

Regular Meeting

Wednesday, April 6, 2016 7:00 PM

Auditorium, 129 Church Street, Bristol, CT 06010

1. Call to Order, National Anthem/Pledge of Allegiance

2. Staff and Student Recognition

3. Approval of Minutes

4. Committee Reports

5. Student Representative Reports

6. Superintendent Report

7. Consent Agenda

7.1. Personnel

7.1.a. Administrator Retirement - Effective June 30, 2016

7.1.b. Teacher Retirement - Effective June 30, 2016

7.1.c. Teacher Resignations

7.2. Grants

7.2.a. District Technology Support for Transition to New Standards

7.2.b. Drive 2N2 Grant

7.2.c. PUSH and PUT Grant

7.2.d. SELF (Social Emotional Learning For our Future) - West Bristol School

7.2.e. TOPS (Translation, Outreach, Programming and Support Services) for Spanish speaking parents/children) at West Bristol FRC

7.2.f. Quality Enhancement Grant for Bristol FRC for FY 2016-2017

8. Public Comment

9. Deliberated Items/District Leadership Team Reports

9.1. Bristol Eastern Trip to Madrid, Paris and Rome April 2017

9.2. Bristol Central Trip to Italy November 2016

9.3. Elementary Summer Enrichment Summer Program

9.4. High School Graduation Date and End of Year Closing Date

9.5. Greene-Hills School 181 School Days Waiver

9.6. Amendment to the 2016-2017 School Calendar

9.7. Hubbell Roof Project Approval Request

9.8. Certified Resolution

10. Curriculum Revision

10.1. A.P. Human Geography Curriculum

11. Textbook Adoption

11.1. A.P. Human Geography Textbook Adoption -
First Reading

12. Policy Revision

12.1. Field Trip Policy #6153

12.2. Policy 9000: Bylaws of the Board of
Education - Roles of Board Members

12.3. Policy 9020: Public Statements

12.4. Policy 9030: Bylaws of the Board of
Education - Commitment to Democratic Principles
in Relation to Community, Staff, Students.

12.5. Policy 9121: Bylaws of the Board of
Education - Duties of Officers

12.6. Policy 9250: Bylaws of the Board of
Education - Remuneration and Reimbursement

12.7. Policy 9270: Bylaws of the Board of
Education - Conflict of Interest

12.8. Policy 9322: Public and Executive
Sessions - Public Meetings

13. Unfinished Business

14. New Business

15. Information

16. Liaison Reports

**17. VOTE TO CONVENE INTO EXECUTIVE SESSION for the
purpose of discussing: Superintendent Evaluation
and Self Assessment**

**18. RECONVENE INTO PUBLIC SESSION to take any votes
on items discussed in Executive Session**

19. Adjournment

When someone talks,
at least one person
hears...

Rachal Ruler



Those
Who don't
speak...
have the
most to
say...

Why do some people
stand out
and others are
backward?

"No one can walk alone." - Martin Luther King Jr.

BOARD OF EDUCATION
Bristol, Connecticut
March 2, 2016 – Regular Meeting Minutes

The regular meeting of the Bristol Board of Education was held on Wednesday, March 2, 2016 at 7:00 p.m., in the auditorium of the Board of Education Administration Building, located at 129 Church Street, Bristol, Connecticut.

PRESENT: Commissioners: Jeff Caggiano, Jennifer Dube, Joseph Grabowski, Karen Hintz, David Scott, Tina Taylor, Karen Vibert, Christopher Wilson; Ellen W. Solek, Superintendent, Susan Kalt Moreau, Deputy Superintendent of Schools, David Mills, City Council Liaison; and Student Representatives Cassidy Yates and David Kaminski

EXCUSED: Commissioner Thomas O'Brien

CALL TO ORDER, PLEDGE OF ALLEGIANCE, MOMENT OF SILENCE

Chairman Wilson called the meeting to order at 7:05 p.m. and asked the audience to stand for the National Anthem; The National Anthem was performed by an instrumental group comprised of students from Greene Hills and West Bristol Schools under the direction of Sarah DiVenere. The audience remained standing for the Pledge of Allegiance.

A moment of silence was observed for Janet Euskavech a Kindergarten and First Grade Teacher at Hubbell School from 1971–1984 and Charles Matt a Social Science Teacher at Bristol Central High School from High 1964–1966.

BOARD MEMBER APPRECIATION MONTH

Dr. Solek took a moment to recognize Board Member Appreciation Month. She thanked the Board members for their time, dedication and commitment to the staff, students and families in our district.

2016 SCHOLASTIC ART AWARD WINNERS

Dr. Solek introduced and thanked Lori Eschner, Art Department Chair for organizing this evening's art presentation and the reception that was held before this evenings meeting. She also thanked the art teachers for the fine work that they do with our students and how she enjoys being able to view the work that is always at the Board of Education.

Tonight's reception was in honor of the 27th Annual Connecticut Regional Scholastic Art Awards this is the largest juried student art exhibition in the state. The Connecticut Regional Awards were established 1920. This National program was originated to honor the creative efforts of grade 7 to 12 students in public, private and parochial schools and it was recently opened up to private businesses, CREC schools, magnet schools . The competition is getting tougher each year. For 2015, the Connecticut Region Scholastic Awards exhibition featured select works from over 130 participating schools with art; selected from over 2,000 total entries, 665 works were on exhibit at the University of Hartford. The Bristol Public schools students earned 16 awards.

Mrs. Eschner and Dr. Solek presented each student with a participation certificate and students stood beside their artwork to be recognized.

2016 Scholastic Art Awards Recipients

Bristol Central High

Kelsea Paradis, Photography, *The End*, Honorable Mention, Leslie Fernandez
Jonathan Rindfleisch, Drawing and Illustration, *You Tell Me*, Honorable Mention, Jessica Stifel

Bristol Eastern High School

Jymijah Clayton, Mixed Media, *Untitled*, Honorable Mention, Barbara Lessard
Meghan Latimer, Ceramics and Glass, *Untitled*, Honorable Mention, Kristine Monaco
Molyna Tep, Drawing and Illustration, *Pencil Still Life*, Honorable Mention, John Morfis
James Daniels, Ceramics and Glass, *Sgraffito Platter*, Silver Key, Deb Thaler

Chippens Hill Middle School

Abigail Calfe, Drawing and Illustration, *From My Perspective*, Silver Key, Peter Kosciukiewicz
 Janelle D'Emanuel, Drawing and Illustration, *Still Life*, Silver Key, Peter Kosciukiewicz
 Owen Davis, Design, *Pirate's Fan*, Honorable Mention, Peter Kosciukiewicz
 Kristina Pasqua, Design, *Conceptual Sneaker Proposal, Stage:1*, Honorable Mention, Peter Kosciukiewicz

Greene-Hills School

Taylor Patnode, Printmaking, *The Sad Girl*, Gold Key, CAAA Best in Show Printmaking, Joseph Johnson
 Jade Vigue, Printmaking, *Nature's Tears*, Gold Key, Joseph Johnson

West Bristol School

Avery Hamilton, Drawing and Illustration, *Crazy Color*, Honorable Mention, Mary Kilduff

BRISTOL CENTRAL NEASC ACCREDITATION

Every 10 years each of our high school goes through a rigorous accreditation process under the direction of NEASC (New England Association of Schools & Colleges). This year Bristol Central participated in this process under the leadership of Principal Peter Winger and Assistant Principals Marisa Calvi-Rogers and Geoffrey Sinatro. We were recently notified that Bristol Central had been awarded continued accreditation in NEASC. Dr. Solek shared some of the items that impressed the committee on their visit with the audience. Congratulations to Bristol Central on this achievement. Mr. Winger thanked all of his staff for the work that they did to prepare for this rigorous evaluation.

NATIONAL SCIENCE TEACHER ASSOCIATION

Nicole Shook, a science teacher at Bristol Central High School has been named a district winner in the Shell Science Lab Challenge, a competition for middle and high school science teachers. Sponsored by the Shell Oil Company and administered by the National Science Teachers Association (NSTA), the competition encouraged teachers (grades 6–12), who have found innovative ways to deliver quality lab experiences with limited school and laboratory resources, to share their approaches for a chance to win a school science lab makeover support package valued at \$20,000. Nicole is one of 18 district winners named, from which five national finalists will be chosen, and from the national finalists a grand prize winner will be selected. The national finalist group and the grand prize winner will be named Monday, March 21st.

Nicole's expertise and enthusiasm fosters students in her classroom to develop a passion for science; her Anatomy and Physiology course has grown from 60 students in 2012 to 95 students, while operating on the same budget. She is unable to replace old equipment, update lab experiences, or introduce new inquiry-based learning opportunities. A lab upgrade would allow her to incorporate more inquiry-based learning opportunities, engage more students in the dissection process, and participate in rich, meaningful professional development to enhance her classroom. Congratulations to Nicole on this notable achievement. Nicole stood to be acknowledged and briefly explained what was needed to be nominated.

BRISTOL EASTERN HIGH SCHOOL – SAT YOUTUBE VIDEO

Bristol Eastern staff created a video depicting the new district SAT testing process; which was administered today at both high schools. Dr. Solek and Dr. Moreau wanted to share the video with Commissioners.

APPROVAL OF MINUTES

On motion by Commissioner Hintz and a seconded by Commissioner Vibert it was unanimously

VOTED: *That the Board of Education approve the February 3, 2016 Regular Meeting Minutes as written.*

On motion by Commissioner Taylor and a seconded by Commissioner Dube t it was unanimously

VOTED: *That the Board of Education approve the February 10, 2016 Special Meeting Minutes as written.*

COMMITTEE REPORTS

Student Achievement

Commissioner Dube reported that the committee met and Dr. Solek reported on the Board's request to engage a special education audit service. CREC is our district's provider. Information regarding CREC and other options are being gathered and are due to be discussed at upcoming Student Achievement Committee meetings. Also, Dr. George Michna reviewed information on *Connecticut's Next Generation Accountability System*. The state's new system is now built upon 12 indicators, including not only student achievement in ELA, math and science but also growth in those areas. In addition, the system includes data about chronic absenteeism as well as participation in a number of courses to prepare students for colleges and careers.

Operations Committee

Commissioner Hintz reported that the committee met on February 11th, with just one item to accept the roof project on the Board of Education building as complete, and that item will come up for a vote under Deliberated Items.

Communication & Community Relations

Commissioner Caggiano reported that the committee met on and the main focus right now of the committee is putting to together a survey that will help understand how the community is working with all the modes of communication we are using. The survey will be linked on the BOE website, in the libraries, on Twitter and through a Blackboard Connect email message. The community should look for this short survey to be out within the next two weeks. The next meeting will be held on April 19, 2016.

Finance Committee

Commissioner Vibert reported that the committee has met several times; the cafeteria budget projected deficit is \$31,000, so we are in good shape if you compare that to historical data. The general fund budget looks to be over by about \$3.6 million due to special education; the funding of special education is very volatile. Having met several times over the past month, the board has had the opportunity to conduct an extensive review of the 2016–2017 Superintendent's General Fund budget as well as the 2016–2017 Cafeteria Budget. At this time, Commissioner Vibert would like to make a motion to add two items to the agenda under New Business.

On motion by Commissioner Vibert and a seconded by Commissioner Hintz it was unanimously

VOTED: That the Board of Education add the 2016–2017 Superintendent's General Fund Budget to the agenda for discussion under New Business.

On motion by Commissioner Vibert and a seconded by Commissioner Hintz it was unanimously

VOTED: That the Board of Education add the 2016–2017 Cafeteria Budget to the agenda for discussion under New Business.

STUDENT REPRESENTATIVE REPORTS

Bristol Central – David Kaminiski reported on Bristol Central activities. February was a great month. The 2nd annual Push–Up for Patriots contest was held from 9:00 a.m. on February 27th to 9:00 a.m. on February 28th. Over \$2,000 was raised and another \$1000 is expected, all money raised was directly donated to the Semper Fi Fund which provides aid to military families in need. Mr. Broderick completed 15,000 push-ups within the 24 hours and the total number of push-ups completed was over 100,000. Over 200 people attended the event including over 130 students and a special thanks to Dr. Moreau for her support. BCHS will also be holding a poetry contest that is open to all students and will run for the next three weeks. Students will have the ability to show off their work along with other students and their art work during the art show in the library at the end of March. SAT's were held today and next month the InterAct club will be participating in a charity cycling challenge to benefit St. Jude's Children's Hospital on Saturday, April 2nd.

Bristol Eastern – Cassidy Yates reported on Bristol Eastern activities. There has been a real sense of community throughout the month February at Bristol Eastern. This past Saturday, Dunphy’s Ice Cream celebrated National Ice Cream for Breakfast Day which supports children with cancer. This event was held in honor of BEHS senior Billy King who is fighting bone cancer. The fundraiser was scheduled to run from 10–2, but with the unbelievable outpouring of support they were ringing in sales well past two o’clock. People were lined up at the doors when they opened, and there was steady flow out the door and around the corner throughout the day. Besides ice cream, the event also included face painting and basket raffles, not only was there great attendance by students and faculty, but members of the Bristol Eastern family were involved in every step of the way; including the donation of the baskets by the French and Italian Honor Societies and all of Mr. Kilray’s efforts throughout the day. The donations, face painting and raffles raised \$1,900, and several hundred dollars was raised from ice cream and sandwiches sales. Cassidy also thanked the Board for allowing a dress down day for Billy last Friday, Dr. Moreau informed Cassidy that over \$5,000 was raised throughout the district. The Dunphy’s fund raiser was such a success that another one is being held at the end of the month for a West Bristol student who Billy met at the hospital. Other clubs have begun discussing how they can help fundraise for him and at the Bristol Central basketball game, the student attended part of the game and the entire student section chanted his name; he was taken aback and the gesture was so heartwarming. There is also a GOFUNDME page that has raised over \$4,000 in last 29 days with 100 donations.

SUPERINTENDENT REPORT:

Dr. Solek presented the Superintendents Proposed General Budget for the 2016–2017 school year. She was joined by Gary Franzi, Director of Finance and Kim Hapken, Director of Special Services. Dr. Solek opened by saying that this budget is a result of the dedicated, hard work and leadership of this board; many people had the opportunity to contribute, to question, to ponder, to discuss and to reach the conclusion that the following proposed budget makes the most sense in so many ways for the children, faculty and community of the Bristol Public Schools.

A copy of this presentation will be on the Board of Education website for the community to view.

Dr. Solek concluded by saying that the last few years of budget discussions as involving the Board of Education, the Superintendent of Schools and City Officials has been much hard work, much honest and open discussion, sometimes disagreement, but most importantly, it has centered around the one fundamental idea that the city of Bristol and the school district are completely co–dependent as organizations and as such we need to work together to work as hard as we can to adequately find the funding to support this wonderful city and this outstanding school district. So behalf of the Board, I as well as Mr. Franzi and others in the room who have participated in upcoming discussions look forward to having conversation with Mayor Cockayne, Glen Klocko, Cheryl Thibeault and all members of the Board of Finance and the City Council as we work together to come up with the best possible funding scenario for the 2016–2017 school year.

Dr. Solek thanked everyone for all of their hard work in creating this budget.

CONSENT AGENDA

PERSONNEL

New Teacher Hires

On motion by Commissioner Taylor and a seconded by Commissioner Dube it was unanimously

VOTED: That the Board of Education approve the following New Teacher Hires:

Lance Pepper – GH – Wellness – Effective – February 22, 2016

Megan Riley – WB – Special Education – Effective – February 9, 2016

Teacher Resignations – Effective June 30, 2016

On motion by Commissioner Taylor and a seconded by Commissioner Dube it was unanimously

VOTED: That the Board of Education accept the following Teacher Resignations, effective June 30, 2016:

Michelle DiGennaro – CHMS – Special Education

Stephen Grimaldi – BCHS – Science

Teacher Requests for an Unpaid Leave of Absence

On motion by Commissioner Taylor and a seconded by Commissioner Dube it was unanimously

VOTED: That the Board of Education approve the following Teacher Requests for an Unpaid Leave of Absence

Alissa Keane – GH – Grade 5 – Effective – April 19, 2016 – May 30, 2016

Christine Mooney – CW – Math Coach – Effective: – February 12, 2016 – March 9, 2016

Coaching Appointments

On motion by Commissioner Taylor and a seconded by Commissioner Dube it was unanimously

VOTED: That the Board of Education approve the following Coaching Appointments:

Thomas Chauvin – Volunteer Girls Tennis Coach – BEHS – Effective – March 19, 2016

Anthony Julius – Head Football Coach – BEHS – Effective – March 3, 2016

GRANTS

On motion by Commissioner Taylor and a seconded by Commissioner Dube it was unanimously

VOTED: That the Board of Education approve the following Grants:

Title III English Language Acquisition Grant 2015–2017

PUBLIC COMMENT

No members of the public wished to address the Board.

DELIBERATED ITEMS/DISTRICT LEADERSHIP TEAM REPORTS**Acceptance of the Board of Education Roof Replacement as Complete**

On motion by Commissioner Grabowski, seconded by Commissioner Hintz it was unanimously

VOTED: That the Board of Education to accept the Roof Replacement Project at 129 Church Street, Bristol, Connecticut as complete and to file the final paperwork with the Connecticut Department of Administrative Services, Division of Construction Services.

OLD BUSINESS

The board tabled the Special Education Review last month; and due to scheduling conflicts with a presenter that item will remain tabled until next month.

NEW BUSINESS**2016- 2017 Cafeteria Budget**

On motion by Commissioner Vibert, seconded by Commissioner Taylor it was unanimously

VOTED: That the Board of Education approves the 2016-2017 Food Services Proposed budget in the amount of \$2,825,932 and to forward this budget to the Board of Finance for consideration. Commissioner Hintz seconded that motion.

2016- 2017 Cafeteria Budget – con't

Discussion followed regarding the Community Engagement Provision Program; which is a federally funded universal free breakfast and lunch; the proposed budget is not based on our participation in this program, as we have not applied to the program yet.

On motion by Commissioner Vibert and a seconded by Commissioner Hintz it was unanimously

VOTED: That the Board of Education To approve the Finance Committee's recommended General Fund budget for the 2016-17 school year of \$111,610,241, and revenue received by the City for education purposes including \$2,400,000 in Excess Cost reimbursement, \$300,000 in Medicaid reimbursements, \$85,000 in facilities rentals, \$150,000 in tuition revenues, \$122,410 in Non-Public School Transportation revenue, \$161,286 Public Transportation revenue and to request capital funds of \$200,000 for maintenance and \$600,000 for technology and to forward this budget to the Board of Finance for consideration.

Discussion followed regarding the work that went into the creation of the budget and clarification of the totals presented.

Commissioner Vibert invited members of the Board of Finance Board and City Council to request an additional meeting to see these presentations. We would be more than happy to set up another meeting before the Joint Board has to vote on this budget.

Chairman Wilson wanted to make a change to the agenda; following this evening in depth topics he would like to put off the item to be discussed in Executive Session until next month.

INFORMATION

David Mills attended the music concert last night at Bristol Central. It was a fabulous show. What it showed was the progression of the student's musical abilities from elementary school to middle school.

Commissioner Taylor reported that the SEPTO group will be holding a mock PPT from 6-8 p.m., on March 9th at Chapter 126 located on Upson Street.

Commissioner Hintz reported that today she attended Read Across America at Mountain View School in Mrs. Deschaine's class, the students were fabulous. She also asked the Student Representatives if they have any plans upon graduation yet. Cassidy has not picked her school yet, however she is planning to major in Environmental Engineering. David has not decided where he wants to go yet; he was waitlisted at the Coast Guard Academy, and he hopes that comes through if not he does have some back up schools

Commissioner Scott reported that he also participated in Read Across America today, he got to read to two first grade classes and it was a great thing. He also was able to attend the first grade field trip to the CT Science Center so it was nice to be able to participate in both events. He really appreciates the staff at Edgewood school and looks forward to reading again next year.

Commissioner Caggiano wanted to thank Mr. Huber and his sister Lisa Galski for inviting him into South Side School for Jump Rope for Heart. This is the 15th year in a row that they have participated and it was a great experience with the kids, he really enjoyed it. One of things that he learned was that it is not just about a physical education class, the students are learning while they are there. A first grader told them that they were improving their cardio respiratory fitness. He also wanted to congratulate Peter Kosciukiewicz from Chippens Hill for having four students recognized this evening in the Scholastic Art Awards.

Commissioner Dube reported that West Bristol School held a 6th Grade Literacy Night and the theme was Egypt. She was able to attend, and the event was amazing. It was an interdisciplinary student work collaborative where there was art work, games, even Egyptian themed food and students were able to read a story. Also to kick off the

INFORMATION – con't

Read Across America Day there was a “Every Hero Has a Story” essay contest, where guest readers visited the library media center and shared a story; heroes were then presented with a citation from the Mayor’s Office.

