED Alignment:** The highest priority was a 1:1 alignment with the Course and Exam Description (CED). The material must explicitly map to the required units, topics, and learning objectives to ensure comprehensive exam preparation.
- **Data Analysis Proficiency:** It was important to the committee that the book we selected included opportunities for students to interpret, analyze, and draw conclusions from complex data sets.
- **Stimuli Integration:** The material included in the text must feature a diverse set of stimuli (charts, graphs, maps, and primary source excerpts) to mirror the stimulus-based questions students encounter on high-stakes assessments.
- **Contemporary Relevance:** The committee sought a text that replaces outdated case studies with relevant, contemporary examples that resonate with today's students.
- **Scenario-Based Application:** A key criterion was the inclusion of frequent opportunities for students to apply abstract concepts to practical, real-world scenarios.

12. List the names of the Selection Committee members:

Dr. Jessica Galbraith, department chairperson & previous course instructor

Mrs. Jessica Ford, current course instructor

13. Has the Selection Committee carefully vetted this textbook/instructional resource using the established criteria?

Yes.

14. Is there a digital component to this textbook that would collect student information (names, email, date of birth, address, etc.) or house student content?

Yes - BFW's online platform, Achieve, is already approved for student use by BPS

- Did you review the status of the application or software program on our [website](#) to see if it has already been approved for use? Yes
- If not, did you go through the Bethel Public School's [resource review process](#) to have it approved? N/A

15. What other textbooks or instructional resources were reviewed during the selection process? (list them below)

1. Human Geography: A Spatial Perspective AP Edition by Bednarz, Bockenbauer, and Hiebert (1st edition, 2021)
2. The Cultural Landscape: An Introduction to Human Geography by Rubenstein (14th edition, 2023)

16. Was all or part of the textbook or instructional resource piloted by teachers? (Describe the pilot procedure or explain why the textbook was not piloted.)  
Some of the material from the book has been used as a supplemental resource for both students and the teacher in recent years.

17. What other school districts in our area or in Connecticut use this textbook or instructional resource?

- CT Schools Using the 1st Edition:
  - Danbury Public Schools
  - Farmington Public Schools
  - New Haven Public Schools
  - New Milford Public Schools
- CT Schools Using the 2nd Edition:
  - Brookfield Public Schools
  - Weston Public Schools
  - Windham Public Schools
  - Windsor Public Schools

18. Summarize the reasons why this textbook or instructional resource is being recommended to the Board of Education for adoption.

- Reflects the specific content shifts and pacing established in the 2020 redesign.
- Mirrors the specific structural and content changes implemented during the 2020 curriculum overhaul.
- All required learning objectives and unit structures are covered comprehensively.
- Features relevant, modern-day examples that allow students to connect academic concepts to the world around them today.
- Encourages students to move beyond rote memorization toward a deeper, more functional understanding of the subject matter
- Helps students develop critical literacy skills in interpreting non-textual information.
- One of the contributing authors, Ken Keller, is a former Danbury HSteacher who facilitated the College Board training for our current Bethel HS AP Human Geography teacher. He remains an accessible and knowledgeable resource for our teacher. She is able to reach out via email or text message and he will respond in a timely manner.

Signature:           *Jessica Galbraith*            
Proposal Originator

Date: 4/27/26

Signature: \_\_\_\_\_  
Building Administrator

Date: \_\_\_\_\_

Signature: \_\_\_\_\_  
District Administrator

Date: \_\_\_\_\_

# AP Human Geography Textbook Presentation

Dr. Jessica Galbraith, Department Chair  
Mrs. Jessica Ford, Instructor

# The Course

Course requests range from 100-110 students/year  
Average of 4 sections/year with 25-30 students/section  
Majority of students are 10th graders

# AP Human Geography Course

- AP Human Geography (APHG) is an introductory college-level course that goes far beyond simple map-reading.
- It challenges students to look at the world through a **spatial lens**—understanding why people, activities, and cultures are located where they are and how they interact with their environment.
- The course moves away from "what is where" and focuses heavily on "why of where."

# AP Human Geography Course

The purpose of this course is to teach **global literacy** and turn students into **geographically informed citizens**.

In an increasingly **interconnected** world, this course provides students with the tools necessary to understand:

- **Spatial Relationships** - Recognize and interpret patterns at different scales
- **Human-Environment Interaction** - How humans modify the Earth to survive and how the Earth's physical geography limits or encourages human activity.
- **Demographics, Geopolitics, and Economics**

# The Exam

<b>Unit</b>	<b>Topic</b>	<b>Exam Weighting</b>
<b>1</b>	Thinking Geographically	8–10%
<b>2</b>	Population & Migration	12–17%
<b>3</b>	Cultural Patterns & Processes	12–17%
<b>4</b>	Political Patterns & Processes	12–17%
<b>5</b>	Agriculture & Rural Land-Use	12–17%
<b>6</b>	Cities & Urban Land-Use	12–17%
<b>7</b>	Industrial & Economic Development	12–17%

# Topic Outline for AP Human Geography

# Course Redesign 2020

AP Human Geography evolved from a vocabulary-centric elective into a data-driven social science.

The current goals of the course—specifically **data literacy** and **spatial modeling**—require modern instructional materials that provide students with real-world stimuli and complex analytical practice.

# AP Human Geography Exam Structure

Feature	Section I: Multiple Choice	Section II: Free Response
Duration	60 Minutes	75 Minutes
Quantity	60 Questions	3 Questions (7 parts each)
Score Weight	50%	50%
Stimulus Type	Individual & Sets	None → One → Two
Goal	Speed & Breadth	Analysis & Depth

# Multiple Choice Comparison

Feature	Original MC Question (Pre-2020)	Redesign MC Question (Post-2020)
Cognitive Load	Recall & Identification	Synthesis & Analysis
Time Spent	~15-20 seconds	~45-60 seconds
Real-World Skill	Vocabulary retention	Data literacy & "reading" the world
Textbook Need	Glossary-heavy	Case study and data-heavy

# Exam Changes: Multiple Choice Questions

## The Pre-Redesign Style (Definition-Based)

According to the Von Thünen model, which of the following activities would take place in the innermost ring closest to the market?

- (A) Grain farming
- (B) Livestock ranching
- (C) Dairying and market gardening
- (D) Mixed crop and livestock
- (E) Forestry

**The Takeaway:** A student could answer these in 10 seconds if they memorized a flashcard. There is no critical thinking or "geographic inquiry" involved.

## The Post-Redesign Style (Stimulus-Based)

**The Stimulus:** *A thematic map showing percentage of the population aged 65 and older in Japan, and a table showing Japan's Total Fertility Rate (TFR).*

Based on the table and map, which explains a challenge the Japanese government will face?