Commissioner Vibert reported that Bristol Eastern’s concert will be held tomorrow night at 7 p.m. She also had the pleasure of reading at South Side School today. She had fourth graders and they are studying colonizing Connecticut. Commissioner Vibert was able to find a library book about a young lady and her dad who were setting up a settlement in New Milford, Connecticut. She was amazed at the fourth graders ability to relate their classroom work to her reading in terms of inference and evidence gathering. She challenged them to go to bed for one week without technology but rather with a book and read for 20 minutes.

Chairman Wilson – Reported on some of the information and proposed bills that he received from his meetings at the Legislature. He shared a couple of the proposed bills with the Board: a creation of a task Force to study Professional Development and in-service training requirements for educators, Local Boards of Educations will pay the agency fees if there is a preempted strikes and House Bill 5175 – Which says that Boards of Education will conduct audits; the second part of the bill is that Boards of Finance may increase, decrease or eliminate any non educational expense set forth in a proposed budget by the board of Education; with non educational expenses not clearly defined this bill sets the Board of Finance and the Board of Education up for some tension. This bill sort of circumvents the line item veto which we do not utilize in Bristol.

ADJOURNMENT

On motion by Commissioner Dube and a seconded by Commissioner Caggiano it was unanimously voted,

There being no other business to come before the Board of Education the meeting may be adjourned. *(9:03 p.m.)*

Respectfully Submitted

Susan P. Everett

Susan P. Everett

Executive Secretary to Board of Education

Grant Narrative

Public Act Number 14-98, Section 9(j)

2015 - 16 District Technology Upgrades to Support Transition to the New Standards

The purpose of this grant opportunity is to provide financial support for districts as they make the necessary capital changes and upgrades to implement the new standards. Specifically, Section 9(j) of Public Act 14-98 provides grants-in-aid for technology, equipment and capital start-up costs, including acquisition costs, to expand the availability of high-quality school models and assist in the implementation of Common Core State Standards and assessments, in accordance with procedures established by the Commissioner of Education. Funds will be used for school upgrades to support transition to the new standards.

On March 2, 2016, the state notified the district that its proposal would be funded. The grant award to the district is **\$178,861.00**. Funds will be used to purchase:

- 510 Chromebooks for distribution to all schools
- 17 Chromebook storage/charging carts
- 19 document cameras for math classrooms at both high schools

Madrid, Paris & Rome

Bristol Eastern
High School
April 2017

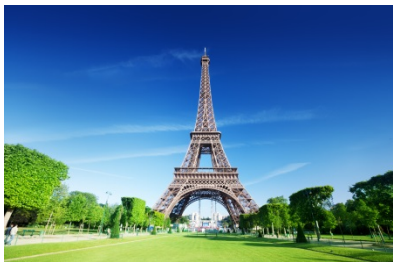


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Travel outside the Continental United
States**

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EXHIBIT C

1. Bristol Public Schools

Field Trip Request Form for Travel Outside the Continental United States

All field trips outside of the Continental United States must be approved by the Board of Education. The following information must be presented to the BOE no less than 6 months prior to the date of the proposed trip. The Superintendent and building principal will be provided with a final list of student participants, hotels and flight arrangements one month prior to departure.

Name of School Bristol Eastern High School

Date of Request March 4, 2016

Date of Proposed Trip April 2017

Number of students participating: **12**

Name of teacher(s) making request: **Andrea and Andrew Schacht**

Number and names of teachers:

- 1. Andrea Schacht
- 2. Andrew Schacht

If more teachers are required, please attach list on a separate piece of paper.

Travel Agent: **Explorica Educational Travel and Student Tours**

Transportation: **Bus** X **Train** X **Plane** X **Car** _____ **Ship** _____

Other _____

Are fund-raising activities planned?

No If so, describe _____

- Lodging: Hotel/Motel-List of hotels in proposal-
Will be provided 1 month prior to departure

- Insurance Arrangements for Staff and Students _____
Will buy insurance; cost- \$70 per person
(Insurance should be provided by independent Travel Agency)

Proposed Itinerary Attached in proposal

Please write a brief narrative explaining the purpose and educational value of the proposed trip

Trip to Madrid, Toledo, Paris and Rome

Anticipated Expenses

Program Fee:

\$3300.00 U.S.

Program fee includes:

- . Airfare to and from Europe**
- . Hotel accommodations**
- . Transportation within Europe, including flights and train**
- . Breakfast and Dinner**
- . Daily Excursions/Guided sightseeing tours**
- . Entrance fees to select attractions**

Proposal for Madrid, Paris and Rome 2017

Students are looking for ways to succeed in the 21st century. One way to make our students more competitive is to offer them the opportunity to travel abroad. Educational Travel on a college or job application demonstrates initiative, maturity, well rounded interests and an inquiring mind. One of the best ways for today's high school students to prepare to take their places in a global community is by leaving behind the familiar halls of Bristol Eastern High School and venturing out to study abroad.

Mrs. Andrea Schacht, Mr. Andrew Schacht and students at Bristol Eastern High School will be traveling in Europe through Explorica Student Tours. The dates of our proposed trip are during April of 2017. Students going on this European adventure have taken Spanish, Latin, French and/or Italian classes, will have no serious disciplinary issues, maintain their academics and have good attendance. In addition to gaining greater cultural sensitivity and an international perspective on their studies, students return home feeling more confident and independent—qualities that stay with them throughout their academic, professional and personal lives.

This tour will offer our students the opportunity to visit 3 countries in 9 days, including 3 major world capital cities: Madrid (Spain), Paris (France), and Rome (Italy). Rather than just reading about the Colosseum in Rome, Notre Dame de Paris and the Plaza Mayor in Madrid, they are going to experience these historical treasures first hand. The tour will start in Madrid, Spain and end in Rome, Italy having seen the highlights of three major world capitals, and having experienced the language and culture of the countries they have the opportunity to study in language classes here at Bristol Eastern. Students will have the opportunity to see an abundance of Europe in a week and a half of travel. The students are going to take their understanding of world history and cultures to a new level. In addition to gaining greater cultural sensitivity and an international perspective on their studies, students return home feeling more confident and independent—qualities that stay with them throughout their academic, professional and personal lives. We will be traveling with Explorica; an accredited company with nearly two decades of experience.

Frequently asked questions:

What are the rooming arrangements on tour?

Students will share rooms with two or three other travelers of the same gender. Each room will contain single beds.

What kinds of meals will we have?

Breakfast and dinner are included every day while on tour. Travelers are responsible for providing lunch for themselves each day. We will be able to recommend reputable restaurants or other venues for each lunch, and students always have a chance to sample local cuisine and culture.

What happens if there is an emergency on tour?

Explorica offers an additional “travel plus” insurance program which includes medical insurance. The price per student is an additional \$54.

How does the payment schedule work?

Monthly payments are recommended and a payment schedule can be set up with Explorica

ITINERARY

Day 1 Start tour – Fly overnight to Madrid, Spain

Day 2 iHola Madrid!

Meet your tour director and check into hotel

Madrid City Walk

Puerta del Sol, Plaza Mayor, Plaza de España

Prado visit

Day 3 Madrid landmarks

Madrid guided sightseeing tour

Calle Mayor, Gran Vía, Cibeles Fountain, Puerta de Alcalá, Columbus Square, Royal Palace visit

****Toledo guided excursion***

Toledo Cathedral visit, Church of Santo Tomé, St. Mary's Synagogue

Day 4 Madrid--Paris

Fly to Paris

Paris city walk

Île de la Cité, Notre Dame Cathedral visit, Île St. Louis, Latin Quarter visit

Dinner in Latin Quarter

Day 5 Paris landmarks

Paris guided sightseeing tour

Arc de Triomphe, Champs-Élysées, Eiffel Tower, Champ de Mars, École Militaire, Les Invalides, Conciergerie, Tuileries, Place Vendôme, Opera House

Optional Versailles guided excursion \$80

State Apartments, Hall of Mirrors, Gardens of Versailles

Seine River cruise

Day 6 Paris--Rome

Louvre visit

Lunch

Overnight train to Milan

Day 7 Rome

Transfer by train to Rome from Milan

Optional Tivoli guided excursion \$65

Villa d'Este visit

Rome city walk

Spanish Steps, Trevi Fountain, Pantheon, Piazza Navona

Authentic trattoria dinner

Day 8 Rome landmarks

Rome guided walking sightseeing tour with Whisper headsets

Vatican Museums & Sistine Chapel visit, St. Peter's Basilica visit, Colosseum visit, Piazza Venezia, Forum Romanum visit

Day 9 End tour – Fly home to U.S.



Italian Study Abroad

November 2016

Bristol Central
High School

Coordinators: Gina Gallo Reinhard
Angela Scaccianemici
Teresa DiCarlo or other possible adult

**A DEPOSIT OF \$200.00 MUST BE RECEIVED BY
BCHS BY APRIL_____, 2016***

PLEASE MAKE CHECKS OUT TO

BRISTOL CENTRAL ITALIAN EXCHANGE

SEE ME IF YOU NEED A SPECIAL PAYMENT PLAN.

GINAGALLO@CI.BRISTOL.CT.US

We are in the process of getting this trip approved by the BOE. BCHS will need a head count of those students interested in participating in this amazing experience. If this trip is not approved your deposit will be refunded in full.

I, _____, would like to participate in the BRISTOL CENTRAL ITALIAN EXCHANGE. Please check the following that applies to you:

_____ I would like to travel to Italy and would like to host an Italian student.

_____ I would like to travel to Italy and will NOT host an Italian student.

_____ I would like to host an Italian student.

In order to participate in the Italian exchange all of the following criteria must apply:

- I am in good academic standing according to the Bristol Board of Education student handbook rules.
- I am a current student of Italian and will be continuing with Italian for the next school year.
- I have a B average in Italian
- I am an upstanding moral and academic BCHS student.

*Parents, please note that your student can be removed from the Italian exchange program if there are any academic, legal or school related problems. If this does occur all payments made are non-refundable.

Please sign and return by _____.

Parent's signature _____

Student's signature _____

Program Outline:

The incredible city of Taormina is located in southern Italy, an area known for its beautiful beaches, fantastic food and enchanting ambiance. In November 2016, Bristol students and staff would like travel to Italy, where they will be housed by local families and attend an accredited language school. From there, they will have the opportunity to learn about and visit some of the most stunning and historically rich cities in the world. Travel will take place during the beginning of November when we have Election Day as well as Veteran's Day break; therefore, students and teachers will miss minimal school hours in CT. The lead chaperone of this trip has previously attended classes at this academy and has a working relationship with the staff and the host families to insure the integrity and quality of instruction.

We are requesting permission to offer this exchange almost one year in advance to ensure that students and parents have enough time to prepare for the trip. We would like to give families sufficient time to both save for travel costs as well as help plan this educational experience. We will take the proper travel precautions when planning this trip and have inquired about travel insurance as well as travel rules and regulations. This exchange is a once in a lifetime opportunity; with your support and approval we can facilitate an interest in, and an understanding of, this great culture among our students.

The Benefits of this Experience:

In an ever-changing global society, our school system must remain on the cutting edge of education. This program provides the opportunity for our classroom curriculum to merge with 21st century global education. This opportunity will allow learners of all levels and styles to see, read and experience the Italian language and culture. Students who participate in this study will be tested into a level of study that is appropriate for each individual.

It is not realistic to expect that all BCHS students will be able to have the opportunity to study abroad for a semester or an extended period of time. This program will allow total immersion in the Italian language and culture for a shorter period, at a reasonable price. The importance of a study abroad program is a topic discussed in classrooms across the nation. The following list was compiled by Diversity Abroad, a website that discussed the importance of a study abroad experience. This list highlights the effectiveness of a study abroad experience and its impact on the face of education across the nation.

When studying abroad students will have the opportunity to gain skills such as:

- The ability to adapt to unfamiliar environments
- The ability to learn from different teaching styles
- The opportunity to learn to effectively communicate among diverse groups
- The willingness to challenge oneself and comfort zones
- The knowledge of a foreign language

By studying abroad students will benefit from many unique experiences unavailable at the high school level. Such experiences include:

- Learning from students from different cultural, ethnic and national backgrounds
- Honing cross-cultural communication skills
- Mastering a foreign language

- Exposure to new ideas and philosophies

For many students study abroad is a life-changing experience. Students come back from study abroad more independent, confident and eager to take on any challenge, academic, professional or personal. There are many personal benefits to study abroad. Some of these benefits include:

- Increased self-confidence
- Independence and maturity
- Global networking of friends
- Appreciation of other cultures as well as appreciation for the American culture
- Ability to face challenges in the future
- Learn to creatively solve problems
- Better understanding of personal strengths and weaknesses

The knowledge gained during this program will continue far beyond the week-long time frame for Bristol Central students and teachers. The understandings that the students will develop from this experience are directly linked to the World Language Curriculum and District Power Standards. The following list of Power Standards has been taken from the level 2 set of standards.

- **Power Standard 1** states: Students will understand and interpret spoken and written language on a variety of topics. This is an interpretive skill that will allow students to understand the topics discussed during the class. A learning opportunity such as this will allow students to use authentic materials to aid their interpretive skills.
- **Performance Standard 2** states: Students will engage in conversation, provide and obtain information, express feelings and exchange opinions. Students will be able to listen to actual conversations and be a part of the culture and traditions. The students will be asked to give their opinions and express ideas and feelings about the information they are seeing. In order to insure that all students are benefiting from this teaching technique these activities will be differentiated to make the language accessible to all language learners.
- **Performance Standard 3** states: Students will present information, concepts and ideas to listeners or readers on a variety of topics. The students will be asked to speak to the teacher and native Italian speakers. The opportunity to interact on a daily basis with Italian people in their own environment is not available in the course of the normal school day. Having students respond to the different situations presented offers them the opportunity to experience real-life communication.
- **Performance Standard 4** states: Students will demonstrate an understanding of the traditions, products, practices and perspectives of the cultures studied. There is no better way for students to experience the culture and traditions of a place than to experience them first hand. The students will be walking the streets of Italy and attending courses taught by native speakers of Italian.
- **Performance Standard 5** states: Students will reinforce and expand their knowledge of other areas of study through the World Language. The students left in the US will be able to view an entire culture via the experience of their teacher and their classmates. The study of a culture will show the students a broader world view from their seats in Bristol, Connecticut. Besides the obvious links to Italian history, art and culture, there will be seminars on Italian music, cinema and archaeology that will engage but the student and teacher. This experience will make them better citizens of our country as well as better citizens of the world.
- **Performance Standard 6** states: Students will acquire and use information from a variety of sources only available in the world language, using technology, print audiovisual, media, data and human resources. This experience will allow the students to tap into the newest facets of technology and media studies.

One can continue drawing parallels between the benefits of this program and the Bristol education standards. The curriculum is based on these as well as other standards to support the highest quality of learners. The Italian curriculum for all levels discusses topics such as the geography of central

southern Italy, the study of ancient history and culture and the study of tradition and daily life.

Additionally, this exchange program can help the school achieve its maximum potential. The goals set by NEASC state that the curriculum must emphasize depth of understanding and application of knowledge through:

- Inquiry and problem-solving
- Higher order thinking
- Cross-disciplinary learning
- Authentic learning opportunities both in and out of school
- Informed and ethical use of technology¹

This program focuses on higher order thinking and cross disciplinary learning. It is an opportunity that will set us apart from area high schools; we will focus on **authentic** learning opportunities in the target language, at the epicenter of culture and traditions. Students will be pushed beyond their comfort zones, will be encouraged to inquire about new topics, and will be forced to problem solve to communicate effectively in a foreign country.

NEASC also states that the district must provide the school's professional staff with sufficient personnel, time, and financial resources for ongoing and collaborative development, evaluation, and revision of the curriculum using assessment results and current research². This opportunity will allow teachers themselves to delve deeper into the study of language and culture. Along with students, staff will be able to attend lessons every day; thus, this will become a learning experience that will affect all students of Italian at BCHS for years to come

In conclusion, this experience will bring a new vision to the Italian classrooms at Bristol Central High School. The historical stories, grammar concepts and geographical studies one reads about in the textbook will be brought to life. This groundbreaking educational program will prove more valuable than simply telling students about a specific city, concept or tradition; instead, students will be able to live it. This proposal is a step toward ringing BCHS to the forefront of global education, allowing teachers and students the unique opportunity to enhance their knowledge, become better global citizens, and continue on their path to becoming lifelong learners.

¹ NEASC standard 2

² NEASC standard 3

FOR OVERNIGHT STAY or OUT-OF-STATE TRIPS ONLY

11. What comparable educational experience is available in the Bristol area? None
12. What days does the trip involve? (List days and date): see attached

First Approval:

APPROVAL BY PRINCIPAL for planning of trip: _____
Date _____ Principal's Signature

Principal forwards the request to the Superintendent.

APPROVAL BY SUPERINTENDENT for planning of trip: _____
Date _____ Superintendent's Signature

Second Approval:

Three weeks prior to the overnight or out-of-state field trip, submit the completed plan to the principal, who will submit the completed plan to the superintendent.

APPROVAL BY PRINCIPAL of the completed plan for the field trip:

_____ Date _____
Principal's Signature

APPROVAL BY SUPERINTENDENT of the completed plan for the field trip:

_____ Date _____
Superintendent's Signature

C: Principal, Superintendent, Human Resources Office

Bristol Public Schools
Field Trip Request Form for Travel Outside the Continental United States

Directions:

1. All field trips outside of the Continental United States must be approved by the Board of Education. The following information must be presented to the BOE no less than 6 months prior to the date of the proposed trip. Agenda items for the Board meeting are due three weeks in advance of the meeting.
2. The documents must be reviewed and approved by the Building Principal and Teaching and Learning Supervisor prior to submitting for Board approval. Signatures required below.
3. The Superintendent and building principal will be provided with a final list of student participants, hotels and flight arrangements one month prior to departure.

Name of School: BCHS Date of Request December 10, 2015

Trip to: Taormina, Italy

Dates of Proposed Trip: November 2016

Number of students participating (approximately): TBA; no more than 18

Name of teacher(s) making request: Gina Gallo Reinhard

Number and names of chaperones: Gina Gallo Reinhard, Angela Scaccianemici, Teresa DiCarlo or additional adult

If more teachers or chaperones are required, please attach list on a separate piece of paper.

Transportation: Bus x Train _____ Plane x Car _____ Other _____

Are fund-raising activities planned? No If so, describe on a separate sheet.

Name of Travel Agency Globe Travel

Lodging: Hotel/Motel _____ Private Home x Other _____

Insurance Arrangements for Staff and Students: Insurance should be provided by Travel Agency. Please attach a copy of the travel agency's insurance coverage. See attached

Cost per student for insurance (approximately) \$100.00

Proposed Itinerary: Attach a separate sheet with the itinerary. Attach a copy of the full brochure from the travel agency.

Write a brief narrative explaining the purpose and educational value of the proposed trip. TBA once the trip is fully organized and example of the possible itinerary is attached

Approval by Principal: _____ Date _____

Principal's Signature

Reviewed by Teaching and Learning Supervisor: _____ Date _____

Supervisor's Signature

Approval by the Superintendent of Schools: _____ Date _____

Superintendent's Signature

STUDY ABROAD CONTRACT

In order to participate in the Taormina study abroad program, students must meet the following criteria:

- The student is in good academic standing according to the Bristol Board of Education student handbook rules.
- The student is currently enrolled in an Italian course and will be continuing with Italian for the next school year.
- The student has an 80% average in Italian
- The student has an 85% average in all other courses at Bristol Central
- The student has completed the “Taormina makeup work packet” and has signatures and makeup work from all teachers.

N.B No student will be considered for this program if he or she does not meet the above criteria.

Parents, please be aware of the following stipulations:

- Your student can be removed from the Italian exchange program if there are any academic, legal or school related problems. If this does occur all payments made are non-refundable.
- The students participating in this program will be chosen on the biases of academic, social and emotional stability.
- The teacher has the right to use personal discretion when choosing the participants in this study abroad opportunity.
- There will be a curfew in place in Italy. The host families will report to the teacher each day to ensure that the students are abiding by all rules.
- Due to the uncertain nature of world security and other unforeseeable events, field trip participants must understand that the Board of Education reserves the right to cancel field trips at any time prior to the time of departure of the trip. The Bristol Board of Education or its agents will not be responsible for any financial losses or penalties incurred as a result of the cancellation of any field trip.
- At the highest [red] alert, no field trips will be allowed out of the City of Bristol for any reason.

Please sign and return by _____

Parent signature _____

Student signature _____



babilonia



CENTER FOR ITALIAN STUDIES

Taormina, Sicily

STUDY ABROAD PROGRAM IN TAORMINA, ITALY 2016

November 4th to November 12th

Taormina, in Sicily, is the ideal study abroad location for students who are interested in a genuine full immersion in Italian culture and language. A quaint medieval town, Taormina welcomes everyone in the charming everyday life of its vibrant community. Surrounded by architecture boasting Greek, Roman, Arabic, Byzantine, French and Spanish roots, simply meandering through Taormina's winding, hilly streets uncovers a classroom of history. Students attend classes in a nationally registered historic 19th century estate where language classes are limited to a maximum of 10 students. Students live with local Italian families and enjoy breakfast and dinner each day.

Program includes:

- host family accommodations for 7 nights (in double room)
- breakfast and dinner with host family daily (7 days)
- orientation and Pizza Welcome Party
- first day package (totebag, folder, notepad, pen, student discount card)
- full day excursion to Siracusa including archaeological park (entrance fees included)
- guided walking tour of Taormina
- Italian language classes Mon-Fri 9:30 AM to 1:00 PM
- Italian culture classes in Italian culture, history, literature and/or art
- cooking session (arancini)
- guided hike to Castelmola (or social activity depending on weather)
- guided hike to Isola Bella (or social activity depending on weather)
- roundtrip transportation from Catania's Fontanarossa Airport
- free PCs available & free wireless connection (Mon to Fri 8:30 - 5:00 at school)

NOTE: pending Board of ED approval in March

For more information contact Ms. Gina Gallo - GinaGallo@ci.bristol.ct.us



via timoleone, 10 - 98039 taormina -- www.study-abroad-programs@babilonia.it - (+39) 0942 23441

Elementary Summer Enrichment Program 2016



June 27 to July 29

**A place to learn, be active, make friends and
have a great time!**

For students entering K-6

Classes held at :

Ivy Drive Elementary School

160 Ivy Drive

Bristol, CT 06010

Scott Redman, Director

Purpose

The summer enrichment program provides students with opportunities to challenge themselves academically, physically, creatively and intellectually.

Who Can Attend

The program is open to all Bristol public and parochial students entering kindergarten through grade 6. Non-residents are also welcome to attend. Children must be 5 before 1/1/2017.

Program Costs/ Payment/ Attending

*Students may attend classes on a week-by-week basis or for the entire five weeks at a rate of \$40 for one class, \$80 for two classes per week and \$70 for the Extended Enrichment Program per week. **Payment must be made at time of registration. Checks should be payable to Bristol Summer School and may be mailed to the address below.***

****Special Programs are priced differently and may have limited space.***

Registering

Mail: *Detach the registration form and mail to:*

Bristol Eastern High School
ATTN: Scott Redman
632 King Street
Bristol, CT 06010



Web

<http://www.bristol.k12.ct.us> or

Email your course selections to

ElementarySummerEnrichment@ci.bristol.ct.us

Special Needs

The summer enrichment program is designed to meet the needs of all students. Please contact Scott Redman with any special requests or inquiries.

Contact Information

*Phone Number **before** June 27th: 860-584-7876 ext.197*

*Phone Number **as of** June 27th: 860-584-7844 ext. 131*

Arts, Literacy, Science and Technology

CAMP INVENTION: July 18-22, 8:30-3pm *Camp Invention is where BIG ideas become the next BIG thing! Local educators lead a week of hands-on activities created especially for elementary school children. Time will be spent constructing a freestyle racing cart and taking apart electronics to assemble something new. Discounts are available, so register today!* www.campinvention.org
1.800.968.4332 **Grades 1-6**

AROUND THE WORLD: *Explore the world and different cultures through technology, arts & crafts, music, snacks and more!* **3-6**

BOOK COOKS: *Reading and recipes for the little ones. What fun! Students read and are read to, then make fun food and learn to "cook."* **K-2**

BRAIN TEASERS: *Test your mind with fun and exciting puzzles and challenges.* **2-6**

BRINGING BOOKS TO LIFE: *Read some of your favorite stories and then roll up your sleeves to do crafts and projects related to the book.* **K-2**

CHEERLEADING: *This is an exciting class that requires a lot of energy, spirit and concentration. Learn steps, moves, and simple stunts. Beginner and Intermediate levels (must have knowledge of arm movements and jumps). Open to boys and girls.* **K-6**

CLAY: *Each student will produce a finished glazed clay piece along with several other interesting projects using model magic, air dry clay, and "home made porcelain."* **K-2 & 3-6**

COMPUTER CODING: *This fun and exciting class teaches beginning computer coding and challenges students with technology.* **3-6**

CREATIVE PRINTMAKING: *Come and learn printmaking from foam plates to Gelli plates and make Pop Art to multi-color prints.* **K-6**

CRIME LAB INVESTIGATION: *Decode fingerprints, examine soil, and analyze ink composition. It's up to you to use the clues to solve the crime.* **3-6**

DIAMOND SPORTS: *Enjoy the fun and excitement of diamond sports such as tee-ball, 3-ball, powerball, and kickball, all while making new friends and getting exercise.* **K-6**

DINOSAUR ADVENTURES: *Take an exciting exploration into the past. Learn all about these prehistoric creatures and create your very own!* **K-2**

EXPLORING SCULPTURE: *A variety of sculpting methods including plaster, wire and fabric will be used to help students express themselves in a 3-dimensional way.* **K-6**

FOOTBALL 101: *Learn the basics and fundamentals of football including stance, start, receiving, quarter backing, and more.* **2-6**

GETTING READY FOR KINDERGARTEN: *This is a great class for your child to work on writing, coloring, socializing, and listening skills. Taught by experienced and wonderful primary grade teachers!*

HIP HOP DANCE: *Learn some of today's latest steps and moves in this fast-paced fun class. Dress comfortably and wear sneakers or your dance shoes. Open to boys and girls.* **K-2 & 3-6**

Arts, Literacy, Science, and Physical Activities

- HOCKEY:** Learn the fundamentals and basics of floor hockey in a safe and exciting environment. **2-6**
- INTRODUCTION TO WATERCOLORS:** Explore the possibilities of watercolor painting including wet-on-wet techniques, dry brush and watercolor pencil. A minimum of three original paintings will be produced. **K-6**
- LEGO ROBOTICS:** The LEGO education construction set is an easy-to-use program that introduces young students to robotics. Children build LEGO models featuring working motors and sensors. **K-2 & 3-6**
- MAD SCIENTISTS:** Explore the scientific method through exciting experiments such as building bottle rockets and periscopes. A great hands-on learning experience. **K-6**
- MINECRAFT:** Explore the creative side of the game by making new worlds and completing challenges with your new friends. **K-2 & 3-6**
- MUSIC PRODUCER:** This innovative class allows students to create their own music electronically. Students will add personal lyrics and record their very own songs and bring them home on a cd at the end of the week. **3-6**
- OLD SCHOOL GAMES:** Outdoor and indoor games from past and present. Activities to strengthen thinking and social skills. Guaranteed fun! **K-6**
- OUTERSPACE SCIENCE:** Explore and create planets, moons, solar systems and more in this exciting class that explores a new world. **1-6**
- POETRY SLAM:** Welcome poets, rappers, and performers. Join this class to share, learn, listen and perform all types of poetry and create art projects to go with your original poetry. **2-6**
- SOCCER SKILLS:** Enhance your soccer skills and game-playing while making new friends and having a blast! **K-6**
- SLOPPY SCIENTISTS:** Students will enjoy getting messy with this class. Children will explore science by making many fun projects that include gak, oobleck, and playdough! **K-6**
- STOP THE PRESSES:** Students will learn the skills needed to plan and write news stories, feature articles, and editorial pieces. Students will also learn to lay out the articles in an organized manner to develop a news magazine and/or newspaper. **3-6**
- STORYBIRD:** Students will create their very own stories with pictures and music and be able to share them electronically as well as take home a copy. **3-6**
- SUMMER OLYMPICS:** Come and learn events from the upcoming Summer Olympic Games. Also learn all about the countries participating. **K-6**
- TIE DYE:** This fun-filled class will explore the process of tie dyeing. Students will have a chance to enhance artistic abilities. **K-2 & 3-6**

Arts, Literacy, Science, and Physical Activities (cont.)

EXTENDED ENRICHMENT PROGRAM: Stay for more fun! Students will be provided with a variety of activities including arts and crafts, cooperative games/challenges and more! Students will have a supervised lunch (11:45-12:15) brought in from home. **K-6 (\$70 per week) Pick up at 2:45 p.m. Offered weeks 1-3**

June - July 2016

Mon	Tues	Wed	Thu	Fri
June 27 Week 1 Begins (Start of Program)	28	29	30	July 1 Week 1 Ends
4	5 Week 2 Begins	6	7	8 Week 2 Ends
11 Week 3 Begins	12	13	14	15 Week 3 Ends
18 Week 4 Begins *Camp Invention Begins	19 *Camp Invention	20 *Camp Invention	21 *Camp Invention	22 Week 4 Ends *Camp Invention Ends
25 Week 5 Begins	26	27	28	29 Week 5 Ends (End of Program)

PLEASE NOTE: Grade levels are recommendations. Contact the Director with any inquiries. Students will have a supervised break from 10:00 to 10:15. They may bring a (peanut-free) snack and/or drink. Students will be escorted from session 1 to session 2 and then to the cafeteria after classes. If a student is signed up for the Extended Enrichment program they will have a supervised lunch. Again, please be sensitive to food allergies when packing your child's lunch. Parents are asked to pick up their children inside the cafeteria (signs will be posted). Any changes in transportation need to be communicated in writing to the class teacher and/or the Director.

8:30 a.m. to 10:00 a.m.

Week 1: June 27-July 1

Bringing Books to Life (K-2)
Exploring Sculpture (K-6)
Hockey (2-6)
Lego Robotics (K-2)
Minecraft (4-6)
Sloppy Science (K-6)

Week 2: July 5-8

Book Cooks (K-2)
Diamond Sports (K-6)
Lego Robotics (K-2)
Mad Scientists (2-6)
Minecraft (4-6)
Tie Dye (3-6)

Week 3: July 11-15

Computer Coding (3-6)
Clay (K-2)
Minecraft (4-6)
Old School Games (1-6)
Poetry Slam (2-6)
Sloppy Science (K-6)

Week 4: July 18-22

*Camp Invention (1-6) *See Description*
Bringing Books to Life (K-2)
Introduction to Watercolors (K-6)
Music Producer (3-6)
Soccer Skills (K-6)
Stop the Presses (3-6)

Week 5: July 25-29

Computer Coding (3-6)
Dinosaur Adventure (K-2)
Hip Hop Dance (K-6)
Lego Robotics (3-6)
Mad Scientists (2-6)
Minecraft (K-3)

10:15 a.m. to 11:45 a.m.

Week 1: June 27-July 1

Around the World (3-6)
Clay (3-6)
Getting Ready for Kindergarten (K)
Lego Robotics (3-6)
Minecraft (K-3)
Soccer Skills (K-6)

Week 2: July 5-8

Crime Lab Investigation (3-6)
Football 101 (2-6)
Lego Robotics (3-6)
Minecraft (K-3)
Soccer Skills (K-6)
Tie Dye (K-2)

Week 3: July 11-15

Brain Teasers (2-6)
Creative Printmaking (K-6)
Minecraft (K-3)
Music Producer (3-6)
Outer Space Science (1-6)
Summer Olympics (K-6)

Week 4: July 18-22

*Camp Invention (1-6) *See Description*
Around the World (3-6)
Book Cooks (K-2)
Clay (3-6)
Dinosaur Adventure (K-2)
Storybird (3-6)

Week 5: July 25-29

Crime Lab Investigation (3-6)
Brain Teasers (2-6)
Outer Space Science (1-6)
Lego Robotics (K-2)
Minecraft (4-6)
Cheerleading (K-6)

Registration 2016 Elementary Summer Enrichment

Personal Information

Student Name	
Student # 2	
Parent Name	
Home address	
Phone (Home)	
Phone (Cell)	
Grade entering	
Child's School	
Email	

Other adults authorized to pick up child and phone number:

Class Selection

	8:30 - 10:00	10:15 - 11:45	11:45-2:45 Extended Enrichment
Week 1 Choices			
Student # 2			
Week 2 Choices			
Student # 2			
Week 3 Choices			
Student # 2			
Week 4 Choices			Unavailable
Student # 2			Unavailable
Week 5 Choices			Unavailable
Student #2			Unavailable

For Camp Invention, please list selection and then register online at www.campinvention.org or by calling 1.800.968.4332.

Emergency and Medical Information

In case of emergency, contact	
Emergency contact's phone	
Medical conditions and/or concerns	



Come Join the Fun!



Camp Invention®

Teacher Meeting Day: August 29 **Professional Development Days:** August 30 and 31; November 8

Vacation Weeks: Close December 23 at end of the school day – Reopen January 3
Close February 17 at end of school day – Reopen February 22
Close April 13 at end of school day – Reopen April 24

No School: Labor Day, Sept. 5; Columbus Day, Oct. 10; PDD, Nov. 8; Veteran’s Day, Nov. 11;
Thanksgiving Recess, Nov. 24, 25; New Years Day, Jan 2; Martin Luther King Day, Jan. 16;
Good Friday, April 14; Memorial Day, May 29

****Shortened Legal Days:** Thanksgiving Recess, Nov. 23; Christmas Recess, Dec. 23
Elementary, K-8 & Middle – last three school days in June; High School – last school day in June

Parent Conference Days: (*indicates afternoon conferences)

Elementary – October 17, 18*, 19	(snow date: November 3)
March 20, 21*, 22	(snow date: April 11)
K-8 – October 25, 26, 27*	(snow date: November 9)
March 28, 29, 30	(snow date: April 12)
Middle – October 24, 25, 26, 27*	(snow date: November 9)
March 28, 29	(snow date: April 12)
High – October 17, 18, 19*	(snow date: November 3)
March 21	(snow date: April 11)

M	T	W	TH	F		M	T	W	TH	F		
<u>August</u>						<u>February</u>						
TMD	PDD	PDD			0 days	6	7	8	9	10		
<u>September</u>						13	14	15	16	17		
LD	6	7	8	9		PD	VAC	22	23	24	18 days	
12	13	14	15	16		27	28					
19	20	21	22	23		<u>March</u>						
26	27	28	29	30	21 days	6	7	8	9	10		
<u>October</u>						13	14	15	16	17		
3	4	5	6	7		20	21	22	23	24		
CD	11	12	13	14		27	28	29	30	31	23 days	
17	18	19	20	21		<u>April</u>						
24	25	26	27	28		3	4	5	6	7		
31					20 days	10	11	12	13	GF		
<u>November</u>						(17	18	19	20	21)	vacation	
	1	2	3	4		24	25	26	27	28	14 days	
7	PDD	9	10	VD		<u>May</u>						
14	15	16	17	18		1	2	3	4	5		
21	22	23**				8	9	10	11	12		
28	29	30			18 days	15	16	17	18	19		
<u>December</u>						22	23	24	25	26		
5	6	7	8	9		MD	30	31			22 days	
12	13	14	15	16		<u>June</u>						
19	20	21	22	23**	17 days				1	2		
<u>January</u>						5	6	7	8	9		
NY	3	4	5	6		12	13	14	15	16		
9	10	11	12	13		19	20	21	22	23		
MLK	17	18	19	20		26	27	28	29	30	8days	
23	24	25	26	27								
30	31				20 days							
First Half 96 days						Second Half 85 days						Total 181

Emergency Days – Students must attend school 181 days. With no snow days the last day of school will be June 12.
Each snow day used will advance the last day of school forward to no later than June 30. 3/30/2016

HUMAN GEOGRAPHY

Course Description

Effective Fall 2015

AP Course Descriptions are updated regularly. Please visit AP Central[®] (apcentral.collegeboard.com) to determine whether a more recent Course Description PDF is available.

HUMAN GEOGRAPHY

Course Description

Effective Fall 2015

The College Board
New York, NY

About the College Board

The College Board is a mission-driven not-for-profit organization that connects students to college success and opportunity. Founded in 1900, the College Board was created to expand access to higher education. Today, the membership association is made up of over 6,000 of the world's leading educational institutions and is dedicated to promoting excellence and equity in education. Each year, the College Board helps more than seven million students prepare for a successful transition to college through programs and services in college readiness and college success — including the SAT[®] and the Advanced Placement Program[®]. The organization also serves the education community through research and advocacy on behalf of students, educators, and schools.

For further information, visit www.collegeboard.org.

AP[®] Equity and Access Policy

The College Board strongly encourages educators to make equitable access a guiding principle for their AP[®] programs by giving all willing and academically prepared students the opportunity to participate in AP. We encourage the elimination of barriers that restrict access to AP for students from ethnic, racial, and socioeconomic groups that have been traditionally underrepresented. Schools should make every effort to ensure their AP classes reflect the diversity of their student population. The College Board also believes that all students should have access to academically challenging course work before they enroll in AP classes, which can prepare them for AP success. It is only through a commitment to equitable preparation and access that true equity and excellence can be achieved.

AP Course Descriptions

AP course descriptions are updated regularly. Please visit AP Central[®] (apcentral.collegeboard.org) to determine whether a more recent course description PDF is available.

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About AP®

AP enables students to pursue college-level studies while still in high school. Through more than 30 courses, each culminating in a rigorous exam, AP provides willing and academically prepared students with the opportunity to earn college credit and/or advanced placement. Taking AP courses also demonstrates to college admission officers that students have sought out the most rigorous course work available to them.

Each AP course is modeled upon a comparable college course, and college and university faculty play a vital role in ensuring that AP courses align with college-level standards. Talented and dedicated AP teachers help AP students in classrooms around the world develop and apply the content knowledge and skills they will need later in college.

Each AP course concludes with a college-level assessment developed and scored by college and university faculty and experienced AP teachers. AP Exams are an essential part of the AP experience, enabling students to demonstrate their mastery of college-level course work. Most four-year colleges and universities in the United States and universities in more than 60 countries recognize AP in the admission process and grant students credit, placement, or both on the basis of successful AP Exam scores. Visit www.collegeboard.org/apcreditpolicy to view AP credit and placement policies at more than 1,000 colleges and universities.

Performing well on an AP Exam means more than just the successful completion of a course; it is a gateway to success in college. Research consistently shows that students who receive a score of 3 or higher on AP Exams typically experience greater academic success in college and have higher graduation rates than their non-AP peers.¹ Additional AP studies are available at www.collegeboard.org/research.

1 See the following research studies for more details:

Linda Hargrove, Donn Godin, and Barbara Dodd, *College Outcomes Comparisons by AP and Non-AP High School Experiences* (New York: The College Board, 2008).

Chrys Dougherty, Lynn Mellor, and Shuling Jian, *The Relationship Between Advanced Placement and College Graduation* (Austin, Texas: National Center for Educational Accountability, 2006).

Offering AP Courses and Enrolling Students

This *AP Course Description* details the essential information required to understand the objectives and expectations of an AP course. The AP Program unequivocally supports the principle that each school implements its own curriculum that will enable students to develop the content knowledge and skills described here.

Schools wishing to offer AP courses must participate in the AP Course Audit, a process through which AP teachers' syllabi are reviewed by college faculty. The AP Course Audit was created at the request of College Board members who sought a means for the College Board to provide teachers and administrators with clear guidelines on curricular and resource requirements for AP courses and to help colleges and universities validate courses marked "AP" on students' transcripts. This process ensures that AP teachers' syllabi meet or exceed the curricular and resource expectations that college and secondary school faculty have established for college-level courses. For more information on the AP Course Audit, visit www.collegeboard.org/apcourseaudit.

How AP Courses and Exams Are Developed

Committees of college faculty and expert AP teachers design AP courses and exams to ensure that each AP subject reflects and assesses college-level expectations. AP Development Committees define the scope and expectations of the course, articulating what students should know and be able to do upon completion of the AP course.

The AP Development Committees are also responsible for drawing clear and well-articulated connections between the AP course and AP Exam. The AP Exam development process is a multiyear endeavor; all AP Exams undergo extensive review, revision, piloting, and analysis to ensure that the questions are fair, of high quality, and reflect an appropriate range of difficulty.

How AP Exams Are Scored

The exam scoring process, like the course and exam development process, relies on the expertise of both AP teachers and college faculty. While multiple-choice questions are scored by machine, the free-response questions are scored by thousands of college faculty and expert AP teachers at the annual AP Reading. AP Exam Readers are thoroughly trained, and their work is monitored throughout the Reading for fairness and consistency. In each subject, a highly respected college faculty member serves as Chief Reader, who, with the help of Readers in leadership positions, maintains the accuracy of the scoring standards. Scores on the free-response questions are weighted and combined with the results of the computer-scored multiple-choice questions, and this raw score is converted into a composite AP score of 5, 4, 3, 2, or 1.

The score-setting process is both precise and labor intensive, involving numerous psychometric analyses of the results of a specific AP Exam in a specific year and of the particular group of students who took that exam. Additionally, to ensure alignment with college-level standards, part of the score-setting process involves comparing the performance of AP students with the performance of students enrolled in comparable courses in colleges throughout the United States. In general, the AP composite score points are set so that the lowest raw score needed to earn an AP score of 5 is equivalent to the average score among college students earning grades of A in the college course. Similarly, AP Exam scores of 4 are equivalent to college grades of A-, B+, and B. AP Exam scores of 3 are equivalent to college grades of B-, C+, and C.