- (A) A need for increased infrastructure for primary schools in rural prefectures.
- (B) A shrinking tax base and a rising dependency ratio as the workforce declines.
- (C) An increase in the crude birth rate due to pro-natalist urban policies.
- (D) A decrease in the use of automated technology in the manufacturing sector.

# FRQ Comparison

Feature	Original FRQ (Pre-2020)	Redesign FRQ (Post-2020)
Structure	Loose paragraphs (A, B, C).	Strict 7-part scaffold (A-G).
Data Requirement	Often zero visual data.	2 of 3 questions require data analysis.
Cognitive Depth	Stops at "Discuss."	Reaches "Explain the degree to which..."
Predictability	High variance in difficulty.	Standardized task verbs (Identify → Explain).

# Exam Changes: Free Response Questions

## Pre-2020 FRQ (Conceptual & Broad)

**Prompt (Simplified):** The regional concept is used by geographers to help analyze and organize the world.

- **Part A:** Define the concept of a "formal region."
- **Part B:** Explain how a "functional region" differs from a formal region.
- **Part C:** Discuss how globalization is challenging the traditional concept of regions.

**Takeaway:** This is an "essay" question. It tests if the student read the book and can define terms. It doesn't require "doing geography"—it just requires "knowing geography."

## Post-2020 FRQ (Data-Driven & Scaffolding)

**The Stimulus:** A map showing unemployment rates in Germany and a table showing migration data between former East and West Germany.

- Part A (Define): Identify the type of boundary that formerly divided East and West Germany.
- Part B (requires map-reading skills): Describe the spatial pattern of unemployment shown on the map.
- Part C (requires historical and economic synthesis): Explain how the shift from a communist to a capitalist economy led to the unemployment patterns seen in the eastern regions.
- Part D (High-level evaluative task): Explain the degree to which the legacy of the Cold War continues to influence internal migration within Germany today.

# FRQs and a New Textbook

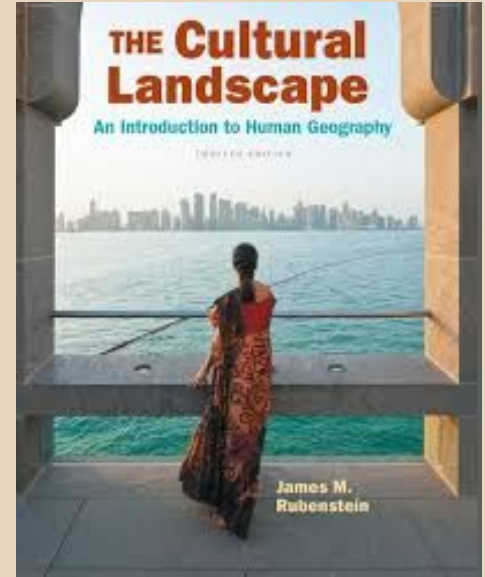
1. **The "Scaffolded" Practice:** Old textbooks provide "End of Chapter" questions that look like the old Part A (Define X). They do not provide the complex, seven-part multi-skill sets that the new exam requires.
2. **Task Verb Training:** New textbooks are written specifically to train students on the difference between "**Describe**" (tell me what you see) and "**Explain**" (tell me why it happened).
3. **Visual Literacy:** Because two out of three FRQs now require a stimulus, students need a textbook where the maps and charts aren't just "decorations" but are the core of the learning experience.

# Textbook Selection Process

# Current Book

Rubenstein, James. *The Cultural Landscape*. 12th Edition (2016). Pearson.

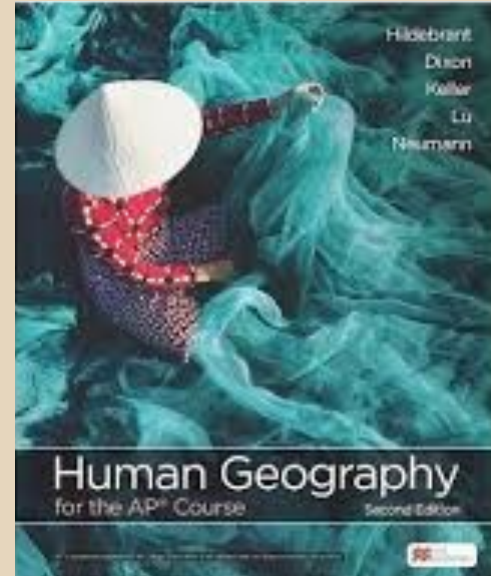
- Print Textbook
- Subscription to Mastering Geography online platform with e-text student edition (6 year access)



# Proposed Book

Barbara Hildebrant, B., Dixon, S., Keller, K., Lu, M., and Neumann, R.  
*Human Geography for the AP Course. 2nd Edition (2025).*  
Bedford, Freeman & Worth Publishers.

- Print Textbook
- Subscription to Achieve online system with interactive digital student edition (6 year access)



# Alignment to the College Board Course Exam & Description (CED)

<b>College Board® AP® HUMAN GEOGRAPHY CED</b>	<b><i>Human Geography for the AP® Course Table of Contents</i></b>
<b>Unit 1: Thinking Geographically</b>	<b>Unit 1: Thinking Geographically</b>
<b>Unit 2: Population and Migration Patterns and Processes</b>	<b>Unit 2: Population and Migration Patterns and Processes</b>
<b>Unit 3: Cultural Patterns and Processes</b>	<b>Unit 3: Cultural Patterns and Processes</b>
<b>Unit 4: Political Patterns and Processes</b>	<b>Unit 4: Political Patterns and Processes</b>
<b>Unit 5: Agriculture and Rural Land-Use Patterns and Processes</b>	<b>Unit 5: Agriculture and Rural Land-Use Patterns and Processes</b>
<b>Unit 6: Cities and Urban Land-Use Patterns and Processes</b>	<b>Unit 6: Cities and Urban Land-Use Patterns and Processes</b>
<b>Unit 7: Industrial and Economic Development Patterns and Processes</b>	<b>Unit 7: Industrial and Economic Development Patterns and Processes</b>

UNIT  
2

Population  
and Migration  
Patterns and  
Processes

~19-20 Class Periods | 12-17% AP Exam Weighting

PSO 3	2.1 Population Distribution
PSO 2	2.2 Consequences of Population Distribution
PSO 2	2.3 Population Composition
IMP 3	2.4 Population Dynamics
IMP 3	2.5 The Demographic Transition Model
IMP 2	2.6 Malthusian Theory
SPS 2	2.7 Population Policies
SPS 3	2.8 Women and Demographic Change
SPS 2	2.9 Aging Populations
IMP 2	2.10 Causes of Migration
IMP 1	2.11 Forced and Voluntary Migration

UNIT

2

Population and  
Migration Patterns  
and Processes

MODULES

- 7 Population Distribution and Its Consequences
- 8 Population Composition
- 9 Population Dynamics
- 10 The Demographic Transition Model
- 11 Malthusian Theory
- 12 Population Policies
- 13 Women and Demographic Change
- 14 Aging Populations
- 15 Causes of Migration
- 16 Forced and Voluntary Migration
- 17 Effects of Migration



- CED Alignment
- Modular Organization
- Learning Goals



2

MODULE  
7

## Population Distribution and Its Consequences

LG **LEARNING GOALS**

**7-1** Describe how population is distributed around the world.

**7-2** Identify the factors that influence population distribution.

**7-3** Explain the three methods for calculating population density.

**7-4** Explain the consequences of population distribution and density.

When geographers study the human population, they are first and foremost interested in learning how humans are spread out on Earth's surface—that is, the pattern of **population distribution**. In this Module, we discuss the striking unevenness of this pattern at different geographic scales, the factors that have shaped it, and the three ways of measuring population density. We also examine the impact of population distribution on society, the economy, and the environment.

Earth is home to more than 8 billion people. Where do all these people live? In major metropolitan areas around the world such as New York, Los Angeles, Mexico City, Istanbul, Shanghai, and Dhaka, millions or even tens of millions of people are crowded into relatively small areas. Yet much of Earth's surface is sparsely populated. This very uneven distribution of human population is one of Earth's most striking geographic features, and we see it at the global, regional, national, and local scales. Geographers seek to understand

the unevenness in human population distribution, the reasons behind it, and its consequences

LG **7-1** How is population distributed around the world?

The global distribution of human population is highly uneven. Roughly 7 billion of the world's population lives in the northern hemisphere. The southern hemisphere, which has vast expanses of oceans but a limited amount of land surface, is home to just over 1 billion people (less than the population of India or China). Furthermore, about two-thirds of the world's population is found in the areas with middle latitudes, between 30° and 60° north and south, roughly corresponding to the subtropical and temperate areas on Earth, especially in the northern hemisphere. Overall, a whopping three-quarters of humanity lives on only 5 percent of Earth's surface.

Humans seem to universally prefer living in relatively flat, low-lying areas. About 80 percent of humans live in places that are less than 1640 feet (500 meters) above sea level. People worldwide also appear to enjoy ocean views or relatively easy access to a large body of water. More than half of the world's population is within 124 miles (200 km) of an ocean and two out of

TERMS TO KNOW

**population distribution:** The pattern in which humans are spread out on Earth's surface

Module 7 Population Distribution and Its Consequences
101

- CED Alignment
- Modular Organization
- **Learning Goals**
  - Follow up on learning goals with the end-of-module review!



2

MODULE

# 7

## Population Distribution and Its Consequences

**LG LEARNING GOALS**

- 7-1** Describe how population is distributed around the world.
- 7-2** Identify the factors that influence population distribution.
- 7-3** Explain the three methods for calculating population density.
- 7-4** Explain the consequences of population distribution and density.

the unevenness in human population distribution, the reasons behind it, and its consequences

### Global Population Patterns

**LG 7-1** How is population distributed around the world?

The global distribution of human population is highly uneven. Roughly 7 billion of the world's population lives in the northern hemisphere. The southern hemisphere, which has vast expanses of oceans but a limited amount of land surface, is home to just over 1 billion

Preparing for the AP<sup>®</sup> Exam

### Module 7 Review

**LG 7-1** How is population distributed around the world?

- Population distribution is highly uneven at global, regional, national, and local scales.
- There are four major population clusters in the world, but much of Earth's surface is sparsely populated.
- Population size and land area by country vary greatly. The top 10 countries in terms of population will change because their populations are growing at different rates.

**LG 7-3** What are the three methods for calculating population density?

- Arithmetic or crude population density refers to the average number of people per unit area of land.
- Physiological density is the ratio of population to arable land (i.e., land suitable for agriculture). It is a good indicator of the pressure that the population exerts on the land resource and agriculture.
- Agricultural density is the average number of farmers per unit area of arable land. It reflects the labor intensiveness of agriculture.

**LG 7-2** What factors influence population distribution?

- A number of physical, cultural, and economic factors have shaped the population distribution patterns on Earth.
- The key factors that affect population distribution patterns may depend on the scale of analysis.

**LG 7-4** What are the consequences of population distribution and density?


- Population distribution and density can affect economic development, political power distribution, the environment, and human health and vulnerability to natural disasters.

- CED Alignment
- Modular Organization
- Learning Goals
- **Appropriate Level for Your Students**



**LEARNING GOALS**

- 7-1** Describe how population is distributed around the world.
- 7-2** Identify the factors that influence population distribution.
- 7-3** Explain the three methods for calculating population density.
- 7-4** Explain the consequences of population distribution and density.

 When geographers study the human population, they are first and foremost interested in learning how humans are spread out on Earth's surface—that is, the pattern of **population distribution**. In this Module, we discuss the striking unevenness of this pattern at different geographic scales, the factors that have shaped it, and the three ways of measuring population density. We also examine the impact of population distribution on society, the economy, and the environment.

Earth is home to more than 8 billion people. Where

do all these people live? In major metropolitan areas around the world such as New York, Los Angeles, Mexico City, Istanbul, Shanghai, and Dhaka, millions or even tens of millions of people are crowded into relatively small areas. Yet much of Earth's surface is sparsely populated. This very uneven distribution of human population is one of Earth's most striking geographic features, and we see it at the global, regional, national, and local scales. Geographers seek to understand

the unevenness in human population distribution, the reasons behind it, and its consequences

**Global Population Patterns**

**LEARNING GOAL 7-1** How is population distributed around the world?

The global distribution of human population is highly uneven. Roughly 7 billion of the world's population lives in the northern hemisphere. The southern hemisphere, which has vast expanses of oceans but a limited amount of land surface, is home to just over 1 billion people (less than the population of India or China). Furthermore, about two-thirds of the world's population is found in the areas with middle latitudes, between 30° and 60° north and south, roughly corresponding to the subtropical and temperate areas on Earth, especially in the northern hemisphere. Overall, a whopping three-quarters of humanity lives on only 5 percent of Earth's surface.

Humans seem to universally prefer living in relatively flat, low-lying areas. About 80 percent of humans live in places that are less than 1640 feet (500 meters) above sea level. People worldwide also appear to enjoy

**NOW**  
Definition: The pattern in which population is distributed on Earth's surface

- CED Alignment
- Modular Organization
- Learning Goals
- **Appropriate Level for Your Students**



MODULE

# 7

## Population Distribution and Its Consequences

**LEARNING GOALS**

- 7-1** Describe how population is distributed around the world.
- 7-2** Identify the factors that influence population distribution.
- 7-3** Explain the three methods for calculating population density.
- 7-4** Explain the consequences of population distribution and density.