Using and Interpreting AP Scores

College faculty are involved in every aspect of AP, from course and exam development to scoring and standards alignment. These faculty members ensure that the courses and exams meet colleges' expectations for content taught in comparable college courses. Based upon outcomes research and program evaluation, the American Council on Education (ACE) and the Advanced Placement Program recommend that colleges grant credit and/or placement to students with AP Exam scores of 3 and higher. The AP score of 3 is equivalent to grades of B-, C+, and C in the equivalent college course. However, colleges and universities set their own AP credit, advanced standing, and course placement policies based on their unique needs and objectives.

AP Score	Recommendation
5	Extremely well qualified
4	Well qualified
3	Qualified
2	Possibly qualified
1	No recommendation

Additional Resources

Visit <http://apcentral.collegeboard.org> for more information about the AP Program.

Introduction to AP Human Geography

The AP Human Geography course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students learn to employ spatial concepts and landscape analysis to examine human socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications.

Overview of This Guide

This publication is intended to give school administrators and AP Human Geography teachers a detailed summary of the curricular requirements for the course, as well as a summary of the performance expectations for students in the course. It also provides guidance about strategies for effective instruction and formative assessment — both crucial elements in engaging high school learners in a college-level curriculum.

The publication contains a curriculum articulation (see page 22), which identifies the following:

- ▶ Essential knowledge that students should learn in the course
- ▶ Learning objectives that identify what students should know and be able to do by the end of the course
- ▶ Enduring understandings that specify core concepts that students should retain from their learning experiences

The curriculum articulation also identifies questions and prompts from released AP Human Geography Exams that align with specific learning objectives; this information helps define both the curriculum that teachers must cover in the course and the knowledge and skills that may be assessed on the AP Exam.

Additionally, this publication contains detailed information about the AP Human Geography Exam, including sample exam items and a summary of scoring rubrics.

Course Prerequisites

There are no prerequisites for AP Human Geography; however, students who have had experience with world geography, world history, or earth science may more easily address the objectives of this course. Experience with reading and interpreting data in various forms (e.g., graphs and maps) would also be beneficial. Students may have been effectively introduced to geographic terminology and concepts as early as at the elementary school level.

Reading Level of Course Texts

Students entering an AP Human Geography course should be capable of reading and comprehending texts written at the college level. Students should be able

to summarize and evaluate textual information. They should also be able to read and interpret maps and graphic data. The ability to perform basic mathematical operations is also useful in this course.

Expectations for Writing in the Course

Students entering an AP Human Geography course should possess fundamental skills in composition and inquiry (research). In both short-answer (i.e., one-paragraph) and multiparagraph essay formats, they should be able to clearly articulate their summaries, analyses, interpretations, and evaluations of information.

AP Human Geography Course Overview

Course Content and Its Presentation

AP Human Geography presents high school students with the curricular equivalent of an introductory college-level course in human geography or cultural geography. Content is presented thematically rather than regionally and is organized around the discipline's main subfields: economic geography, cultural geography, political geography, and urban geography. The approach is spatial and problem oriented. Case studies are drawn from all world regions, with an emphasis on understanding the world in which we live today. Historical information serves to enrich analysis of the impacts of phenomena such as globalization, colonialism, and human–environment relationships on places, regions, cultural landscapes, and patterns of interaction.

Specific topics with which students engage include the following:

- ▶ problems of economic development and cultural change
- ▶ consequences of population growth, changing fertility rates, and international migration
- ▶ impacts of technological innovation on transportation, communication, industrialization, and other aspects of human life
- ▶ struggles over political power and control of territory
- ▶ conflicts over the demands of ethnic minorities, the role of women in society, and the inequalities between developed and developing economies
- ▶ explanations of why location matters to agricultural land use, industrial development, and urban problems
- ▶ the role of climate change and environmental abuses in shaping the human landscapes on Earth

Course Goals

By the end of the course, students should be more geoliterate, more engaged in contemporary global issues, and more multicultural in their viewpoints. They should have developed skills in approaching problems geographically, using maps and geospatial technologies, thinking critically about texts and graphic images, interpreting cultural landscapes, and applying geographic concepts such as scale, region, diffusion, interdependence, and spatial interaction, among others. Students should see geography as a discipline relevant to the world in which they live; as a source of ideas for identifying, clarifying, and solving problems at various scales; and as a key component of building global citizenship and environmental stewardship.

The particular topics studied in an AP Human Geography course should align with the following college-level goals, which are based on the National Geography Standards developed in 1994 (and revised in 2012).² On successful completion of the course, students should have developed skills that enable them to do the following:

- ▶ *Interpret maps and analyze geospatial data.* Geography addresses the ways in which patterns on Earth's surface reflect and influence physical and human processes. As such, maps, geographic information systems (GIS), satellite imagery, remote sensing, and aerial photographs are fundamental to the discipline, and learning to use and think about these data sources is critical to geographic literacy. The goal is achieved when students learn to use maps and geospatial data to pose and solve problems, such as making predictions about the location of future urban growth for a particular city. Students should also learn to think critically about the patterns and information revealed or hidden in different types of maps and other forms of geospatial data.
- ▶ *Understand the associations and networks among phenomena in particular places and explain their implications.* The study of geography requires one to examine the world from a spatial perspective in order to understand the changing distribution of human activities on Earth's surface and the impact on natural resources. A spatial perspective allows one to focus on the ways phenomena are related to one another in particular places. For example, political instability in one part of the world may be connected to changing urban neighborhood demographics on another continent due to refugee and immigrant streams. Additionally, networks between producers and consumers are constantly changing in a globalized world. In this course, students learn to:
 - › recognize and interpret patterns and networks
 - › assess the nature and significance of the relationships among phenomena that occur in the same place
 - › analyze the ways cultural values, political policies, and economic forces work together to create particular landscapes (e.g., associations between exurban developments in the United States and the agriculturally productive Central Valley of California)
- ▶ *Recognize and interpret the relationships among patterns and processes at different scales of analysis.* Geographic analysis requires a sensitivity to scale, not just as a spatial category but as a framework for understanding how events and processes at different scales influence one another and change according to the scale of analysis. Students should therefore understand that the phenomena they are studying at one scale (e.g., local) may well be influenced by processes and developments at other scales (e.g., global, regional, national, state, provincial). For example, the closing of a manufacturing plant could be the result of global forces beyond the control of officials at the local level. Students should examine processes operating at multiple scales when seeking explanations of geographic patterns and arrangements.
- ▶ *Define regions and evaluate the regionalization process.* The study of geography requires one to not simply describe patterns but also analyze how these patterns

2 "National Geography Standards and Skills," National Geographic, accessed December 1, 2014, http://education.nationalgeographic.com/education/national-geography-standards/?ar_a=1.

came about and what they mean. Students should see regions (i.e., areas that share both human and physical characteristics) as objects of analysis and exploration; instead of simply locating and describing regions, they should consider how and why regions come into being and what they reveal about the changing character of the world in which we live. Examples of the regionalization process frequently come into focus when teaching about religion and language.

Course Design: Depth over Breadth

The study of geography requires interdisciplinary thinking and draws on a vast number of topics. This situation presents a dilemma for AP Human Geography teachers that often takes time and experience to solve: How can the necessary scope (breadth) of content that needs to be covered be balanced with the depth students need to understand a particular topic? If teachers can incorporate spatial thinking and analysis into their lessons, assignments, and presentations, then students will understand geographic data and apply geographic skills.

What is most critical is for students to think about issues from a geographic perspective. The following is a useful guide for teachers in assessing whether they are adhering to this perspective: If teachers are finding it difficult to refer to a map, chart, graph, or photograph to support the topic they are discussing, then they could be straying away from geography. This pitfall is common when covering ethnic conflicts, in which cultural patterns and processes are often at the root of conflicts. Many ethnic conflicts have long and complicated histories, so teachers must decide which conflicts to teach (e.g., the former Yugoslavia, Rwanda) and in how much depth to teach them. Teachers should continually ask themselves, "Where is the geography in this lesson?" By doing so, an AP Human Geography teacher can more easily maintain an appropriate focus for instruction, which in turn can help address topics with appropriate depth while avoiding overly broad coverage.

AP Course Audit and Curricular and Resource Requirements

Schools that intend to offer AP courses and label them as such on high school transcripts must provide evidence that the teachers of those courses (1) are aware of the curricular requirements as stipulated by the College Board and (2) have a plan to address those requirements. Schools provide such evidence by submitting to the AP Course Audit a syllabus or course description for each proposed AP course. Those syllabi are then reviewed by college professors who teach the equivalent introductory-level college courses. Courses for which sufficient evidence is provided are then authorized by the College Board and are added to a list of such authorized courses. The College Board makes that list available to colleges and universities so that they can verify AP courses that may be listed on student applicants' high school transcripts.

The curricular requirements for AP Human Geography are as follows:

- ▶ The teacher has read the most recent *AP Human Geography Course Description*.
- ▶ The course provides a systematic study of human geography, including the following topics outlined in the course description:
 - › Geography: Its Nature and Perspectives
 - › Population and Migration
 - › Cultural Patterns and Processes
 - › Political Organization of Space
 - › Agriculture, Food Production, and Rural Land Use
 - › Industrialization and Economic Development
 - › Cities and Urban Land Use
- ▶ The course teaches the use of spatial concepts and landscape analysis to examine human organization of space.
- ▶ The course teaches spatial relationships at different scales ranging from the local to the global.
- ▶ The course teaches students how to use and interpret maps, data sets, and geographic models. GIS, aerial photographs, and satellite images, though not required, can be used effectively in the course.

The resource requirements for the AP Human Geography course are as follows:

- ▶ The school ensures that each student has a college-level human geography textbook (supplemented when necessary to meet the curricular requirements) for individual use inside and outside the classroom.

- ▶ The school provides a collection of maps, atlases, and other resource materials (which could include data sources, case studies, mapping software, newspapers, and magazines) for use by students.
- ▶ The school ensures that teachers have copies of additional college-level geography textbooks and other appropriate college-level books for their consultation.

Course Curriculum

General Learning Outcomes

By engaging in a college-level human geography course, students should learn to do the following:

- ▶ Read sophisticated texts and academic writings
- ▶ Write well-constructed essays and research reports
- ▶ Think critically by synthesizing a variety of perspectives and information from various sources
- ▶ Discuss controversial issues with maturity and openness
- ▶ Analyze various forms of geospatial data
- ▶ Present field work and/or research using both visual and oral formats
- ▶ Work collaboratively with fellow students to analyze real-world issues

Skills and Practices

This course requires students to read and write at a college level, think critically, analyze various forms of spatial data, engage in map interpretation and analysis, solve problems using mathematical computation formulas, and possibly enhance their computer literacy using various programs such as database spreadsheets and geographic information system (GIS) mapping programs. Students should gain experience and expertise in conducting field studies, engaging in original research, analyzing academic writings, and writing academic reports. In addition, AP Human Geography teachers should provide instruction on the following set of geographic skills from National Geographic's "National Geography Standards and Skills":

- ▶ Asking geographic questions
- ▶ Acquiring geographic information
- ▶ Organizing geographic information
- ▶ Analyzing geographic information
- ▶ Answering geographic questions

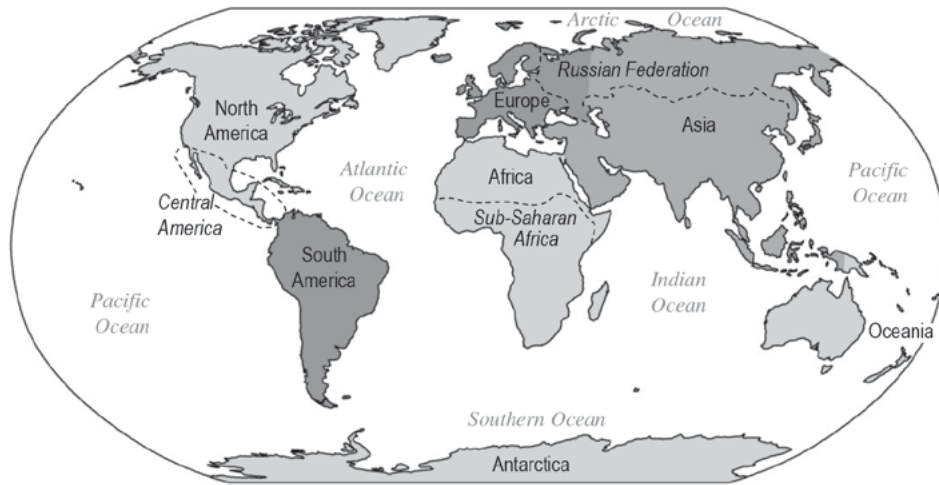
For a more in-depth treatment of discipline-specific skills that geographers use, teachers should consult the article by Dr. Sarah W. Bednarz, "Maps and Spatial-Thinking Skills in the AP Human Geography Classroom." (See Essential Resources, p. 57.)

World Regions Maps

The following maps present a big-picture view of world regions and then a closer look. Many of the regions overlap or have transitional zones between them.

Although some regions are based on culture, others are defined by physiographic (i.e., physical geography) features. Not all geographers agree on how each region is defined. One geographer, for example, may place Armenia and Azerbaijan in the Middle East, whereas another may place them in Central Asia, as both countries were formerly parts of the Soviet Union. Likewise, some geographers use the term Middle East, whereas others use Southwest Asia to describe the same region.

AP Human Geography: World Regions — A Big Picture View



AP Human Geography: World Regions — A Closer Look



Curriculum Topics

The academic discipline of geography is divided into two main fields of study: human geography and physical geography. This course deals with the human element and is divided into seven broad topical units of study. There is no prescribed sequence for teaching these seven topical units. What is most important is that teachers be able to help students link units conceptually, as doing so will help students understand more thoroughly the interconnected nature of geography as a discipline.

I. Geography: Its Nature and Perspectives

AP Human Geography emphasizes the importance of geography as a field of inquiry and introduces students to the concept of spatial organization. Knowing the location of places, people, and events is a gateway to understanding complex environmental relationships and interconnections among places and across landscapes.

Geographic concepts emphasized throughout the course are location, space, place, scale of analysis, pattern, regionalization, and globalization. These concepts are basic to understanding spatial interaction and spatial behavior, the dynamics of human population growth and migration, patterns of culture, political control of territory, areas of agriculture production, the changing location of industry and economic development strategies, and evolving human settlement patterns, particularly urbanization. Students learn how to use and interpret maps and spatial data, apply mathematical formulas, and interpret models in order to better understand the world from a spatial perspective.

The course enables students to consider the regional organization of various phenomena and encourages geographic analysis in order to understand processes in a changing world. For example, geographic perspectives on the impact of human activities on the environment, from local to global scales, include effects on land, water, atmosphere, population, biodiversity, and climate. These human ecological examples are inherent throughout the course, especially in topics dealing with population growth, agricultural and industrial practices, and rapid urbanization. A significant outcome of the course is developing students' awareness of geographic methods and the relevance of geospatial technologies to a variety of situations (e.g., everyday life, planning and public policy, professional decision making, problem solving at scales from local to global).

II. Population and Migration

Understanding the ways in which human population is organized geographically helps students make sense of cultural patterns, political organization of space, food production issues, economic development concerns, natural resource use and decisions, and urban systems. Therefore, many of the concepts and theories encountered in this part of the course connect with other course units. Additionally, course themes of location, space, place, scale of analysis, and pattern can be emphasized when studying basic population issues such as crude birth rate, crude death rate, total fertility rate, infant mortality rate, doubling time, and natural increase.

Explanations of why the population is growing or declining in some places are based on patterns and trends in fertility, mortality, and migration. For example, when learning about the relevance of place context and government policies, students may analyze fertility rates and age–sex structures (shown in population pyramids) in various countries. Analyses of refugee flows, immigration, and internal migration help students understand the connections between population phenomena and other topics. For example, environmental degradation and natural hazards may prompt population redistribution at various scales, which in turn creates new pressures on the environment, culture, and political institutions.

This part of the course also enhances students' critical understanding of population trends across space and over time as they consider models of population growth and decline, including Malthusian theory, the demographic transition, and the epidemiological (mortality) transition model. Students can then evaluate the role, strengths, and weaknesses of major population policies, which attempt to either promote or restrict population growth.

III. Cultural Patterns and Processes

Understanding the components and regional variations of cultural patterns and processes is critical to human geography. Students begin with the concepts of culture and cultural traits and learn how geographers assess the spatial and place dimensions of cultural groups as defined by language, religion, ethnicity, and gender, in the present as well as the past.

The course explores cultural interaction at various scales, along with the adaptations, changes, and conflicts that may result. The geographies of language, religion, ethnicity, and gender are studied to identify and analyze patterns and processes of cultural differences. Students learn to distinguish between languages and dialects, ethnic religions and universalizing religions, and folk and popular cultures, as well as between ethnic political movements. These distinctions help students understand the forces that affect the geographic patterns of each cultural characteristic.

Another important emphasis of the course is the way culture shapes relationships between humans and the environment. Students learn how culture is expressed in landscapes and how land use, in turn, represents cultural identity. Built environments enable the geographer to interpret cultural values, tastes, symbolism, and beliefs. For instance, when analyzing Amish communities in the Western Hemisphere, it is important to understand how their unique values and practices (e.g., lack of power lines to buildings and the use of preindustrial forms of transportation) influence the cultural landscape.

IV. Political Organization of Space

Students learn about the nature and significance of the political organization of territory at different scales. Political patterns reflect ideas of territoriality — how Earth's surface should be organized — which in turn affect a wide range of exercises of power over space and boundaries. Two major themes are the political geography of the modern state and relationships between countries. Students are introduced to the different forces that shaped the evolution of the contemporary

world map. These forces include the rise of nation-states, especially in Europe; the influence of colonialism and imperialism; the rise of supranational organizations; and the devolution of states.

Students learn about the basic structure of the political map, including the inconsistencies between maps of political boundaries and maps of ethnic, cultural, economic, and environmental patterns. Additionally, students analyze forces that are changing the roles of individual countries in the modern world, such as ethnic separatism, terrorism, economic globalization, and social and environmental problems that cross international boundaries (e.g., climate change and acid rain). This part of the course also focuses on subnational and supranational political units. For example, at the scale above the state level, attention is directed to regional alliances, such as the North Atlantic Treaty Organization (NATO), the European Union, the Association of Southeast Asian Nations (ASEAN), and the North American Free Trade Agreement (NAFTA). At the scale below the state level, students learn about the ways in which electoral districts, municipalities, indigenous areas, provinces, and autonomous lands affect political, social, and economic processes.

V. Agriculture, Food Production, and Rural Land Use

Students examine geographic hearths where domestication of plants and animals first occurred and study the processes by which domesticated crops and animals spread. This diffusion process helps explain why distinct regional patterns emerge in terms of diet, energy use, and the adaptation of biotechnology.

This part of the course also examines the major agricultural production regions of the world, which are categorized as commercial or subsistence operations and are characterized as extensive (e.g., shifting cultivation) or intensive (e.g., mixed crop/livestock). Agricultural production regions are examined, as are settlement patterns and landscapes typical of each major agriculture type. Students learn about land survey systems, environmental conditions, sustainability, global food supply issues, and the cultural values that shape agricultural patterns. In addition, this unit addresses the roles of women in agriculture production, particularly in subsistence farming and market economies in the developing world.

Students learn theories and models about patterns of rural land use and associated settlements (e.g., von Thunen's land use model). They also study the impacts of large-scale agribusiness on food production and consumption. The effects of economic and cultural globalization on agriculture and the need to increase food supplies and production capacity are also addressed.

VI. Industrialization and Economic Development

Students learn about the geographic elements of industrialization and economic development, including past and present patterns of industrialization, types of economic sectors, and the acquisition of comparative advantage and complementarity. Students also learn how models of economic development (e.g., Rostow's stages of economic growth and Wallerstein's world-systems theory) help to explain why the world is divided into a more developed economic core and a less developed periphery with (in some cases) a semiperiphery between them.

The analysis of contemporary patterns of industrialization and their impact on development is another important focus. Students use measures of development (e.g., gross domestic product per capita and the Human Development Index [HDI]) as tools to understand patterns of economic differences. Additional topics to be studied include Weber's industrial location theory and accounts of economic globalization, which accent time-space compression and the new international division of labor. For example, students analyze the reasons why some Asian economies achieved rapid rates of growth in the mid- to late 20th century, whereas the economies of most countries south of the Sahara did not.

Students also examine the ways in which countries, regions, and communities must confront new patterns of economic inequality that are linked to geographies of interdependence in the world economy. Relevant topics include the global financial crisis, the shift in manufacturing to newly industrialized countries (NICs), imbalances in consumption patterns, the roles of women in the labor force, energy use, the conservation of resources, and the impact of pollution on the environment and quality of life.