When geographers study the human population, they are first and foremost interested in learning how humans are spread out on Earth's surface—that is, the pattern of **population distribution**. In this Module, we discuss the striking unevenness of this pattern at different geographic scales, the factors that have shaped it, and the three ways of measuring population density. We also examine the impact of population distribution on society, the economy, and the environment.

Earth is home to more than 8 billion people. Where do all these people live? In major metropolitan areas around the world such as New York, Los Angeles, Mexico City, Istanbul, Shanghai, and Dhaka, millions or even tens of millions of people are crowded into relatively small areas of Earth's surface. The distribution of human population is uneven. In fact, the most striking features, and the most significant, are the global, regional, and local patterns that geographers study.

the unevenness in human population distribution, the reasons behind it, and its consequences

### Global Population Patterns

**LEARNING GOAL 7-1** How is population distributed around the world?

The global distribution of human population is highly uneven. Roughly 7 billion of the world's population lives in the northern hemisphere. The southern hemisphere, which has vast expanses of oceans but a limited amount of land surface, is home to just over 1 billion people (less than the population of India or China). Furthermore, about two-thirds of the world's population is found in the areas with middle latitudes, between 30° and 60° north and south, roughly corresponding to the subtropical and temperate areas on Earth, especially in the northern hemisphere. Overall, a whopping three-quarters of humanity lives on only 5 percent of Earth's surface.

Humans seem to universally prefer living in relatively flat, low-lying areas. About 80 percent of humans live in places that are less than 1640 feet (500 meters) above sea level. People worldwide also appear to enjoy ocean views or relatively easy access to a large body of water. More than half of the world's population is within 124 miles (200 km) of an ocean and two out of

**TERMS TO KNOW**

**population distribution:** The pattern in which humans are spread out on Earth's surface

Module 7 Population Distribution and Its Consequences **101**

- CED Alignment
- Modular Organization
- Learning Goals
- Appropriate Level
- **AP<sup>®</sup> Exam Tips**

### **AP<sup>®</sup> Exam Tip**

This course requires you to be able to explain how human geographic patterns are shaped by physical geography. The explanation for your answer, then, should not focus on how climate zones are shaped, but on how climate zones shape human settlement patterns.

### **AP<sup>®</sup> Exam Tip**

Be prepared to explain demographic issues confronting a population (population decline, growth, etc.) by examining the population pyramid as your only piece of information. There is a lot of information about patterns in birth rates, death rates, and fertility rates in population pyramids once you can recognize the patterns.

The text includes AP®-style practice questions at the end of every module and every unit.

# AP® Exam Preparation Practice Questions

## UNIT 2 AP® Exam Practice Questions

Preparing for the AP® Exam

### Multiple-Choice Questions

- Which of the following statements is correct based on Earth's population distribution?
  - 10 percent of Earth's population lives on 90 percent of Earth's surface.
  - 50 percent of Earth's population lives on 50 percent of Earth's surface.
  - 60 percent of Earth's population lives on 25 percent of Earth's surface.
  - 75 percent of Earth's population lives on 5 percent of Earth's surface.
  - 90 percent of Earth's population lives on 1 percent of Earth's surface.
- Metacities have a population greater than which number?
  - 1 million
  - 2 million

- The following maps reinforce which demographic concept?
  - Population growth is even around the world.
  - Population growth is occurring more rapidly south of the equator.
  - Population distribution is concentrated near coastlines.
  - Population distribution is organized in a linear pattern near the equator.
  - Population distribution is directly related to warm climates.



# Example and practice FRQs are at the end of every module.

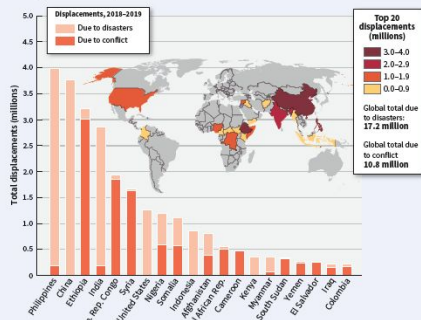
Worked Example

Practice FRQ

# AP<sup>®</sup> Exam Preparation Practice Questions

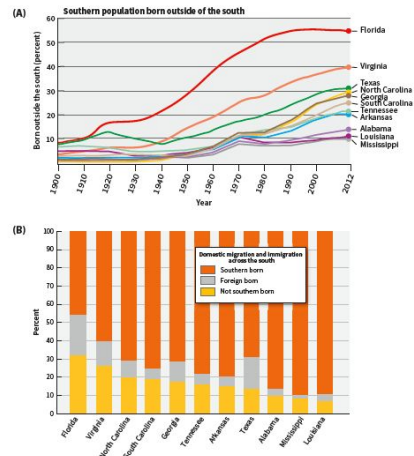
## Free Response Questions

EXAMPLE (parts a-g are worth 1 point each)



- Identify what type of refugee is displaced as a result of environmental conditions.
  - Explain why Syrians and Rohingya are not internally displaced people (IDPs).
  - Based on the data in the chart, identify which country has the highest number of displaced persons.
  - Identify which year had the highest number of internally displaced persons due to natural disasters.
  - Identify an economic reason for someone to become an IDP.
  - Identify a social reason for someone to become an IDP.
  - Compare an IDP and a refugee.
- EXAMPLE RUBRIC**
- Environmental disasters, such as floods, drought, or hurricanes, could result in people moving from one part of the country to another to seek better living and economic conditions.
  - Syrians and Rohingya are not internally displaced people (IDPs) because they have crossed internationally recognized state borders in order to escape war and persecution.
  - China
  - 2010
  - Environmental disasters that affect people's ability to grow food or make a living in one area of the country could compel individuals to seek economic opportunities in another region of the country.
  - Internally displaced people move within a country due to armed conflict, generalized violence, or human rights violations.
  - According to the United Nations High Commissioner for Refugees (UNHCR), an internally displaced person moves from one part of the country to another to escape a hostile environment but does not cross international borders. A refugee, on the other hand, flees war, violence, conflict, or persecution and crosses an international border to find safety in another country.

**YOUR TURN** Migration within the United States and immigration from abroad is changing the political landscape throughout the country, but most notably in the vernacular region we call "the South." (parts a-g are worth 1 point each)



- Based on Figure 17.3 in this Module of 2020 census projections for congressional reapportionment, identify the southern states that are expected to increase their representation in the U.S. Congress.
- In image A, identify the four states in the South that have the largest share of the population born outside the South.
- In image B, identify the southern states that have over 25 percent of their combined population born outside the South or foreign-born.
- Explain one economic reason why Americans living in the northeast region of the United States would move to the South.
- Explain a second economic reason why Americans living in the northeast region of the United States would move to the South.
- Describe the impact an in-migration of American citizens from the Northeast will have on the political landscape of the South.
- Explain the effect of congressional representation in the Northeast as a result of the projected reapportionment in the 2020 census.

Three AP<sup>®</sup> style questions at the end of every unit: without stimuli, with single stimulus, and with multiple stimuli.

# AP<sup>®</sup> Exam Preparation Practice Questions

**Cumulative FRQ**

3. Use these two maps to answer the following prompts.

(A)

(B)

- Define birth rate.
- Identify one region with both high birth rates and high death rates.
- Identify the region of the world with the highest birth rates.
- Identify one disadvantage of evaluating crude birth rate and crude death rate at this scale.
- Describe one environmental or geographic reason for a region with a high death rate.
- Describe one economic reason for the low birth rates in North America.
- Explain why death rates are not a good indicator of economic development.

**Unit 2 AP<sup>®</sup> Exam Practice Questions 131**

A full AP<sup>®</sup>-style practice exam at the back of the book.

# AP<sup>®</sup> Exam Preparation Practice Questions

## AP<sup>®</sup> Human Geography Practice Exam

Preparing for the AP<sup>®</sup> Exam

### Section 1: Multiple-Choice Questions

1. The following map is BEST used to determine



- waterways.
- trade routes.
- physical features.
- population density.
- agricultural productivity.

Use the following map showing the population density of Brazil to answer questions 2-4.



PE-1 AP<sup>®</sup> Practice Exam

2. Which statement BEST describes the location of most of the population in Brazil?

- Most of the population is located along Brazil's border with Bolivia.
- Most of the population is found along the eastern coast.
- People in Brazil live primarily in the river valleys.
- The population density in Brazil is highest in the Amazon Basin.
- People in Brazil are evenly scattered around the country.

3. Which of the following statements best explains why the people of Brazil live where they do?

- They prefer the cooler climate of the Andean region.
- They want to take advantage of the employment opportunities in coastal cities that will increase their standard of living.
- They prefer large open areas where they can graze their livestock without government interference.
- They want to live in areas that have an abundance of natural resources and recreational opportunities.
- They want to minimize urban density and thus build new cities in the interior of the country, such as Brasília.

4. What additional information would help a geographer evaluate reasons for the population density shown on the map?

- A population pyramid for each city.
- Historical census data for ethnic settlements.
- Climographs that show regional climate data for the country.
- A map showing areas of grasslands for the country.
- A map showing topographic features throughout the country.

5. The following image illustrates which concept regarding the cultural landscape?



Image: Donohue/Alamy Stock Photo

# ACHIEVE

- ACHIEVE serves as the digital ecosystem that brings the 2020 redesign to life.
- The ACHIEVE platform is a research-backed tool that moves beyond a simple digital textbook.
- Online program that provides students with the interactive eBook, videos, tutorials/activities & adaptive learning quizzes.
- Offers opportunities for student accessibility and differentiation (translation, annotation tools, etc.)

# Costs of Proposed Book

Print Textbook (\$152.98) AND

Achieve with digital student edition (\$40.00)

Total Cost/Set = \$192.98

120 @ \$192.98 = \$23,157.60

Approximate Shipping Charges = \$917.88

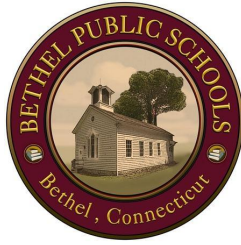
**Grand Total - \$24,075.48**

# Why this book?

- 100% CED Alignment
- Robust and strategic AP® Content and Practice
- Text is accessible to high school students of varying ability levels.
- Real-world investigations and relatable examples make challenging concepts easier to understand.
- Emphasis on critical geographic skills - helps students apply their learning to real-world scenarios.
- ACHIEVE platform provides a user-friendly and organized approach to the material; can be integrated with Google Classroom and ClassLink.

**Questions?**

## **Bethel Public Schools** **Course Proposal**



1. **Title of Course:** Gods, Monsters, and Heroes
  
2. **Department(s):** English
  
3. **Submitted by:** Katherine Hall
  
4. **Length of Course (full year, semester):** Semester
  
5. **Grade Level(s), if applicable:** 11-12
  
6. **Prerequisites, if any:** None

**7. Short Course Description, suitable for Program of Studies:**

Humanity has long been fascinated by the stories and myths we use to explain the unexplainable and confront our deepest fears. In this course, students will explore myths from around the world alongside depictions of monsters both classic and contemporary. Students will analyze how myths form archetypal stories, reflect cultural values, present ideas of difference, ease or reflect social anxieties and human psychology. Students will while create their own myth-inspired and analytical writing. This course encourages critical thinking, creative expression, and comparative analysis across time periods and cultures.

- 8. Statement of Need for this Course:** *Give the rationale for the proposal, including its relationship to past, current, and future development in the school system.*

This course has been highly requested by students for a number of years. It fits into our “upperclassman semester system,” which allows students to

pick from high-interest semester classes for graduation credit. One of our most popular classes is “Science Fiction and Fantasy,” which dabbles in some of the content that Gods, Monsters, and Heroes will cover. Due to the breadth of the former course, it was clear that we needed to create another class to cover mythos and the hero's journey without taking away from the Science Fiction or Fantasy elements. Additionally, this class is a natural companion to any of our underclassman courses (English 12/11 and English 22/21) as the topics of heroism, classic storytelling, the epic, and symbolism are covered throughout those year-long classes.

- 9. Course Objectives:** *The purpose of the new or modified course should be stated here. What is it that the course seeks to help students achieve? What are the student outcomes expected at the end of a given time? What additional outcomes are being sought which cannot be defined in behavioral terms? What are relevant long-term course targets such as student participation rates and evaluation criteria?*

Students are consistently exposed to classic archetypal stories, figures, and symbolism beginning in the earliest stages of reading. This class encourages students to see how patterns in storytelling help us understand the patterns of human behavior. Additionally, the ‘hero’ and ‘monster’ labels that shift with cultural evolution and the passage of time allow our students to critically examine these labels and how the social and psychological shifts make them more aware as citizens and empathetic humans in our world.

**10. Scope and Substance of the Course:**

This class will have three units:

1. Western Mythos and the beginning of Myth—*What is myth? What core Greek, Roman, and Norse myths inspire modern materials today? How can exploration and analysis of source material help us connect to and understand humanity?*
2. World Mythologies— *What does a core Eastern text (The Epic of Gilgamesh) illustrate about the culture and audience of its era? How can students analyze and evaluate key stories from choice cultures to examine patterns and deviations?*
3. “Monster Theory” – *How does the construct of a society's conscience reveal what they find monstrous? What monsters exist in various mediums and what does that label reveal about the culture that bore it?*

**11. Class Size:** *State minimum and maximum class size and pupil/teacher ratio.*

Minimum: 15

Maximum: 30

**12. What specific improvements will this proposal make to the school's academic program and the commitment to the implementation of the *Common Core Standards*?**

This course will be a high-interest class that focuses on core storytelling, yet it ultimately offers an appealing juncture of psychology, creativity, sociology, and research that all students should apply to their studies. It teaches learners that classical stories and literature are not exclusive and outdated, but very much alive in today's society. This class will ask students to be creative and collaborative, as well as sharpen their communication through performance tasks geared toward sharing research with their classmates. (Critical Reading, Formal and creative writing, and speaking and listening skills will all be practiced and assessed in this course).