VII. Cities and Urban Land Use

The course divides urban geography into two subfields. The first is the study of systems of cities, focusing on the location of cities and why cities are where they are. This study involves an examination of such topics as the current and historical distribution of cities; the political, economic, and cultural functions of cities; reasons for differential growth among cities; and types of transportation and communication linkages among cities. Theories of settlement geography, such as Christaller's central place theory, the rank-size rule, and the gravity model, are introduced. Quantitative information on such topics as population growth, migration, zones of influence, and employment is used to analyze changes in the urban hierarchy.

The second subfield of urban geography focuses on the form, internal structure, and landscapes of cities and emphasizes what cities are like as places to live and work. Students are introduced to topics such as the analysis of patterns of urban land use, ethnic segregation, types of intracity transportation, architectural traditions (e.g., neoclassical, modern, and postmodern), cycles of uneven development, and environmental justice (e.g., the disproportionate location of polluting industries and brown fields in low-income or minority residential areas). Students' understanding of cities as places is enhanced by both quantitative data from censuses and qualitative information from narrative accounts and field studies. Students also learn about and apply models of internal city structure and development in the United States and Canada (e.g., Burgess concentric zone model, Hoyt sector model, Harris-Ullman multiple nuclei model, and galactic city model), examine the strengths and weaknesses of these models, and compare and contrast the models with the internal structure of cities outside North America.

Topics such as economic systems, housing finance, culture, architectural history, government policies, and innovations in transportation can be useful in the analysis of spatial patterns of urban landscapes. Although much of the literature in urban geography focuses on the cities of North America, comparative urbanization is an increasingly important topic. The study of cities worldwide illustrates how differing

economic systems and cultural values can lead to variations in the spatial structures of urban landscapes.

Students also examine current trends in urban development, such as the emergence of edge cities, new urbanism, transit-oriented development, smart growth, and the gentrification of neighborhoods. In addition, students evaluate sustainable urban-planning design initiatives and community actions, such as bikeways and walkable mixed-use commercial and residential developments, that reduce energy use and protect the environments of cities in the future.

AP Human Geography Curriculum Articulation

The curriculum articulation below is designed to provide a clear and detailed description of the course curriculum and course content. Based on the Understanding by Design model (Wiggins and McTighe),³ the articulation provides the following:

- ▶ Enduring understandings, which describe core concepts that students should retain from their learning experiences
- ▶ Learning objectives, which describe what students are expected to be able to do by the end of the course
- ▶ Essential knowledge statements, which specify facts or content that students must know to be able to successfully demonstrate understanding of the learning objectives

The last column lists AP Human Geography Exam items that align with specific learning objectives or essential knowledge statements. In that column, FRQ refers to released (published) free-response questions, MC refers to released multiple-choice questions, and PE refers to the practice exam that is accessible via the AP Course Audit account for teachers of College Board–authorized AP Human Geography courses. PRB refers to Population Reference Bureau, which is a common resource for information used in the course.

I. Geography: Its Nature and Perspectives

Enduring Understandings (Students will understand that ...)	Learning Objectives (Students will be able to ...)	Essential Knowledge (Students will know that ...)	Examples or Resources
A. Geography, as a field of inquiry, looks at the world from a spatial perspective.	Explain the importance of geography as a field of study.	Geographic information provides context for understanding spatial relationships and human–environment interaction.	

³ Grant Wiggins and Jay McTighe, *Understanding by Design* (Alexandria, VA: Association for Supervision and Curriculum Development, 2005).

Enduring Understandings (Students will understand that ...)	Learning Objectives (Students will be able to ...)	Essential Knowledge (Students will know that ...)	Examples or Resources
B. Geography offers a set of concepts, skills, and tools that facilitate critical thinking and problem solving.	Explain major geographical concepts underlying the geographic perspective.	Geographical concepts include location, place, scale, space, pattern, nature and society, networks, flows, regionalization, and globalization.	
	Use landscape analysis to examine the human organization of space.	Landscape analysis (e.g., field observations, photographic interpretations) provides a context for understanding the location of people, places, regions, and events; human–environment relationships; and interconnections between and among places and regions.	2003 FRQ #2
C. Geographical skills provide a foundation for analyzing world patterns and processes.	Use spatial thinking to analyze the human organization of space.	People apply spatial concepts to interpret and understand population and migration; cultural patterns and processes; political organization of space; agriculture, food production, and rural land use; industrialization and economic development; and cities and urban land use.	
	Use and interpret maps.	Maps are used to represent and identify spatial patterns and processes at different scales.	2009 FRQ #1
		Types of maps include reference maps (e.g., physical and political maps) and thematic maps (e.g., choropleth, dot, graduated symbol, isoline, cartogram).	PE MC #41
		All map projections (e.g., Mercator, polar) inevitably distort spatial relationships (e.g., shape, area, distance, direction).	2006 MC #3
	Apply mathematical formulas and graphs to interpret geographic concepts.	Mathematical formulas and graphs are used to analyze rates of natural increase in population, population doubling time, rank-size rule for cities, and distance-decay functions.	

Enduring Understandings (Students will understand that ...)	Learning Objectives (Students will be able to ...)	Essential Knowledge (Students will know that ...)	Examples or Resources
C. Geographical skills provide a foundation for analyzing world patterns and processes. <i>(continued)</i>	Use and interpret geographic models.	Geographers use models as generalizations to think systematically about topics such as land use (e.g., von Thünen model, Latin American city model), industrial location (e.g., Weber model), and the distribution of settlements (e.g., Christaller’s central place theory).	
	Use concepts such as space, place, and region to examine geographic issues.	Geographical issues include problems related to human–environmental interactions (e.g., sustainable agriculture); conflict and cooperation among countries (e.g., European Union); and planning and public-policy decision making (e.g., pronatalist policies).	
	Interpret patterns and processes at different scales.	Patterns and processes at different scales reveal variations in and different interpretations of data (e.g., age–sex pyramids, population density).	
	Define <i>region</i> as a concept, identify world regions, and understand regionalization processes.	Regions are defined on the basis of one or more unifying characteristics (e.g., corn belt) or on patterns of activity (e.g., hinterlands of ports).	
		Types of regions include formal, functional, and perceptual.	
		World regions are defined for this course by the maps in the course curriculum section of the <i>AP Human Geography Course Description</i> .	
		World regions may overlap (e.g., Southeast Asia and Asia) and often have transitional boundaries (e.g., North Africa and Sub-Saharan Africa).	
	Explain and evaluate the regionalization process.	Regional thinking is applied at local, national, and global scales.	
		<i>Regionalism</i> refers to a group’s perceived identification with a particular region at any scale (e.g., Quebec).	2006 MC #30

Enduring Understandings (Students will understand that ...)	Learning Objectives (Students will be able to ...)	Essential Knowledge (Students will know that ...)	Examples or Resources
C. Geographical skills provide a foundation for analyzing world patterns and processes. <i>(continued)</i>	Analyze changing interconnections among places.	Interconnections among places include exchanges of natural resources, agricultural commodities, finished products, services, people, information, money, and pollutants.	PE MC #14, #19
D. Geospatial technologies increase the capability for gathering and analyzing geographic information with applications to everyday life.	Use and interpret geospatial data.	Geospatial technologies include geographic information systems (GIS), satellite navigation systems (e.g., global positioning system), remote sensing, and online mapping and visualization. Geospatial data (e.g., census data, satellite imagery) is used at all scales for personal (e.g., navigation), business (e.g., marketing), and governmental (e.g., environmental planning) purposes.	PE MC #3 PE MC #4
E. Field experiences continue to be important means of gathering geographic information and data.	Use quantitative and qualitative geographic data.	Data may be gathered in the field by organizations (e.g., census data) or by individuals (e.g., interviews, surveys, photography, informal observations). Quantitative and qualitative geographic data are used in economic, environmental, political, and social decision making.	PE MC #68 PE MC #59

II. Population and Migration

Enduring Understandings (Students will understand that ...)	Learning Objectives (Students are able to ...)	Essential Knowledge (Students will know that ...)	Examples or Resources
A. Knowledge of the geographic patterns and characteristics of human populations facilitates understanding of cultural, political, economic, and urban systems.	Analyze the distribution of human populations at different scales.	Factors that explain patterns of population distribution vary according to the scale of analysis (i.e., local to global).	2006 MC #9 PRB
		Physical factors (e.g., climate, land forms, water bodies) and human factors (e.g., cultural, economic, historical, political) influence the distribution of population.	2006 MC #18, #28
	Use population density to explain the relationship between people and the environment.	The three methods for calculating population density are arithmetic, physiological, and agricultural.	PE MC #37
	Explain the implications of population distributions and densities.	Population distribution and density influence political, economic, and social processes (e.g., redistricting, provision of services such as medical care).	
		Population distribution and density impact the environment and natural resources (e.g., carrying capacity).	2006 MC #44, #74
		Population distribution and density affect the need for infrastructure (e.g., housing) and urban services (e.g., sanitation).	
	Analyze population composition.	Age, sex, and ethnicity are elements of population composition that may be mapped and graphed at various scales.	PE MC #7 PRB
		Population pyramids are used to project population growth and decline and to predict markets for goods and services.	2003 FRQ #3 2004 FRQ #3 2006 MC #17, #32
			2010 FRQ #3 PE MC #8

Enduring Understandings (Students will understand that ...)	Learning Objectives (Students are able to ...)	Essential Knowledge (Students will know that ...)	Examples or Resources	
B. Populations grow and decline over time and space.	Explain contemporary and historical trends in population growth and decline.	Demographic factors that determine population growth and decline are fertility, mortality, and migration.	PRB	
		Rates of natural increase and population-doubling times are used to explain population growth and decline.	PE MC #29 PRB	
		Social, cultural, political, and economic factors influence fertility, mortality, and migration rates.		
		Interpret and apply theories of population growth and decline.	The demographic transition model may be used to explain population change over time and space.	2006 MC #49 2010 FRQ #3 PE MC #50
			Malthusian theory is used to analyze population change and its consequences.	2011 FRQ #2
			The epidemiologic transition explains causes of changing death rates.	
			Evaluate various national and international population policies.	Types of population policies include those that promote or restrict population growth (e.g., pronatalist, antinatalist).
		Analyze reasons for changes in fertility rates in different parts of the world.		Changing social values and access to education, employment, health care, and contraception have reduced fertility rates in most parts of the world.
			Changing social, economic, and political roles for women have influenced the patterns of fertility, mortality, and migration.	2008 FRQ #3
		Explain the causes and implications of an aging population.	Population aging is influenced by birth and death rates and life expectancy.	2013 FRQ #2
An aging population has social (e.g., retirement), economic (e.g., dependency ratio), and political (e.g., voting patterns) implications.	2013 FRQ #2 PE MC #62			

Enduring Understandings (Students will understand that ...)	Learning Objectives (Students are able to ...)	Essential Knowledge (Students will know that ...)	Examples or Resources
C. Causes and consequences of migration are influenced by cultural, demographic, economic, environmental, and political factors.	Explain how push and pull factors contribute to migration.	Push and pull factors can be cultural (e.g., religious freedom), demographic (e.g., unbalanced sex ratios, overpopulation), economic (e.g., jobs), environmental (e.g., natural disasters), or political (e.g., persecution).	2003 FRQ #3 2005 FRQ #2 PE MC #10
		Push factors are often negative (e.g., poor economic conditions, warfare), while pull factors are often perceived as positive (e.g., a better quality of life, economic opportunities).	2005 FRQ #2 2012 FRQ #3 PE MC #74
	Apply the concepts of forced and voluntary migration to historical and contemporary examples.	Forced migrations include those involving refugees, internally displaced persons, and asylum seekers.	2006 MC #8, #10
		Voluntary migrations may be transnational, internal, chain, step, and rural to urban.	2006 FRQ #1 2008 FRQ #2 PE MC #45
		Patterns of voluntary and forced migration may be affected by distance and physical features.	2008 FRQ #2
	Analyze major historical migrations.	Major historical migrations include forced migration of Africans to the Americas, immigration waves to the U.S., and emigration from Europe and Asia to colonies abroad.	2005 FRQ #2 PE MC #75
Analyze the cultural, economic, environmental, and political consequences of migration.	Governments institute policies to encourage or restrict migration.		
	Migration has consequences (e.g., remittances; spread of languages, religions, innovations, diseases) for areas that generate or receive migrants.	2006 MC #48 2012 FRQ #3	

III. Cultural Patterns and Processes

Enduring Understandings (Students will understand that ...)	Learning Objectives (Students are able to ...)	Essential Knowledge (Students will know that ...)	Examples or Resources
A. Concepts of culture frame the shared behaviors of a society.	Explain the concept of culture and identify cultural traits.	Culture is comprised of the shared practices, technologies, attitudes, and behaviors transmitted by a society. Cultural traits are individual elements of culture and include such things as food preferences, architecture, and land use.	PE MC #47
	Explain how geographers assess the spatial and place dimensions of cultural groups in the past and present.	Geographers use maps and the spatial perspective to analyze and assess language, religion, ethnicity, and gender.	2009 FRQ #1
	Explain how globalization is influencing cultural interactions and change.	Communication technologies (e.g., the Internet) are reshaping and accelerating interactions among people and places and changing cultural practices (e.g., use of English, loss of indigenous languages).	2007 FRQ #2
B. Culture varies by place and region.	Explain cultural patterns and landscapes as they vary by place and region.	Regional patterns of language, religion, and ethnicity contribute to a sense of place, enhance place making, and shape the global cultural landscape.	2002 FRQ #2 2006 MC #71 PE MC #15
		Language patterns and distributions can be represented on maps, charts, and language trees.	PE MC #2, #43, #65
		Religious patterns and distributions can be represented on maps and charts.	2009 FRQ #1 PE MC #28, #58
		Ethnicity and gender reflect cultural attitudes that shape the use of space (e.g., women in the workforce, ethnic neighborhoods).	2002 FRQ #3
		Language, religion, ethnicity, and gender are essential to understanding landscapes symbolic of cultural identity (e.g., signs, architecture, sacred sites).	2002 FRQ #2

Enduring Understandings (Students will understand that ...)	Learning Objectives (Students are able to ...)	Essential Knowledge (Students will know that ...)	Examples or Resources
B. Culture varies by place and region. <i>(continued)</i>	Explain the diffusion of culture and cultural traits through time and space.	Types of diffusion include expansion (contagious, hierarchical, stimulus) and relocation.	2006 MC #11, #68 2007 FRQ #2
		Language families, languages, dialects, world religions, ethnic cultures, and gender roles diffuse from cultural hearths, resulting in interactions between local and global forces that lead to new forms of cultural expression (e.g., lingua franca).	
		Colonialism, imperialism, and trade helped to shape patterns and practices of culture (e.g., language, religion).	
		Acculturation, assimilation, and multiculturalism are shaped by the diffusion of culture.	
	Compare and contrast ethnic and universalizing religions and their geographic patterns.	Ethnic religions (e.g., Hinduism, Judaism) are generally found near the hearth or spread through relocation diffusion.	2006 MC #36, #59
		Universalizing religions (e.g., Christianity, Islam, Buddhism) are spread through expansion and relocation diffusion.	2006 MC #36, #38
	Explain how culture is expressed in landscapes and how land and resource use represents cultural identity.	Cultural landscapes are amalgamations of physical features, agricultural and industrial practices, religious and linguistic characteristics, and other expressions of culture (e.g., architecture).	2002 FRQ #2 2006 MC #31
	Compare and contrast popular and folk culture and the geographic patterns associated with each.	Folk culture origins are usually anonymous and rooted in tradition and are often found in rural or isolated indigenous communities.	2006 MC #5, #19
		Popular culture origins are often urban, changeable, and influenced by media.	PE MC #34

IV. Political Organization of Space

Enduring Understandings (Students will understand that ...)	Learning Objectives (Students are able to ...)	Essential Knowledge (Students will know that ...)	Examples or Resources
A. The contemporary political map has been shaped by events of the past.	Explain the structure of the contemporary political map.	<p>Independent states are the primary building blocks of the world political map.</p> <p>Types of political entities include nations, states, nation-states, stateless nations, multinational states, multistate nations, and autonomous regions.</p>	2006 MC #12
	Explain the evolution of the contemporary political map.	<p>The concept of the modern nation-state began in Europe.</p> <p>Colonialism and imperialism led to the spread of nationalism and influenced contemporary political boundaries.</p>	2002 FRQ #1 PE MC #12
	Evaluate the geopolitical forces that influence the contemporary political map.	<p>Independence movements and democratization have shaped the political map since the end of World War II.</p> <p>The fall of Communism ended the Cold War, led to the creation of newly independent states, and changed the world balance of power.</p>	
B. Spatial political patterns reflect ideas of territoriality and power at a variety of scales.	Explain the concepts of political power and territoriality.	<p>Political power is expressed geographically as control over people, land, and resources (e.g., heartland, rimland, and organic theories).</p> <p>Territoriality is the connection of people, their culture, and their economic systems to the land.</p>	

Enduring Understandings (Students will understand that ...)	Learning Objectives (Students are able to ...)	Essential Knowledge (Students will know that ...)	Examples or Resources
B. Spatial political patterns reflect ideas of territoriality and political power at a variety of scales. (continued)	Evaluate the nature and function of international and internal boundaries.	<p>Boundaries are defined, delimited, demarcated, and administered.</p> <hr/> <p>International boundaries establish the limits of sovereignty and can be the source of disputes.</p> <hr/> <p>Boundaries can influence identity and promote or prevent international or internal interactions and exchanges.</p> <hr/> <p>The Law of the Sea has enabled states to extend their boundaries offshore, which sometimes results in conflicts.</p> <hr/> <p>Voting districts, redistricting, and gerrymandering influence the results of elections at various scales.</p>	<p>2012 FRQ #1</p> <hr/> <p>PE MC #73</p> <hr/> <p>PE MC #67</p> <hr/> <p>2006 MC #64</p> <hr/> <p>2006 MC #22</p>
	Analyze the spatial relationships between political systems and patterns of culture and economy.	Political boundaries do not always coincide with patterns of language, religion, ethnicity, nationality, and economy.	<p>2014 FRQ #2</p> <p>PE MC #45</p>
	Compare and contrast forms of governance.	<p>Forms of governance include unitary states (centralized government) and federal states.</p> <hr/> <p>Powers of the subdivisions of states vary according to the form of governance (e.g., the United States and Switzerland as federal states, France as a unitary state).</p> <hr/> <p>State morphology (e.g., compact, elongated, perforated, fragmented, prorruped states) has economic, political, and social implications.</p>	<p>PE MC #36</p> <hr/> <p>2006 MC #20</p> <p>PE MC #31</p>
	Describe patterns of local and metropolitan governance.	Local and metropolitan forms of governance (e.g., municipalities, school districts, regional planning commissions) are subnational political units that have varying degrees of local control.	

Enduring Understandings (Students will understand that ...)	Learning Objectives (Students are able to ...)	Essential Knowledge (Students will know that ...)	Examples or Resources
C. The forces of globalization challenge contemporary political–territorial arrangements.	Explain how the political, economic, cultural, and technological elements of globalization challenge state sovereignty.	Some forces that may lead to supranationalism include economies of scale, trade agreements, military alliances, and transnational environmental challenges.	2005 FRQ #1 2006 MC #21, #29, #75
		Supranationalism is expressed in the creation of multinational organizations (e.g., UN, NATO, EU, ASEAN, NAFTA).	PE MC #52
		Some forces that may lead to devolution of states include physical geography, ethnic separatism, terrorism, economic and social problems, and irredentism.	
		Devolution is expressed in the fragmentation of states into autonomous regions (e.g., Nunavut, Native American reservations), subnational political–territorial units (e.g., Spain, Belgium, Canada), or Balkanization (e.g., former Yugoslavia, the Caucasus).	
		Advances in communication technology have facilitated devolution, supranationalism, and democratization.	2005 FRQ #1
Apply the concepts of centrifugal and centripetal forces at the national scale.		Centrifugal forces can originate in political dimensions (e.g., majority/minority relationships, armed conflicts), economic dimensions (e.g., uneven development), or cultural dimensions (e.g., stateless nations, ethnic movements).	2006 MC #56 2006 FRQ #3 2010 FRQ #2 PE MC #49, #61
		Centripetal forces can originate in political dimensions (e.g., national identity), economic dimensions (e.g., equitable infrastructure development), or cultural dimensions (e.g., linguistic, religious, and ethnic similarities).	PE MC #24

V. Agriculture, Food Production, and Rural Land Use

Enduring Understandings (Students will understand that ...)	Learning Objectives (Students are able to ...)	Essential Knowledge (Students will know that ...)	Examples or Resources
A. The development of agriculture led to widespread alteration of the natural environment.	Identify major centers of domestication of plants and animals and patterns of diffusion in the first (Neolithic) agricultural revolution.	Early hearths of domestication of plants and animals include Southwest Asia (e.g., the Fertile Crescent), Southeast Asia, and the Americas. Patterns of diffusion (e.g., Columbian Exchange) resulted in the globalization of various plants and animals.	2006 MC #6 PE MC #17, #18
	Explain the connection between physical geography and agricultural practices.	Agricultural regions are influenced by the natural environment (e.g., climate, soils, landforms).	PE MC #46
	Explain the advances and impacts of the second agricultural revolution.	Populations alter the landscape (e.g., terraces, irrigation, deforestation, draining wetlands) to increase food production. New technology and increased food production led to better diet, longer life, and more people available for work in factories.	2006 MC #34
	Analyze the consequences of the Green Revolution on food supply and the environment.	The Green Revolution began with the development of high-yield seeds (e.g., rice, wheat, maize), resulting in the increased use of chemical and mechanized farming.	2001 FRQ #1 2006 MC #4
		Positive consequences of the Green Revolution include increased food production and a relative reduction in hunger at the global scale.	
	Negative consequences of the Green Revolution include environmental damage resulting from irrigation and chemical use (e.g., pesticides, herbicides, fertilizers) and the cost of technology and seeds.		

Enduring Understandings (Students will understand that ...)	Learning Objectives (Students are able to ...)	Essential Knowledge (Students will know that ...)	Examples or Resources
B. Major agricultural regions reflect physical geography and economic forces.	Identify agricultural production regions associated with major bioclimatic zones.	Plant and animal production is dependent on climatic conditions, including spatial variations in temperature and rainfall.	2006 MC #41, #66 2012 FRQ #2 PE MC #1, #27, #32, #33, #70
		Some agricultural regions are associated with particular bioclimatic zones (e.g., Mediterranean, shifting agriculture, pastoral nomadism).	
	Analyze the economic forces that influence agricultural practices.	Agricultural production regions are defined by the extent to which they reflect subsistence or commercial practices, or intensive or extensive use of land.	2006 MC #2 PE MC #40
		Intensive farming practices include market gardening, plantation agriculture, mixed crop/livestock systems, etc.	PE MC #53
		Extensive farming practices include shifting cultivation, nomadic herding, ranching, etc.	
	Explain the spatial organization of large-scale commercial agriculture and agribusiness.	Large-scale commercial agricultural operations are replacing small family farms.	2009 FRQ #3
	The transformation of agriculture into large-scale agribusiness has resulted in complex commodity chains linking production and consumption of agricultural products.	2006 MC #70	
	Technological improvements have changed the economies of scale in the agricultural sector.	2006 MC #27	
Explain the interdependence among regions of food production and consumption.	Food is part of a global supply chain; products from less developed low-latitude regions (e.g., coffee, bananas) are often consumed globally.	2014 FRQ #3 PE MC #57	
	Patterns of global food distribution are affected by political systems, infrastructure, and patterns of world trade.		

Enduring Understandings (Students will understand that ...)	Learning Objectives (Students are able to ...)	Essential Knowledge (Students will know that ...)	Examples or Resources
C. Settlement patterns and rural land use are reflected in the cultural landscape.	Identify rural settlement patterns.	Rural settlement patterns are classified as clustered, dispersed, or linear.	PE MC #51, #57, #63
	Compare and contrast the land use zones of von Thünen’s model.	Von Thünen’s model helps to explain rural land use by emphasizing the importance of transportation costs associated with distance from the market.	2008 FRQ #1
	Analyze the application of von Thünen’s land use model to agricultural production in the real world.	Von Thünen’s model helps explain the contemporary distribution of agricultural regions (e.g., dairy, horticulture, wheat).	2007 FRQ #1 PE MC #64
	Evaluate the environmental consequences of agricultural practices.	Environmental systems are affected by land use/land cover change (e.g., irrigation, desertification, deforestation, wetland destruction, conservation efforts).	
D. Changes in food production and consumption present challenges and opportunities.	Explain issues related to the changing nature of contemporary agriculture.	Agricultural innovations (e.g., biotechnology, genetically modified organisms, organic farming, aquaculture) have resulted in ongoing debates over environmental, cultural, and health impacts.	
		Environmental issues related to agriculture include sustainability, soil degradation, reduction in biodiversity, overgrazing, river and aquifer depletion, animal wastes, and extensive fertilizer and pesticide use.	
		Patterns of food production and consumption are influenced by food-choice issues (e.g., organic farming, value-added specialty crops, fair trade, local-food movements).	PE MC #16

Enduring Understandings (Students will understand that ...)	Learning Objectives (Students are able to ...)	Essential Knowledge (Students will know that ...)	Examples or Resources
D. Changes in food production and consumption present challenges and opportunities.	Explain issues related to the location of food-production facilities.	Factors affecting the location of food-processing facilities include markets, economies of scale, transportation, government policies, etc.	2004 FRQ #2 2006 MC #33
<i>(continued)</i>	Explain the changing role of women in food production and consumption.	The role of women in food production has changed (e.g., food gathering, farming, managing agribusiness).	
		The role of women has changed the types of food a family consumes and the way food is prepared.	

VI. Industrialization and Economic Development

Enduring Understandings (Students will understand that ...)	Learning Objectives (Students are able to ...)	Essential Knowledge (Students will know that ...)	Examples or Resources
A. The Industrial Revolution, as it diffused from its hearth, facilitated improvements in standards of living.	Explain the role of the Industrial Revolution in the growth and diffusion of industrialization.	Industrialization began in response to new technologies and was facilitated by the availability of natural resources (e.g., water power, coal, iron ore).	
		The diffusion of industrialization led to growing populations and increased food supplies, which freed workers to seek industrial jobs in cities.	
		Increased industrialization led to demands for raw materials and the search for new markets and was a factor in the rise of colonialism and imperialism.	
	Identify the different economic sectors.	The economy consists of primary, secondary, tertiary, quaternary, and quinary sectors.	2006 MC #15 PE MC #20, #66
	Use Weber’s model to explain industrial location.	Alfred Weber’s model of industrial location emphasized the owner’s desire to minimize transportation and labor costs and maximize agglomeration economies.	2006 MC #23, #39, #40 2010 FRQ #1 2011 FRQ #3
B. Measures of development are used to understand patterns of social and economic differences at a variety of scales.	Explain social and economic measures of development.	Measures of social and economic development include Gross National Income (GNI) per capita, sectoral structure of an economy, income distribution, fertility rates, infant mortality rates, access to health care, and literacy rates.	2006 MC #7
		Measures of gender inequality include reproductive health, indices of empowerment, and labor-market participation.	2008 FRQ #3
		The Human Development Index (HDI) is a composite measure used to show spatial variation in levels of development.	

Enduring Understandings (Students will understand that ...)	Learning Objectives (Students are able to ...)	Essential Knowledge (Students will know that ...)	Examples or Resources
B. Measures of development are used to understand patterns of social and economic differences at a variety of scales.	Analyze spatial patterns of economic and social development.	Models like Rostow’s Stages of Economic Growth and Wallerstein’s World System Theory help explain spatial variations in development.	2001 FRQ #3 2006 MC #72 2014 FRQ #1 PE MC #11 PE MC #42
<i>(continued)</i>		The U.N. Millennium Development Goals help measure progress in development.	
		In contrast to the periphery and semiperiphery, the core countries achieved dominance through industrial production of goods.	
	Evaluate the role of women in economic development and gender equity in the workforce.	Although there are more women in the workforce, they do not have equity in wages or employment opportunities.	
		Microloans have provided opportunities for women to create small local businesses, which have improved standards of living.	
C. Development is a process that varies across space and time.	Analyze the causes and consequences of international trade and growing interdependence in the world economy.	Complementarity and comparative advantage establish the basis for trade.	PE MC #39
		International trade and trading blocs (e.g., EU and NAFTA) have become more important as a result of globalization.	2006 MC #14, #42 PE MC #69
		Geographies of interdependence in the world economy include global financial crises, the shift in manufacturing to newly industrialized countries, imbalances in consumption patterns, and the roles of women in the labor force.	PE MC #35

Enduring Understandings (Students will understand that ...)	Learning Objectives (Students are able to ...)	Essential Knowledge (Students will know that ...)	Examples or Resources
C. Development is a process that varies across space and time. <i>(continued)</i>	Explain how economic restructuring and deindustrialization are transforming the contemporary economic landscape.	Outsourcing and economic restructuring have led to a decline in jobs in manufacturing regions and to the relocation of a significant segment of the workforce to other areas.	2006 MC #69 PE MC #72
		In countries outside the core, the diffusion of industry has resulted in the emergence of the international division of labor and manufacturing zones (e.g., maquiladoras, special economic zones, free trade zones).	2004 FRQ #1 2006 MC #65 2007 FRQ #3 PE MC #5
		The contemporary economic landscape has been transformed by the emergence of service sectors, high technology industries, and growth poles (e.g., Silicon Valley and the Research Triangle in the U.S.).	2006 MC #46 2013 FRQ #1 PE MC #60
		Government initiatives at all scales may help promote economic development.	2006 FRQ #2
D. Sustainable development is a strategy to address resource depletion and environmental degradation.	Analyze sustainability issues related to industrialization and development.	Sustainable development addresses issues of natural resource depletion, mass consumption, the costs and effects of pollution, and the impact of climate change, as well as issues of human health, well-being, and social and economic equity.	PE MC #13
		Ecotourism is a strategy used by some countries to help protect the environment and generate jobs.	2006 MC #53

VII. Cities and Urban Land Use

Enduring Understandings (Students will understand that ...)	Learning Objectives (Students are able to ...)	Essential Knowledge (Students will know that ...)	Examples or Resources
A. The form, function, and size of urban settlements are constantly changing.	Explain the factors that initiate and drive urbanization and suburbanization.	Site and situation influence the origin, function, and growth of cities.	2006 MC #24
		Transportation and communication have facilitated urbanization (e.g., Borchert's epochs of urban growth) and suburbanization.	2013 FRQ #3 PE MC #51
		Improvements in agriculture and transportation, population growth, migration, economic development, and government policies influence urbanization.	2001 FRQ #2 PE MC #56
		World cities function at the top of the world's urban hierarchy and drive globalization.	2006 MC #13
		Megacities are rapidly increasing in countries of the periphery and semiperiphery.	
		Megacities and world cities experience economic, social, political, and environmental challenges.	2009 FRQ #2
B. Models help to understand the distribution and size of cities.	Apply models to explain the hierarchy and interaction patterns of urban settlements.	Models that are useful for explaining the distribution and size of cities include the rank-size rule, the law of the primate city, and Christaller's central place theory.	2003 FRQ #1 2006 MC #37, #43, #60 2011 FRQ #1 PE MC #23, #44
		The gravity model is useful in explaining interactions among networks of cities.	

Enduring Understandings (Students will understand that ...)	Learning Objectives (Students are able to ...)	Essential Knowledge (Students will know that ...)	Examples or Resources
C. Models of internal city structure and urban development provide a framework for urban analysis.	Explain the models of internal city structure and urban development.	Classic models that are useful for explaining the internal structures of cities and urban development are the Burgess concentric-zone model, the Hoyt sector model, and the Harris–Ullman multiple-nuclei model.	2006 MC #35 2006 MC #73
		The galactic city model is useful for explaining internal structures and urban development within metropolitan areas.	2002 FRQ #3 PE MC #9
		World-regional models (e.g., Latin America, Africa) are useful (with limitations) for explaining land use and urban development.	PE MC #30
D. Built landscapes and social space reflect the attitudes and values of a population.	Analyze residential land use in terms of low-, medium-, and high-density housing.	Residential buildings and patterns of land use reflect a city’s culture, technological capabilities, and cycles of development.	PE MC #55
	Evaluate the infrastructure of cities.	Economic development and interconnection within a metropolitan area are dependent upon the location and quality of infrastructure (e.g., public transportation, airports, roads, communication systems, water and sewer systems).	PE MC #63
	Explain the planning and design issues and political organization of urban areas.	Sustainable design initiatives include walkable mixed-use commercial and residential areas and smart-growth policies (e.g., new urbanism, greenbelts, slow-growth cities).	PE MC #26
	Analyze the demographic composition and population characteristics of cities using quantitative and qualitative data.	Quantitative information about a city’s population is provided by census and survey data. Qualitative data from field studies and narratives provide information about individual attitudes toward urban change.	2004 FRQ #3

Enduring Understandings (Students will understand that ...)	Learning Objectives (Students are able to ...)	Essential Knowledge (Students will know that ...)	Examples or Resources
E. Urban areas face economic, social, political, cultural, and environmental challenges.	Evaluate problems and solutions associated with growth and decline within urban areas.	Economic and social problems associated with the growth and decline of urban communities include housing and insurance discrimination, housing affordability, access to food stores and public services, disamenity zones, zones of abandonment, and gentrification.	2005 FRQ #3
	Evaluate problems associated with urban sustainability.	Land use and environmental problems associated with the growth and decline of urban communities include suburban sprawl, sanitation, air and water quality, remediation and redevelopment of brown fields, farmland protection, and energy use.	2006 MC #50, #58 PE MC #38, #48

Course Instruction

AP Human Geography may be taught as either a semester or yearlong course; most schools choose the yearlong model. The timeframe, of course, will influence the instructional approach (e.g., project oriented, student centered, direct instruction) and pacing used to teach the course.

Teachers should emphasize geography as a field of inquiry rather than concentrating on memorization of concepts and terms. Students should have opportunities to experience geography through real-world situations, including field studies, data collection and analysis, current events, and theme-based projects.

AP courses feature college-level curricula and may require extra time on the part of the teacher for research and preparation of instruction, student support, and reviewing student assignments. Instruction in an AP Human Geography course should address complex reading, thinking, and questioning skills. Students should be expected to apply the course content to real-world examples through extensive reading, researching, analyzing, and writing at the level of an introductory college course.

Students in AP Human Geography vary by grade, age, and ability (e.g., variations in academic strengths or weaknesses or differences due to English as a first versus second language), so instruction will also vary based on those differences. Students who have limited experience studying the histories and social sciences, particularly world or regional geography, may need more background information and support in understanding issues related to AP Human Geography themes such as world political relationships, migration, and urbanization.

Ways to Organize Instruction

The AP Human Geography course emphasizes the importance of geography as a field of inquiry. To facilitate better understanding of life on Earth, the course introduces students to the importance of spatial organization: the location of places, people, and events; environmental relationships; and connections between places and across landscapes. This course description provides an overview of the content to be taught in the course, but neither it nor any single textbook should dictate the sequence in which the curricular components are taught.

The AP Human Geography Curriculum Articulation provides curricular and instructional guidance through enduring understanding statements, learning objectives, and essential knowledge statements. Teachers may use this framework to construct challenging instructional units or modules that connect and reinforce the concepts of the AP Human Geography curriculum.

Instruction should focus on student understanding and application of the curricular concepts as outlined in the curriculum articulation, making connections within and across units. Topics within a unit, such as the topics of population growth or decline in the Population and Migration unit, are repeated or expanded upon in other units (e.g., Cultural Patterns and Processes, Cities and Urban Land Use, and

Industrialization and Economic Development). To repeat, the order of the units in the course description does not dictate the order in which they should be addressed or taught. For example, although the measures of development are addressed in the Industrialization and Economic Development unit, teachers may choose to begin with another unit and introduce those measures early in the instruction and make connections to them throughout the course. This scaffolding, or structured repetition of concepts, provides students multiple interactions with the curricular content to reinforce their understanding of it.

Good pacing should provide adequate time for instruction, projects, field studies, assessments, and review; it will vary based on whether the course is taught in a semester or a whole academic year, or on a traditional or block class schedule. Creating a syllabus and/or calendar to address the content outlined in the course description will help to allocate appropriate time to address all of the course content and still allow time for review prior to the AP Human Geography Exam.

Instructional Strategies

In deciding on an instructional approach, teachers should consider their own pedagogical strengths and the age and ability of the students. The course offers teachers the freedom and flexibility to tailor instruction to the needs of their students. The themes and key concepts of AP Human Geography are intended to provide the foundational knowledge for future college level work, and as such, instruction should be rigorous and challenging for students.

Broad geographic trends (e.g., population growth or decline) and global processes (e.g., globalization) are important to the study of AP Human Geography. Collecting, recording, and analyzing data helps students identify current and predict future geographic trends.

Students should apply critical thinking skills in assessing data from sources, such as the Population Reference Bureau or the U.S. Census. They can also use field studies as a means of gathering data.

Instruction should include opportunities for students to conduct research. Such research might focus on the ways food is produced, how a sense of place is created through local landmarks and businesses, or how census data provides a means for urban planning. Providing students opportunities to actively use geographic principles reinforces the connections among those principles and students' lives and communities. Students can work collaboratively to design and create projects that utilize geographic phenomena and the results of data collection, field studies, or models. For example, students could collect data from PRB's World Population Data Sheet (<http://www.prb.org/Publications/Datasheets/2014/2014-world-population-data-sheet/data-sheet.aspx>) to predict population growth or decline, or they could visit a local supermarket to identify imported foods and then map the extent of globalized food chains.

Utilizing complex geographic models helps students understand how geographers study and apply geographic data to evaluate and predict spatial relationships. Students should be able to understand and apply geographic models to real-world situations. For example, students might use a local or regional map to discover if the

geographic distribution of villages, towns, and cities of Christaller's central place theory applies to their region.

Finally, providing instruction on reading, writing, note taking, discussions, and presentation skills will facilitate student learning. Discussions in AP Human Geography can provide students with opportunities to view the course content in varied ways, clarify questions, and challenge assumptions. Discussion of controversial issues offers students an opportunity to read, collect, and organize information to support their arguments. These discussions can take the form of discussion groups, Socratic seminars, debates, shared inquiry, or group debriefing. The following table lists some common strategies for classroom discussion.

Strategy	Purpose	Description
Socratic Seminar	To raise clarifying questions that help students arrive at a new understanding; challenge assumptions; probe perspective and point of view; question facts, reasons, and evidence; or examine implications and outcomes.	Students ask questions of one another in a discussion focused on a topic, essential question, or selected text. The questions initiate a conversation that continues with a series of responses and additional questions.
Debate	To facilitate student collection and oral presentation of evidence supporting the affirmative and negative arguments of a proposition or issue.	Students present an informal or formal argument that defends a claim with reasons, while others defend different claims about the same topic or issue. The goal is to debate ideas without attacking the people who defend those ideas.
Jigsaw	To facilitate student summarization and presentation of information in a way that promotes understanding of an issue or text (or multiple texts) without having each student read the text in its entirety; by teaching others, students become experts.	Each student in a group reads a different text or different passage from a single text, taking on the role of "expert" on what was read. Students share the information from that reading with students from other groups who read the same text and then return to their original groups to share their new knowledge.
Fishbowl	To engage students in a formal discussion that allows them to experience the roles of both participant and active listener; students also have the responsibility of supporting their opinions and responses using specific evidence.	A small group of students forms an inner circle and models appropriate discussion techniques, while an outer circle of students listens, responds, and evaluates.

Strategy	Purpose	Description
Shared Inquiry	To lead students in a deep discussion of a text and encourage a diversity of ideas to emerge as students think deeply and share interpretations.	Students read a provocative text and are asked interpretive questions (for which there are no predetermined “right” answers). Students who offer different responses debate one another, supporting their positions with specific evidence from the text.
Discussion Group	To help students gain new understanding of or insight into a text or issue by listening to multiple perspectives.	Students engage in an interactive, small-group discussion, often with an assigned role (e.g., questioner, summarizer, facilitator, evidence keeper), to consider a topic, text, question, etc.
Debriefing	To affirm and deepen student understanding.	Students participate in a teacher-facilitated discussion that leads to consensus understanding or helps students identify key conclusions.

Reading for the Course

AP Human Geography students are expected to read and interpret college-level texts and various other published materials. These complex texts may be more difficult and lengthy than students are accustomed to reading. Students may have to learn new ways of reading and analyzing texts and must pay careful attention to new or content-specific vocabulary.

Characteristics of the Expected or Necessary Reading

The study of human geography requires an understanding of patterns, processes, and trends in geographic phenomena. Therefore, AP Human Geography students should be able to recognize and interpret data. They must make connections among geographic phenomena and be able to analyze the implications of the data for past, present, and future change. This process challenges students to reflect on and interact with texts.

AP Human Geography students will be expected to evaluate and challenge written materials (e.g., news articles, journals, editorials) by analyzing the content and its context, identifying biases, and questioning the source of the content in the reading. Doing so requires students to be active readers — thinking, questioning, and connecting the content in order to construct an in-depth understanding of the material.

Reading geography texts means reading more than just words. The spatial nature of human geography requires students to be versatile readers who connect graphic content with the text.

AP Human Geography students should be able to read and interpret maps, graphs, charts, and photographs, since many geographic concepts are presented spatially in such formats. These important elements of reading should not be ignored.

Types of Texts Appropriate for the Course

No single textbook covers the complete AP Human Geography curriculum as described in this course description. The rapid growth of the course has fostered the development of several textbooks, and each has its strengths and deficiencies. Teachers should carefully review textbooks before adoption. A comparison of a text with the *AP Human Geography Course Description* will identify curriculum topics not addressed by that text. Teachers can then address these topics through direct instruction, directed research, or other assigned readings. It is helpful if teachers obtain and consult multiple collegiate textbooks for the introductory human geography course; doing so allows them to better address curricular gaps in the textbook adopted for the AP Human Geography course.