**13. What impact – positive or negative – will this proposal have upon other courses or programs offered within the subject area in your building? For example, will the addition of this course reduce the number of pupils in other courses in the department?**

Because this course falls within the group of "student-choice" semester offerings, it would shift the pool of students from other courses, but not drastically.

**14. What impact – positive or negative – will this proposal have on other courses/programs offered in the other buildings? For example, would this proposal cause adjustments to be necessary in feeder programs or follow-up programs? Would this proposal reduce the number of pupils in other departments (in teacher assignments, etc.) be necessary?**

No impact!

**15. Would adoption of this proposal require staff adjustments, e.g., employing new staff, retraining veteran staff? If yes, show the number of positions involved the first year, compared to the past, and project the figure for each of the three successive years?**

No.

**Resources & Development Needs:**

**1. Will a writing team be necessary to prepare a curriculum guide? If so, submit a proposal for curriculum work along with this course proposal.**

Yes!

**2. What research has been conducted in the area addressed by this course? n/a**

**3. Textbook (if applicable): n/a at this time**

**4. Other Resources Recommended: During curriculum development we will be examining options for texts and resources**

**5. Names of Staff Who May Teach the Course: BHS English department**

**6. Training of Staff Required: none**

**7. Department Approval: Please have at least 50% of the department members or grade level teachers indicate their approval with their signature and date.**

_____	Date _____
_____	Date _____
_____	Date _____
_____	Date _____
_____	Date _____
_____	Date _____

**Signature of School Administration:**

\_\_\_\_\_ Date \_\_\_\_\_

**Signature of District Administration:**

\_\_\_\_\_ Date \_\_\_\_\_

**Please submit this form electronically to Dr. Brooks and also submit a hard copy with signatures via inter-office mail. Thank you!**

# **Gods, Monsters, and Heroes**

## **New Course Proposal**

**Katherine Hall  
BHS English Dept Chair**

# Why Gods, Monsters, and Heroes?

- Long-requested class! Dabblings in our freshmen and sophomore English classes.
- Natural companion/offshoot of popular Science Fiction/Fantasy semester class.
- Everyone loves these concepts and core stories.

# Why is this class valuable to students?

This class encourages students to see how patterns in storytelling help us understand the patterns of human behavior. Additionally, the 'hero' and 'monster' labels that shift with cultural evolution and the passage of time allow our students to critically examine these labels and how the social and psychological shifts make them more aware as citizens and empathetic humans in our world.

# Units of Study

- **Western Mythos and the beginning of Myth**—What is myth? What core Greek, Roman, and Norse myths inspire modern materials today? How can exploration and analysis of source material help us connect to and understand humanity?
- **World Mythologies**— What does a core Eastern text (*The Epic of Gilgamesh*) illustrate about the culture and audience of its era? How can student's analyze and evaluate key stories from choice cultures to examine patterns and deviations?
- **“Monster Theory”** – How does the construct of a society's conscience reveal what they find monstrous? What monsters exist in various mediums and what does that label reveal about the culture that bore it?

# Next Steps for Curriculum Team

1. Begin UbD process: Identify performance tasks aligned to Vision of a Learner.
2. Explore the following resources: *Mythos* (Fry), *Seven Basic Plots* (Booker), *Norse Mythology* (Gaimen), *The Epic of Gilgamesh* (Norton).
3. Formalize curriculum during summer 2026 and 26-27 academic year.

# **Practical English**

## **New Course Proposal**

**Katherine Hall**  
**BHS English Dept Chair**

# What is “Practical” English?

Practical English prepares students for successful communication in the modern workforce and business world. The course focuses on professional communication, including workplace writing and job-related documents, resumes and cover letters, professional emails, digital communication, presentations, and problem-solving.

# What is our need for this course?

- Traditional English classes prioritizes reading complex texts and completing analytical, argument, or creative writing.
- Needed a course that prioritize direct preparation for employment or trades (10% of graduating class 2025).
- This is a course that prioritizes professional communication skills (verbal, digital, and written), problem solving, reading and writing functional and professional pieces
- 10 % of students do not go on to a two or four-year institution and this course will prepare them for life after they leave us.

# Scope of the class

- Professional Writing: Resumes, cover letters, reports, memos, emails
- Digital Communication: Online collaboration, social media presence
- Problem-Solving: Case studies, conflict resolution, workplace simulations
- Oral Communication: Presentations, interviews, elevator pitches
- Workplace Etiquette: Professional behavior, networking, collaboration
- Projects & Simulations: Hands-on activities and portfolio development

# Who would take Practical English?

- Students going directly to the workforce.
- Students going to business school.
- Students going to armed forces.
- Students heading to STEM degrees.

# Next Steps for Curriculum Team

1. English department will commit to how selected skills fit within a 3-4 unit structure.
2. Investigate possible 'anchor text' (i.e. *The Culture Code*).
3. Begin curriculum work in Summer of 2026.

**Questions?**

## **Bethel Public Schools** **Course Proposal**



1. **Title of Course:** Practical English
2. **Department(s):** English
3. **Submitted by:** Katherine Hall
4. **Length of Course (full year, semester):** Semester
5. **Grade Level(s), if applicable:** 11-12
6. **Prerequisites, if any:** None

**7. Short Course Description, suitable for Program of Studies:**

Practical English prepares students for successful communication in the modern workforce. The course focuses on workplace writing and job-related documents, resumes and cover letters, professional emails, digital communication, presentations, and problem-solving. Students engage in projects, role-play scenarios, and hands-on activities to develop critical skills in writing, comprehension, speaking, listening, and workplace etiquette.

8. **Statement of Need for this Course:** *Give the rationale for the proposal, including its relationship to past, current, and future development in the school system.*

Our current English courses emphasize literature and academic writing, but do not have a one-stop shop for practical communication or workplace problem-solving. This course fills that gap, equipping students

with essential career-ready skills, improving their confidence, and easing the transition from school to work.

The class will cover everything from how to create resumes and contracts, how to conduct various communications in professional settings, and have appropriate interactions with coworkers, clients, and other stakeholders.

This class will also explore how the latest technology can support our practical communication while also exposing how authentic interactions and critical thinking is needed for success in the twenty-first century.