A number of AP Human Geography test-prep books have been developed for the course. While these can serve as review for the AP Human Geography Exam, they should not be used in place of a full textbook for the course.

A list of college-level textbooks appropriate for AP Human Geography can be found on the AP Course Audit website at http://www.collegeboard.com/html/apcourseaudit/courses/human_geography_textbook_list.html. Additionally, reviews of major human geography texts can be found on the AP Human Geography online teacher community, under the Resources tab, at <https://apcommunity.collegeboard.org/group/aphumangeo/resource-library/>.

Vocabulary

Human geography is rich in content-specific vocabulary. Students who have developed an understanding of geographic terms are better able to comprehend texts and be successful on exams. Therefore, vocabulary instruction is an important strategy in improving reading comprehension. Many textbooks provide vocabulary lists or glossaries. See “Vocabulary Lists for AP Human Geography Units” for an extensive list of geographic terms.

Teaching the vocabulary through direct instruction or student assignments, prior to engaging with the new vocabulary in a text, provides students with the ability to better comprehend complex readings. Vocabulary resources to help students learn geography-specific terms might include flash cards, vocabulary images, or online vocabulary sites. The following are some techniques useful for teaching vocabulary:

- ▶ Using context clues to infer meaning
- ▶ Direct instruction within the lesson
- ▶ Paraphrasing and recording definitions

- ▶ Using nonlinguistic representations (e.g., images, symbols) to support memory
- ▶ Multiple exposures to the vocabulary and meaning

It is important to note that mere memorization of geographic terms and their definitions is not sufficient for students' successful engagement with this curriculum. Instead, teachers should help students make connections among the concepts represented by geographic vocabulary and apply the terms to real-life examples.

Helping Students with Difficult Reading

Students will find it easier to read, comprehend, and assimilate the more difficult texts in AP Human Geography if the teacher presents some techniques to help them. Help with pacing and critical reading instruction may be necessary to assist students with comprehension and retention of reading content. Strategies such as chunking, doing multiple readings, creating questions and summaries, taking notes, guided reading, creating graphic organizers, and using ESPN charts will help students better comprehend complex texts.

Just as a curricular pacing guide can help teachers structure the course, students can also benefit from a pacing guide to manage their reading and other assignments. Because this course requires students to engage with college-level texts, students may need more time and focus; accordingly, smaller daily reading assignments may be more beneficial than extended assignments. Frequent and brief reading assignments allow students more time to focus and reflect on individual reading passages and analyze the graphic content. More moderate pacing also allows time for students to read the text more than once.

Instructional techniques that ask the reader to critique the text by analyzing it for context and meaning in order to evaluate it for its usefulness can help students become more focused readers. Some techniques for this critical reading include the following:

- ▶ Preview the materials by looking at headings, pictures, maps, and graphs.
- ▶ Connect the topic with prior knowledge.
- ▶ Place the content into historical and/or cultural context.
- ▶ Outline and/or summarize the content.
- ▶ Reflect on the content to evaluate personal reactions and/or biases.
- ▶ Evaluate the text for credibility and point of view.
- ▶ Apply the content to new examples or situations.

Younger high school students may need guidance to master questioning strategies (i.e., questioning the text for accuracy or identifying bias), evaluate the information in texts, or apply concepts to new or different reading situations (i.e., applying a concept to a new set of data).

Younger students also may benefit from techniques such as breaking texts down into smaller segments (i.e., chunking), reading the text more than once, and responding to the text with questions and summaries. After reading a "chunk,"

students can summarize the content and describe what the author is doing (e.g., comparing or describing). Students can also create questions about the text or represent the information in some graphic way. Reading a passage more than once, along with these other methods of active reading, help to focus the reader and facilitate better comprehension and retention of the material.

Students can number the paragraphs of the reading material to facilitate more effective discussion later. They can identify specific parts of the text (e.g., vocabulary that is defined or repeated and figurative language). They might underline definitions, claims, or beliefs presented by the author. Although these techniques may not be appropriate for borrowed textbooks in which students are not allowed to write, they do help students read more successfully.

Note-taking is another strategy that students can use to facilitate comprehension of texts. Students learn in different ways, so teaching students to use a variety of note-taking methods will allow them to choose the method that works best for them. Methods include Cornell notes, outlining, summarizing paragraphs/sections, or creating interactive notes using text, symbols, or images to convey content. Students will need to practice their note-taking skills to determine the most effective method for them. Establishing expectations for note-taking can also be useful. A 10-page reading assignment, for example, should result in notes that take up one quarter of the page length of the original content, or two and a half pages of notes.

Many college-level textbooks used with AP Human Geography structure chapters with key questions that signal what students should understand after reading a section or chapter. Previewing these guiding questions with students, or creating questions that address the major geographic concepts of the reading, will cue students to the focus of the reading and help them to anticipate the subject matter and connect it with what they already know. Guided reading is a helpful strategy to aid reading comprehension. In addition to questions to be answered as students read, guided reading may also take the form of summary questions after extended passages or focus prompts for students to discuss or use to visually convey the content.

Graphic organizers can also be used to put content into categories. They might include Know, Want to Know, and Learned (KWL) charts or graphic webs to link concepts.

ESPN charts are helpful to categorize Economic, Social, Political, and Environmental aspects when studying regions or countries.

The Role of Technology in the Course

Technology gives us easy access to real-world examples and applications of the broad human geography concepts, models, and vocabulary in textbooks. For example, students can use their smart phones to take pictures of cultural landscapes and illustrative examples of geographic terms or to identify GPS locations.

Geographic tools such as remote sensing and geographic information systems (GIS) provide insight into the changing dynamics of the world. Remote sensing allows

the student geographer to see changes over time in the landscape of regions, while GIS allows for critical analysis of interactions among competing elements on a landscape. By using these tools and interpreting and writing about these investigations, students gain a better understanding of geographic issues. GIS websites such as ESRI's Education Community (<http://edcommunity.esri.com/>) are available for mapping and/or analyzing the spatial distribution of geographic phenomena.

Teachers can use online maps for activities that require students to read and interpret data, utilize spatial thinking to solve problems, and analyze geographic distributions of data. Google Earth provides dynamic access to our planet in ways that early geographers might never have imagined. Students can ponder the global impact of technology as they zoom in on foreign locations and see photos and street views that reflect cultural landscapes around the world.

The Internet also provides a wealth of current articles, essays, blogs, and reports that are valuable in the application of geographic principles to real-world situations. The Population Reference Bureau and U.S. Census Bureau are good sources of data for student collection and analysis; they also help students focus their Internet searches to appropriate and reviewed materials that support the AP Human Geography themes and topics. Websites such as Scoop.it and Pinterest can be helpful in archiving Web resources for easy retrieval and use.

Writing in the Course

Expectations for Student Writing

Students in AP Human Geography should practice many kinds of writing — not just the kind of writing required for the AP Human Geography Exam. They should write on a regular basis and have ample opportunities to develop the skills necessary to communicate clearly and effectively on a collegiate level. They should learn to interpret, evaluate, respond to, and write persuasively about a variety of written texts and graphic images. Assignments should include both short informal and longer formal writing activities, including research or response papers. Assessment of student writing should promote the course goal of a cumulative development of skills.

Research papers or formal essays should demonstrate students' ability to create a document using formal writing conventions, appropriate use of information from source materials, correctly cited sources, and an appropriate bibliographic format. Students should be able to compose a thesis statement that anchors the supporting paragraphs and conclusions of their writing. This kind of formal writing is not required on the timed AP Human Geography Exam due to the format of the questions and the time restraints; however, teachers should provide AP Human Geography students multiple opportunities to learn to communicate effectively through formal written activities.

Informal Writing

Informal writing can be introduced by a number of warm-up activities (e.g., AP Human Geography bell ringers from the National Council for Geographic Education) in which students respond to open-ended questions, review concepts, or speculate on possible outcomes for geographic questions. These short, informal writings can be shared with a partner, discussed in class, or handed in to provide the teacher with a formative assessment that can guide further instruction.

Short presentations, map analyses, and reviews of current news articles also provide opportunities for students to use informal writing to demonstrate comprehension of geographic concepts. Other activities such as Socratic seminars and discussion groups lend themselves to short informal writing that can inform both the student and the teacher on the level of understanding of a concept.

Reflection logs are another useful tool. Students write reflections on personal geographic experiences, classroom lessons, or readings, thereby reinforcing comprehension and retention.

Research Papers

Research is an important component of the AP Human Geography course. Although a formal research paper is not required for the course, many AP Human Geography research activities lend themselves to a formal written response. Students should be proficient in research techniques and writing skills that can be demonstrated in a formal final product like a research paper. Students in AP courses should be expected to write in a manner commensurate with a college freshman. They should be able to appropriately cite sources in an accepted format (e.g., MLA, APA, Chicago).

The formal writing process provides students with practice in reading, researching, synthesizing, and writing at a collegiate level. Research projects can take many forms, such as investigating the growing and processing of food, researching ethnic conflicts, comparing world religions, or analyzing differences in cultural traits. The research product may range from one to many pages, depending on the topic and the teacher's requirements.

The Role of Argument

Many topics in AP Human Geography lend themselves to the development of arguments, such as, "Are GMOs worth the risk of potential harm in order to feed the hungry of the world?" A good argument requires research and preparation to support one's position on a topic, rather than relying solely on personal opinions and simplistic claims. Students should be able to construct a line of reasoning, based on information from multiple sources, that justifies a claim and defends a logical argument to inform or persuade.

Students can hone their logical argument skills through preparing position papers stating their arguments for classroom debates. Debates provide a forum for students to assert and defend their arguments. A skillful debater must understand the line of reasoning of the opponent's position in order to construct counterarguments and anticipate and address rebuttals. In preparing position

papers ahead of a debate, students should state their position, summarize the opposing position, and present their evidence to refute the opposition and clarify their position on the topic. This type of writing can help students see both sides of an argument and adequately prepare for an in-class debate.

Multimodal Composition

Students today have a variety of opportunities for reading, writing, and engaging with digital media. News articles include embedded short video clips, photo galleries, maps, charts, and graphic portrayals of information. PowerPoint and Prezi have changed many of the standard teacher lectures into more visual formats for communicating ideas and concepts.

Multimodal compositions provide opportunities to utilize technology to enhance instruction and broaden and motivate students' writing. Multimodal texts use more than just written text to communicate. They can include audio and visual content, such as videos, photographs, or drawings, to supplement the text in some purposeful way. Teachers and students can create, view, analyze, and discuss multimodal compositions within the classroom. Multimodal projects can be another way to help students learn and effectively communicate their understanding of geographic concepts.

Writing for Free-Response Items on the AP Human Geography Exam

The free-response items on the AP Human Geography Exam require students to analyze and respond to three prompts with multiple parts in 75 minutes. Students are expected to address the prompts in a thorough manner, but due to the time constraints of the exam they are not penalized for grammatical errors. Students must write their answers in a narrative form, not in bulleted statements.

A successful exam response will demonstrate student knowledge and understanding of the geographic concept or concepts applicable to the prompt, with students providing examples and/or evidence that demonstrate proficiency with the topic. Students should use geographic terms and reference geographic themes or models when appropriate. If there is a stimulus (e.g., a map, diagram, or chart), students should thoroughly investigate the information provided before beginning to write an answer. Linking information in the stimulus to what was learned in the course may help in formulating an answer.

AP Human Geography students should be able to apply geographic concepts to places or situations other than those used in instruction. Exam prompts may require students to explain concepts that come from more than one unit of the course, such as population growth or decline in urban or rural areas. Students' answers should demonstrate an understanding of the concepts and how they relate to the answer.

When taking the AP Human Geography Exam, students should not begin writing until they fully comprehend the prompt. Identifying the action verbs in the prompt (e.g., define, explain, or analyze) should provide guidance on the type of answer required for each part of the prompt. Space is provided on the unlined paper under the prompt for students to plan their responses. Students who spend time planning are more likely to stay focused on the specific language of the prompts. It is not

necessary to rephrase the question in the answer or to include an introductory paragraph.

The format of the written response (answer) should reflect the format of the prompt (question). For example, lettered parts of the prompt might ask for definitions, explanations, or analysis, and the responses should reflect that order. Students are encouraged to label the parts of their response the way they were labeled in the prompt to ensure that they formulate a complete and organized response. When writing a response to a new topic or new part of the prompt, students should create a new paragraph. Paragraphs create the structure of the response. Providing appropriate illustrative examples makes a student's response stronger by demonstrating that the student understands the context of the prompt.

Teachers can help students develop skill in answering AP Human Geography Exam-style questions by utilizing released FRQs from previous exams, available at http://apcentral.collegeboard.com/apc/members/exam/exam_information/2004.html. These examples allow students to review the scoring rubrics used for previous exam questions; see examples of student essays earning high, middle, and low scores; and gain insight on writing a more complete exam response.

Classroom Assessments

In AP Human Geography it is critical that students demonstrate content mastery and acquisition of geographic skills and spatial reasoning through both formative and summative assessment. When assessing student work throughout the course, teachers should include feedback on how students have demonstrated the skills they have been practicing, how they might improve on those skills, and/or how they might move on to incorporate more skills and spatial thinking into their repertoires.

Formative and Summative Assessment

Teachers should provide students with multiple opportunities to master course objectives, such as interpreting maps, working with and understanding geospatial data, and explaining the implications of associations and networks among phenomena in places. Then, through formative assessments, teachers should provide feedback to students about their performance on a particular task, as well as guidance about similar tasks that students will perform in mastering course objectives. Teachers should also use formative assessments as instructional planning tools to help identify topics or skills on which students require additional instruction. In either case, the emphasis of formative assessments should be to provide teachers and students with information about student learning; grading or scoring should be de-emphasized.

Summative assessments, in contrast, usually provide a single, summary evaluation of student performance. A summative assessment might be a grade students receive on an in-class essay that is not expected to be revised or resubmitted.

It is particularly important that AP Human Geography teachers recognize that assessment contexts matter. An assessment that is appropriate and successful in one situation may be neither in another situation. The AP Human Geography Exam, for instance, is an extracurricular evaluation of student performance on several tasks. It is a single assessment context with a number of constraints that distinguish exam writing, and it provides a summary evaluation, or summative assessment, in the form of a numerical score that is separate from a student's classroom grading process.

Classroom assessments, in contrast, should be designed with a different purpose in mind: to help students improve their learning and skills. Teachers should use formative assessments as much as possible to provide students with feedback in the service of this goal; conversely, it is inappropriate for teachers to rely heavily on summative assessments that do not provide opportunities for student learning and growth in the classroom.

Feedback

Teachers equate feedback with written commentary on student papers. Busy teachers, however, should understand that feedback can occur in a broad range of contexts. Teachers should take advantage of opportunities to provide feedback in different formats and settings. In addition to written comments on drafts

and papers, students can get valuable feedback from taking part in peer-group discussion and student-teacher conferences. In any format or setting, feedback should focus on helping students identify and address gaps in their knowledge or skills. The goal of feedback should be improving student agency and ability.

Perhaps the most important thing a teacher should consider when providing responses to student work is that there is no one-size-fits-all approach. This is especially true in a course like AP Human Geography, since it is taught at all high school grade levels and in a variety of settings. Teachers often rely on grading rubrics, the most efficient and standardized of all response methods. Rubrics, however, fail to recognize the value in customizing the teacher's response to individual students and contexts. Although rubrics may address some concerns about the reliability of, and time needed for, scoring, they are a mechanical form of feedback and work against the personal and specific feedback and response long valued by educators.

Essential Resources

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Common Core State Standards Initiative. Accessed December 1, 2014. <http://www.corestandards.org/>.

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Heffron, Susan G. and Roger M. Downs, eds. *Geography for Life: National Geography Standards*. 2nd ed. Washington, DC: National Council for Geographic Education, 2012.

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Wiggins, Grant, and Jay McTighe. *Understanding by Design*. Alexandria, VA: Association for Supervision and Curriculum Development, 2005.

College Board Resources

AP Central. College Board. Accessed December 1, 2014.

www.apcentral.collegeboard.com.

This site features the following resources for teachers:

- ▶ archived exam questions with scoring guides, sample responses, and explanations
- ▶ schedules of professional development opportunities, including summer workshops and year-round training

AP Course Audit. College Board. Accessed December 1, 2014. **[http://](http://www.collegeboard.com/html/apcourseaudit/)**

www.collegeboard.com/html/apcourseaudit/.

This site features the following resources for teachers:

- ▶ A list of course curricular requirements
- ▶ Examples of textbooks and resources
- ▶ Sample course syllabi

The AP Human Geography online teacher community. College Board. Accessed December 1, 2014. **<https://apcommunity.collegeboard.org/web/aphumangeo/home>**.

This online community provides individualized responses to queries about the course. Participants may follow distinct threads of discussion, download effective lesson plans and instructional resources, read reviews of recommended resources, and pose their own questions for feedback from the national community at large.

AP and Pre-AP Summer Institutes. College Board. Accessed December 1, 2014.

<http://professionals.collegeboard.com/prof-dev/workshops/summer-institutes>.

This site provides information about the summer institutes. Participating in one of these summer institutes is perhaps the most effective preparation for teaching AP Human Geography.

The AP Human Geography Exam

Each year, the AP Human Geography Development Committee creates new examination forms to assess the degree to which high school students have met the requirements of a college-level course in human geography or cultural geography. These exams are years in the making and consist of questions that have been fully vetted by the committee and field-tested in college classrooms.

The exam is composed of two parts: a multiple-choice section with 75 items, and a free-response (essay) section with three items. Examinees are allotted 2 hours and 15 minutes to complete the exam. One hour is provided for the multiple-choice section, and 75 minutes are provided for the free-response section. Each section contributes equally to the final score a student receives. Questions on the exam range in difficulty from those asking students to recognize the meaning of terms and concepts to those requiring students to apply a model or concept to a new scenario. Many of the questions are based on a table, map, diagram, or photograph.

Multiple-choice scores are based on the number of questions answered correctly. Points are not deducted for incorrect answers, and no points are awarded for unanswered questions. Because points are not deducted for incorrect answers, students are encouraged to answer all multiple-choice questions. If students do not know the answer to a question, they should eliminate as many choices as they can and then select the best answer among the remaining choices.

In the free-response section of the AP Human Geography Exam, students respond to three free-response questions in 75 minutes. These prompts may require students to demonstrate an understanding of models, to analyze and evaluate geographic concepts, to cite and explain examples of various geographic processes, or to synthesize different topics covered in the course outline. Students should spend approximately one-third of their time, or 25 minutes, on each of the three prompts. Students are expected to use their analytical and organizational skills to formulate responses in narrative form. If a question is separated into parts (e.g., A, B, C), students should supply a separate narrative for each part. Bulleted lists are not acceptable as a response.

Students should read each question carefully and provide only the information needed to answer the question. For instance, if a question calls for two examples, only the first two examples presented in the answer will contribute to the student's score. Answers to the free-response questions are read by panels of AP teachers and college instructors who apply a scoring guide, approved by the development committee, to award points.

Sample AP Human Geography Exam Items

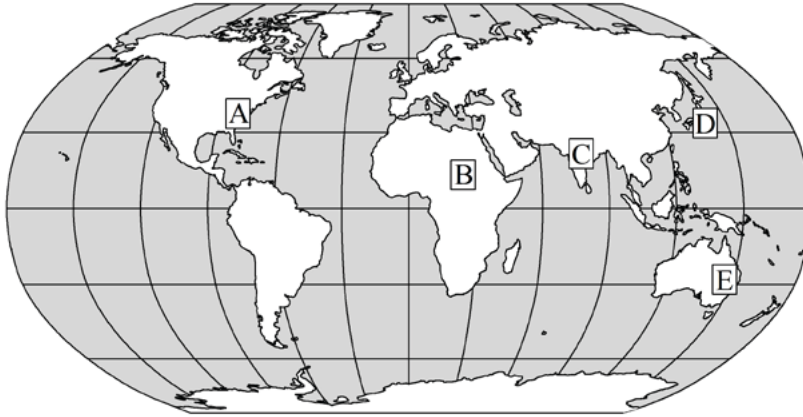
Multiple-Choice Section

The AP Human Geography Exam allows 1 hour for the multiple-choice section. The following are examples of the kinds of multiple-choice questions that appear on the exam. Answers to the following multiple-choice questions can be found on page 66.

Sample Multiple-Choice Questions

Directions: Each of the questions or incomplete statements below is followed by five suggested answers or completions. Select the one that best answers the question or completes the statement.