**9. Course Objectives:** *The purpose of the new or modified course should be stated here. What is it that the course seeks to help students achieve? What are the student outcomes expected at the end of a given time? What additional outcomes are being sought which cannot be defined in behavioral terms? What are relevant long-term course targets such as student participation rates and evaluation criteria?*

To prepare students to enter the twenty-first century workforce. Students should exit this course with a skillset that includes confident and professional communication, and critical reading and writing of non-fiction texts such as contracts, emails, directions, etc.

This course will hopefully be popular with a variety of learners such as students headed to the military, trade school, business school, STEM-degree candidates, and directly to the workforce. Vision of a Learner standards can be widely applied to the objectives of this class.

**10. Scope and Substance of the Course:**

Curriculum planning and development will include but not be limited to the following

- How to read, interpret, and develop a contract
- How to communicate in writing with clients, bosses, and coworkers
- How to organize information and present it concisely and directly in various formats
- Public Speaking skills: verbal and nonverbal communication, how to use words persuasively appropriate to
- Write professional resumes, cover letters, reports, and workplace emails
- Solve workplace problems and navigate real-world scenarios.
- Deliver professional presentations and interview successfully.
- Apply workplace etiquette, collaboration skills, and time management.
- Develop self-confidence and adaptability for career success
- How to conduct oneself in a professional atmosphere

**11. Class Size: State minimum and maximum class size and pupil/teacher ratio.**

Minimum: 15

Maximum: 30

**12. What specific improvements will this proposal make to the school's academic program and the commitment to the implementation of the *Common Core Standards*?**

- Enhances English curriculum by integrating applied writing, critical thinking, and communication aligned with Common Core Standards.
- Complements CTE programs and provides students with practical, career-ready skills.
- Positive impact on student engagement without reducing enrollment in other courses.

**13. What impact – positive or negative – will this proposal have upon other courses or programs offered within the subject area in your building? For example, will the addition of this course reduce the number of pupils in other courses in the department?**

Because this course falls within the group of “student-choice” semester offerings, it would shift the pool of students from other courses, but not drastically.

**14. What impact – positive or negative – will this proposal have on other courses/programs offered in the other buildings? For example, would this proposal cause adjustments to be necessary in feeder programs or follow-up programs? Would this proposal reduce the number of pupils in other departments (in teacher assignments, etc.) be necessary?**

No impact!

**15. Would adoption of this proposal require staff adjustments, e.g., employing new staff, retraining veteran staff? If yes, show the number of positions involved the first year, compared to the past, and project the figure for each of the three successive years?**

No.

**Resources & Development Needs:**

**1. Will a writing team be necessary to prepare a curriculum guide? If so, submit a proposal for curriculum work along with this course proposal.**

Yes! Curriculum proposals were submitted in Dec. 2025

**2. What research has been conducted in the area addressed by this course? n/a**

**3. Textbook (if applicable): n/a at this time**

**4. Other Resources Recommended: During curriculum development we will be examining options for texts and resources**

**5. Names of Staff Who May Teach the Course: BHS English department**

**6. Training of Staff Required: none**

**7. Department Approval: Please have at least 50% of the department members or grade level teachers indicate their approval with their signature and date.**

_____	Date _____
_____	Date _____
_____	Date _____
_____	Date _____
_____	Date _____
_____	Date _____

**Signature of School Administration:**

\_\_\_\_\_ Date \_\_\_\_\_

**Signature of District Administration:**

\_\_\_\_\_ Date \_\_\_\_\_

**Please submit this form electronically to Dr. Brooks and also submit a hard copy with signatures via inter-office mail. Thank you!**

# **Gods, Monsters, and Heroes**

## **New Course Proposal**

**Katherine Hall  
BHS English Dept Chair**

# Why Gods, Monsters, and Heroes?

- Long-requested class! Dabblings in our freshmen and sophomore English classes.
- Natural companion/offshoot of popular Science Fiction/Fantasy semester class.
- Everyone loves these concepts and core stories.

# Why is this class valuable to students?

This class encourages students to see how patterns in storytelling help us understand the patterns of human behavior. Additionally, the 'hero' and 'monster' labels that shift with cultural evolution and the passage of time allow our students to critically examine these labels and how the social and psychological shifts make them more aware as citizens and empathetic humans in our world.

# Units of Study

- **Western Mythos and the beginning of Myth**—What is myth? What core Greek, Roman, and Norse myths inspire modern materials today? How can exploration and analysis of source material help us connect to and understand humanity?
- **World Mythologies**— What does a core Eastern text (*The Epic of Gilgamesh*) illustrate about the culture and audience of its era? How can student's analyze and evaluate key stories from choice cultures to examine patterns and deviations?
- **“Monster Theory”** – How does the construct of a society's conscience reveal what they find monstrous? What monsters exist in various mediums and what does that label reveal about the culture that bore it?

# Next Steps for Curriculum Team

1. Begin UbD process: Identify performance tasks aligned to Vision of a Learner.
2. Explore the following resources: *Mythos* (Fry), *Seven Basic Plots* (Booker), *Norse Mythology* (Gaimen), *The Epic of Gilgamesh* (Norton).
3. Formalize curriculum during summer 2026 and 26-27 academic year.

# **Practical English**

## **New Course Proposal**

**Katherine Hall**  
**BHS English Dept Chair**

# What is “Practical” English?

Practical English prepares students for successful communication in the modern workforce and business world. The course focuses on professional communication, including workplace writing and job-related documents, resumes and cover letters, professional emails, digital communication, presentations, and problem-solving.

# What is our need for this course?

- Traditional English classes prioritizes reading complex texts and completing analytical, argument, or creative writing.
- Needed a course that prioritize direct preparation for employment or trades (10% of graduating class 2025).
- This is a course that prioritizes professional communication skills (verbal, digital, and written), problem solving, reading and writing functional and professional pieces
- 10 % of students do not go on to a two or four-year institution and this course will prepare them for life after they leave us.

# Scope of the class

- Professional Writing: Resumes, cover letters, reports, memos, emails
- Digital Communication: Online collaboration, social media presence
- Problem-Solving: Case studies, conflict resolution, workplace simulations
- Oral Communication: Presentations, interviews, elevator pitches
- Workplace Etiquette: Professional behavior, networking, collaboration
- Projects & Simulations: Hands-on activities and portfolio development

# Who would take Practical English?

- Students going directly to the workforce.
- Students going to business school.
- Students going to armed forces.
- Students heading to STEM degrees.

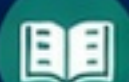
# Next Steps for Curriculum Team

1. English department will commit to how selected skills fit within a 3-4 unit structure.
2. Investigate possible 'anchor text' (i.e. *The Culture Code*).
3. Begin curriculum work in Summer of 2026.

**Questions?**

1

## COMMONLIT PRO IMPLEMENTATION (GRADE 9 ELA)



### CORE INSTRUCTIONAL RESOURCE

First year of full, consistent implementation of CommonLit Pro in Grade 9 ELA.



#### USED FOR:

- Standards-aligned reading instruction
- Data-driven grouping and differentiation
- Text-dependent questions and close reading practice



#### PROVIDED EXPOSURE TO:

- Informational and literary texts aligned to state standards
- Skills in inference, central idea, and analysis
- PSAT-style reading and evidence-based questions



#### KEY RESULT:

Instruction became more consistent, measurable, and aligned to college- and career-readiness expectations.

2

## STUDENT READING GROWTH OUTCOMES

*Significant Growth Across Grade 9*



National benchmark growth:

**198 → 206 (+8 points)**

*Our Grade 9 cohorts exceeded this benchmark.*



#### HIGHLIGHTS:

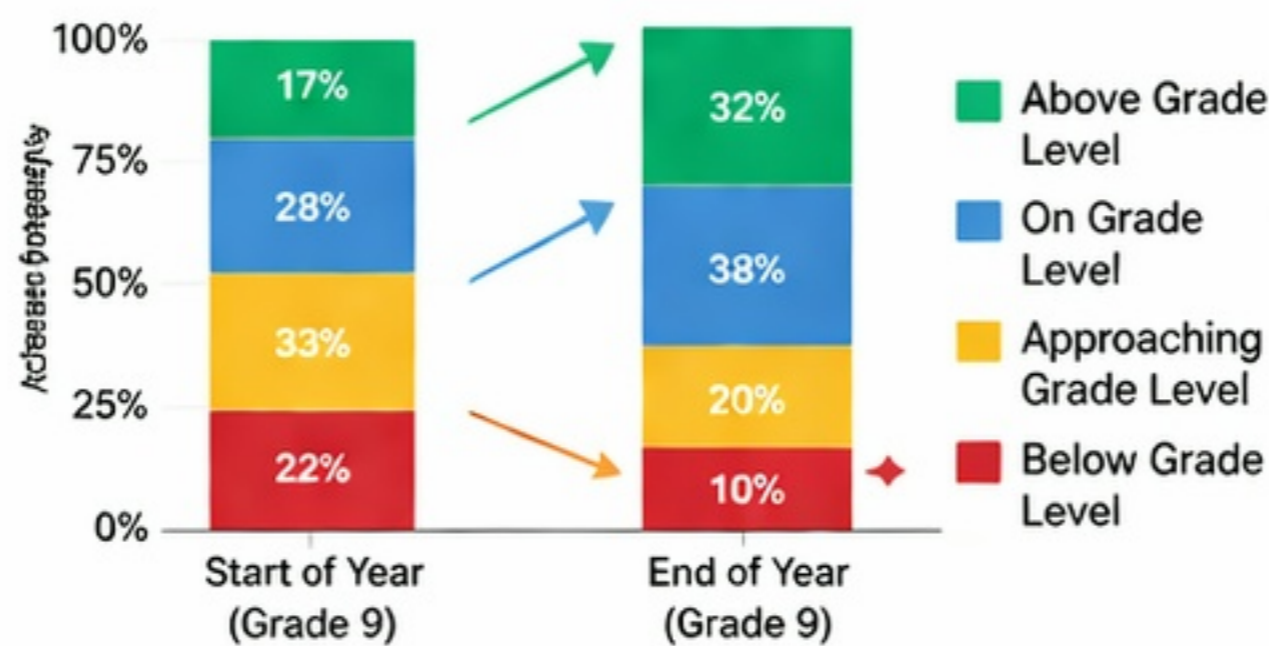
- Multiple students gained 20–44 points
- Highest gains: 44, 39, 36–33 point increases
- Majority moved from below/approaching → on/above grade level



#### OVERALL PATTERN:

Growth outpaced stagnation/decline, with upward movement across performance bands.

#### Movement Across Performance Bands



**Result:** The majority of students moved up, with more students on or above grade level.

3

## INSTRUCTIONAL IMPACT & PSAT ALIGNMENT

*Improved Mastery + Standardized Test Performance*



Standards mastery increased from:

**~56–58% → ~66–71% correct**



#### STUDENTS IMPROVED IN:

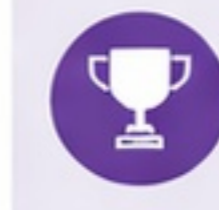
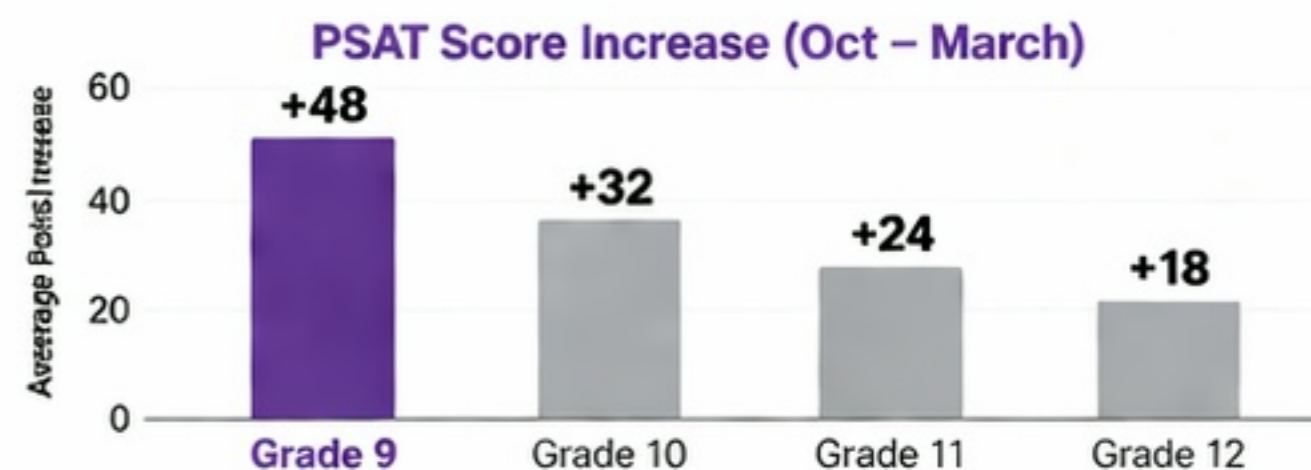
- Evidence-based responses
- Vocabulary in context
- Analytical reading of complex texts

*Frequent practice aligned with PSAT-style questions.*



#### PSAT IMPACT:

Grade 9 showed the largest PSAT score increase (Oct–March) across the school. *Gains linked to improved stamina, accuracy, and evidence selection.*



#### CONCLUSION:

Consistent use of CommonLit Pro supported measurable growth in both reading achievement and PSAT performance.