1. Physiological population density is viewed as a superior measure of population density for which of the following reasons?
 - (A) It is more reflective of population pressure on arable land.
 - (B) It yields the average population density.
 - (C) It is more reflective of the world's largest population concentrations.
 - (D) It measures the average by dividing total land area by total number of people.
 - (E) It best reflects the percentage of a country's population that is urbanized.
2. Which of the following regions has little dairying in its traditional agriculture?
 - (A) Eastern Europe
 - (B) Western Europe
 - (C) South Asia
 - (D) East Asia
 - (E) North America



3. On the map above, which one of the following boxes is in an area where the population density is high and the level of economic development is low?
- (A) A
(B) B
(C) C
(D) D
(E) E
4. According to central place theory, the threshold is defined as the
- (A) economic base of a central place
(B) distance away from a central place
(C) gross value of the product minus the costs of production
(D) minimum number of people needed to support a service
(E) point at which consumer movement is at a minimum
5. Outsourced industrial production in less developed countries often relies on female labor because
- (A) men are engaged mainly in agriculture
(B) wage rates for women are much lower than for men
(C) women are more skilled at operating machinery than men are
(D) social taboos prevent women from working in the service sector
(E) women are not protected by international labor laws
6. The spread of specialty coffee shops across the United States in the 1990s is an example of
- (A) hierarchical diffusion
(B) contagious diffusion
(C) stimulus diffusion
(D) periodic movement
(E) relocation diffusion

7. Which of the following is a subsistence crop?
- (A) Corn
 - (B) Cotton
 - (C) Rubber
 - (D) Cocoa
 - (E) Timber
8. All of the following statements about the geography of meat production in the United States and Canada are true EXCEPT
- (A) Industrial farmers are raising ever-increasing numbers of animals on their farms.
 - (B) Animal slaughtering and meat-processing activities are dominated by a few large corporations.
 - (C) The development of the poultry industry has made chicken the least expensive kind of meat consumed in the United States and Canada.
 - (D) Fast-food restaurants have created a demand for increased standardization and homogeneity of animals raised for meat.
 - (E) Consumer demand for organic foods has significantly decreased the amount of meat produced by most agribusiness firms.
9. Compared with more developed countries, which of the following statements is true of less developed countries?
- (A) A higher percent of the labor force is engaged in food production.
 - (B) The population pyramids exhibit narrower bases.
 - (C) The per capita consumption of energy is higher.
 - (D) The natural increase of the population is lower.
 - (E) Fertility rates are lower.
10. Free-trade zones such as the countries of the North American Free Trade Agreement (NAFTA) are established to increase the ease and volume of international trade by
- (A) increasing diplomatic relations between member states
 - (B) opening borders to migrant guest workers from member states
 - (C) establishing a common monetary unit among member states
 - (D) offering large economic-development loans to poorer member states
 - (E) eliminating tariffs on goods that cross borders between member states
11. Which of the following best describes the process of gentrification in United States and Canadian cities?
- (A) An increase in construction of new housing for elderly and retired persons
 - (B) Privately funded redevelopment of existing commercial and residential buildings
 - (C) Government-led planning of public spaces such as parks and riverfronts
 - (D) The sale of naming rights for stadiums and arenas
 - (E) The expansion of suburban housing developments on the urban periphery

12. A formal region defines an area in which
- (A) a core dominates its surrounding hinterland
 - (B) a transportation network links different types of land use
 - (C) there is uniformity in one or more physical or human characteristics
 - (D) there are significant geographic variations in physical or human characteristics
 - (E) a unified government system has been established
13. Squatter settlements exist in cities of less developed countries because
- (A) city governments set aside vacant areas for new migrants
 - (B) people want to live near the center of the city, where jobs are located
 - (C) affordable housing is not available elsewhere for new migrants to the city
 - (D) new migrants prefer to live in squatter settlements with other recent migrants
 - (E) new migrants need to be isolated from other city residents until they adjust to urban life
14. What would be the most profitable location for an ethanol manufacturing plant that converts corn into alcohol for use as an additive for gasoline?
- (A) Near a large university to facilitate recruitment of highly trained chemists
 - (B) Near a break-of-bulk point for ease of transportation
 - (C) Near a navigable river to reduce transportation costs to distant markets
 - (D) Near a prime corn-producing area to minimize transportation costs of raw materials
 - (E) Near a large metropolitan area to serve a major market
15. It is generally agreed that the current trend in climate change is caused by
- (A) sea-level rise
 - (B) increased use of fossil fuels
 - (C) reduction in biodiversity
 - (D) tilt of Earth's axis
 - (E) changes in the velocity of ocean currents
16. Which of the following originated in South Asia and subsequently spread throughout much of Southeast and East Asia?
- (A) Hinduism
 - (B) Christianity
 - (C) Buddhism
 - (D) Sikhism
 - (E) Confucianism

17. According to the rank-size rule, if the largest city in a region has a population size of 900,000, then the third largest city will have a population of
- (A) 3,000
 - (B) 9,000
 - (C) 45,000
 - (D) 300,000
 - (E) 900,000
18. Since 1960 Brazil, Kazakhstan, Myanmar, Pakistan, and Tanzania have relocated their capital cities. Which of the following statements about the new locations is true for all five countries?
- (A) A militarily strategic location was chosen.
 - (B) An isolated location was chosen.
 - (C) An ethnically mixed location was chosen.
 - (D) A more central location was chosen.
 - (E) A coastal location was chosen.
19. Since the 1970s, changes in the social roles, lifestyles, and employment patterns of women in Europe, Canada, and the United States have affected the overall population through which of the following?
- (A) Increased total fertility rates
 - (B) Decreased total fertility rates
 - (C) Increased death rates
 - (D) Decreased death rates
 - (E) Increased infant mortality rates
20. Which of the following is the primary assumption of environmental determinism?
- (A) Human destiny is controlled by the cultural environment.
 - (B) The physical environment has little influence on humans.
 - (C) Humans have complete control over the physical environment.
 - (D) Many human adaptations are possible within a specific physical environment.
 - (E) The physical environment controls human culture.
21. Environmental laws, labor availability, and access to markets are major factors affecting which of the following?
- (A) Political affiliation
 - (B) Gross domestic product
 - (C) Property tax rates
 - (D) Manufacturing locations
 - (E) Transportation costs

22. Which of the following is an example of a supranational organization with the main mission of increasing economic integration?
- (A) The North Atlantic Treaty Organization
 - (B) The European Union
 - (C) The United Nations
 - (D) The International Red Cross and Red Crescent Movement
 - (E) The United States Federal Reserve
23. Which of the following can be an example of a centrifugal political force?
- (A) Homogeneous ethnic population
 - (B) Strong central government
 - (C) Variation of language within the country
 - (D) Shift to tertiary economy
 - (E) Concentrated ownership of media

Answers to Multiple-Choice Questions

1 – A
2 – D
3 – C
4 – D
5 – B
6 – A

7 – A
8 – E
9 – A
10 – E
11 – B
12 – C

13 – C
14 – D
15 – B
16 – C
17 – D
18 – D

19 – B
20 – E
21 – D
22 – B
23 – C

Free-Response Section

On the AP Human Geography Exam, students have 75 minutes to construct responses to three open-ended prompts. These prompts may require students to demonstrate an understanding of models, analyze and evaluate geographic concepts, cite and explain examples of various geographic processes, or synthesize different topics covered in the curriculum articulation. The following are sample free-response prompts. Each prompt represents a different part of the curriculum articulation.

Sample Free-Response Items

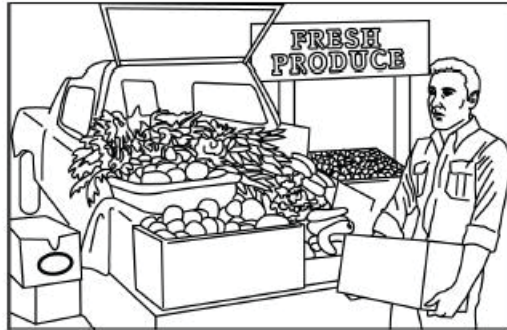
POPULATION AGE 65 OR OLDER IN 2000 AND 2050 (in percent)

Country	Population Age 65 or Older, 2000 (percent)	Population Age 65 or Older, 2050 (percent)	Change in Proportion 65 Years or Older (percent)
Belgium	17	28	65
Denmark	15	24	59
Japan	17	32	86
Russian Federation	13	25	100
Ukraine	14	27	91
United Kingdom	16	25	56

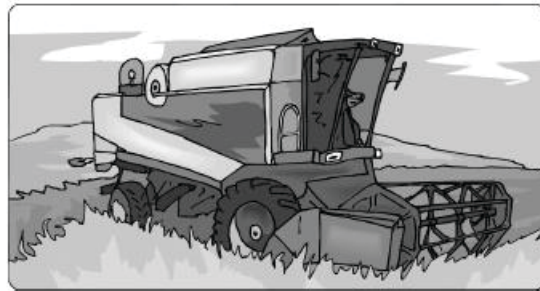
- The average age of the population in selected developed countries, listed in the table above, has been increasing.
 - Identify and explain two reasons why the average population age is increasing in developed countries.
 - Identify and explain one social consequence and one economic consequence that countries face as their populations age.
- At the same time that English is solidifying its role as the world's premier lingua franca, lesser-used minority languages (such as Welsh, Basque, and Inuktitut) are undergoing revival. Discuss three distinct factors promoting the revival of minority languages in the face of globalization.



3. The viability of any state depends on a balance between centripetal and centrifugal forces.
 - A. Define the concepts of “centripetal force” and “centrifugal force.”
 - B. Give a specific example of and explain a centripetal force that affects the viability of any of the states shown on the map above.
 - C. With reference to a different specific example, explain a centrifugal force that affects the viability of any of the states shown on the map above.

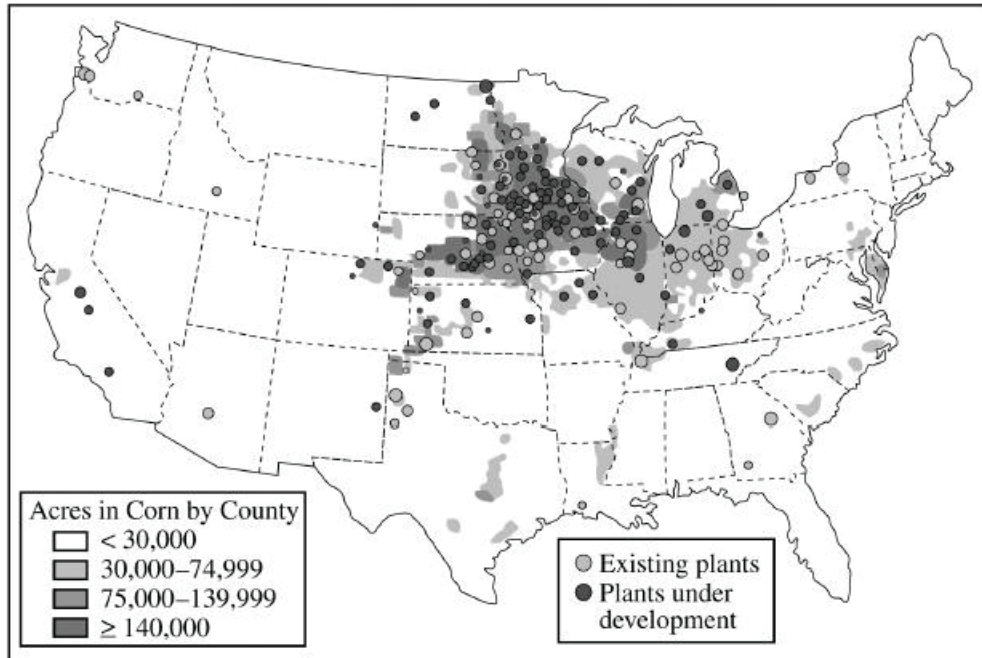


X



Y

4. The drawings above reflect agricultural activities in the hinterland of a large urban area.
- Apply the underlying principles of von Thünen's agricultural land-use model to predict the locations of the activities shown in X and Y relative to a large urban area.
 - Choose either activity X or activity Y and apply the underlying principles of von Thünen's agricultural land-use model to explain the location of the activity.
 - Discuss two factors that explain why agricultural land-use patterns today differ from those developed by von Thünen's model in 1826.

Ethanol Manufacturing Plants, 2007

5. According to Alfred Weber's theory of industrial location, three factors determine the location of a manufacturing plant: the location of raw materials, the location of the market, and transportation costs.
 - A. Using an example of a specific industry other than the one portrayed on the map above, explain under what conditions an industry would locate near the market.
 - B. Using an example of a specific industry other than the one portrayed on the map above, explain under what conditions an industry would locate near raw materials.
 - C. Using the map above and Weberian theory, explain the geography of ethanol plants in the United States.

6. A large portion of urban residents in the megacities of the periphery of the world system live in squatter settlements.
 - A. Describe a typical location of squatter settlements within urban areas of megacities on the global periphery.
 - B. Describe two factors that contribute to the formation of squatter settlements.
 - C. Give a detailed account of THREE consequences of the rapid growth of squatter settlements. The three consequences you discuss may be social, economic, political, or environmental.

Summary of Scoring Rubrics

Answers to the three free-response questions on the AP Human Geography Exam are scored at the AP Exam Reading, which takes place in June of each year. Readers are drawn from two pools of applicants: AP Human Geography teachers and college instructors of courses that are classified as human geography. For each of the three exam items, readers are trained to apply a scoring guide, or rubric, that has been constructed by the AP Human Geography Development Committee with input from the Chief Reader. Each item is assigned a value, which generally ranges from 6–10 points; scoring guides make it clear how each point is to be awarded. In a single exam, the three items may be worth three different point values: there may be a 6-point item, a 7-point item, and a 10-point item. Nevertheless, each item contributes equally to a student's performance score. The scores from the free-response section are then combined with the score from the multiple-choice portion of the exam, and the cumulative score is converted to a 1-to-5 scale.

Scoring rubrics typically require years to create. They go through multiple revisions and at least one field test using college students in a comparable course. The Chief Reader oversees the final revision of each rubric, which takes place in the days before the exam reading begins. The final revision of a rubric is based on a sample of students' written responses drawn from completed AP Human Geography exams taken in May. It also includes input from the exam reading's Question Leaders and their assistants; there is one Question Leader for each free-response question. Once the final version of the rubric has been approved, no changes are made, and Readers are trained to be accurate and consistent in their assignment of points. To assess the performance of each AP Exam Reader, the leadership team performs back-reading (or check-reading); the leadership team includes Table Leaders, Question Leaders, and the Chief Reader.

Each year, during the AP Reading, the leadership team selects student samples from the exam booklets to illustrate the quality of answers represented by all points on the scale for each free-response question. If a question is worth six points, for example, six student scripts will be used to illustrate how students were awarded or not awarded each point on the rubric. After the exam reading, the scoring rubrics and student samples, with commentary by the Chief Reader, are published on AP Central (http://apcentral.collegeboard.com/apc/members/exam/exam_information/2004.html).





A.P. Human Geography

Bristol Student Achievement Committee
March 16, 2016

Presented by Amy Bastiaanse
Supervisor of Humanities and World Languages

Rationale

- **Providing challenging course work**
- **Increasing college credit opportunities in high school**
- **Offering advanced study opportunities early**

Overview

- **Introductory college course in human geography**
- **Thematically presented content**
 - Economic
 - Cultural
 - Political
 - Urban
- **Inquiry based**

Topics of Study

- 1. Geography: its nature and perspectives**
- 2. Population and Migration**
- 3. Cultural Patterns and Processes**
- 4. Political Organization of Space**
- 5. Agriculture, Food Production, and Rural Land Use**
- 6. Industrialization and Economic Development**
- 7. Cities and Urban Land Use**

Impact on Student Learning

What?	How?
<ul style="list-style-type: none">● Develop an understanding of human geography concepts by engaging in the study of contemporary global issues● Expand thinking to reflect multicultural viewpoints● Consider solving problems through a geographic lens	<ul style="list-style-type: none">● Read complex texts and academic writings● Write essays and research reports● Think critically by synthesizing a variety of perspectives from various sources● Discuss issues with maturity and openness● Analyze various forms of data● Present research in various formats● Work collaboratively with peers

Curriculum Document

<https://secure-media.collegeboard.org/digitalServices/pdf/ap/ap-human-geography-course-description.pdf>



Textbook Recommendation to the Board of Education

Subject/Course: A.P. Human Geography
First Presentation BOE Meeting Date: 4/6/16

Grade Level: 9-12
Second Presentation BOE Meeting Date:

Describe need for the textbook/materials:

Listed below are textbooks/materials evaluated by the Textbook Selection Committee:

Subject/ Course	Title of Book	Author(s)	Edition	Copyright Date	Publisher	Rubric Score Total	Readability
SS-AP Human Geography	<i>Human Geography People, Place, and Culture</i>	Erin H. Fouberg, Alexander B. Murphy, and H.J. De Blij	11	2015	Wiley	51	1370 Lexile
SS-AP Human Geography	<i>The Cultural Landscape An Introduction to Human Geography</i>	James M. Rubenstein	11	2014	Pearson	48	1270 Lexile
SS-AP Human Geography	<i>Human Geography</i>	Jon C. Malinowski and David H. Kaplan		2013	McGraw hill	47	n/a

The following textbook(s)/materials are recommended by the Textbook Selection Committee

Subject/ Course	Title of Book	Author(s)	Edition	Copyright Date	Publisher	City, State Of Publisher	Publisher Website
SS-AP Human Geography	<i>Human Geography People, Place, and Culture</i>	Erin H. Fouberg, Alexander B. Murphy, and H.J. De Blij	11	2015	Wiley	Hoboken, NJ	www.wiley.com

Reasons for recommendation (include information on match to curriculum concepts and skills):

Human Geography: People, Place, and Culture, AP Edition aims to teach students to appreciate the diversity of people, places, and cultures, and understand the role people play in shaping the world. The goals of this edition are to provide geographic context to global, regional, national and local issues and to teach students to think geographically and critically about these issues. The textbook aligns with the curriculum's content and skills, supports authentic, performance-based assessments, provides test prep sample questions, and suggests numerous on-line supplements to support academic growth.

Textbook Recommendation to the Board of Education

Student Materials Needed				
Quantity	Item Name	Cost Per Item	Total Cost	Distribution: #Texts per School
100	<i>Human Geography People, Place, and Culture</i>	\$150.00	\$15,000.00	50

Teacher Materials Needed				
Quantity	Item Name	Cost Per Item	Total Cost	Distribution: # per School
2 of each	Text Art PPTs Image Gallery Clicker Questions Student Web Resources Area and Demographic Data Careers and Resources for Geoscience Students Geo Media Library Lecture PowerPoints Test Bank (Word) Appendices Pre-Lecture Questions Practice Questions ArcGIS Online Demographic Data Map Videos Basemaps	\$0	\$0	1 of each per school

TOTAL COST	
Total Cost for Student Texts/Materials	\$15,000.00
Total Cost for Teacher Materials	\$0
Shipping estimate	\$108.00
GRAND TOTAL	\$15,108.00

Textbook Selection Committee		
Staff member	School	Grade/Course Taught
John Stavens	Bristol Eastern High School	9
Kevin Estela	Bristol Central High School	9

Instruction

Field Trips

The Board of Education recognizes the valuable experiences derived from field trips for students when such trips are properly planned, executed and evaluated. To the extent that budgetary resources permit, the Board encourages field trips in connection with the work of an organized class or school activity. Field trips should be directly related to, or an extension of, the classroom learning experiences. Field trips may be used as springboards or culminating activities for units presented in the classroom or to provide “hands on” experience for students involved in the study of specific topics. In addition, field trips may introduce students to new learning experiences through the participation in, or observation of, activities such as exhibits, dramatic presentations and other timely and appropriate events.

All student field trips that involve the public solicitation of funds shall require Board approval before any fundraising by students or others on their behalf. Any such fundraising activities must comply with the provisions of Board Policy #1324 regarding fundraising activities.

All student field trips require prior written approval by the Board, Superintendent, and/or Principal, in accordance with the accompanying regulations and procedures. There will be no field trips taken without prior approval. School district employees who organize trips independently of the Bristol Public Schools without receiving approval in accordance with this policy and regulations must notify the Superintendent in writing in advance of the trip, must not advertise or promote the trip at any time on school property or school activities, must assure that participants and parents/guardians are notified that the trip is not affiliated with the Bristol Public Schools, and are personally liable for any such trip.

Given the paramount importance of student safety, the Board, acting through the Superintendent, reserves the right to cancel field trips for safety reasons at any time.

The Board authorizes the Superintendent, and/or his or her designee, to promulgate administrative regulations and procedures in furtherance of this policy.

Policy adopted: April 5, 1995
Policy Revised: January 17, 2008
Policy Revised: October 6, 2010
Policy Revised: October 5, 2011

BRISTOL PUBLIC SCHOOLS
Bristol, Connecticut

**Regulation
Instruction
Field Trips**

Definition:

A field trip is a trip off school grounds approved in accordance with these procedures taken in connection with the work of an organized class, school group, or school activity. School district employees who organize such trips are acting within the scope of their employment and are generally protected by statute against personal liability. Employees who organize trips independently of the Bristol Public Schools must notify the Superintendent in writing at least sixty (60) days in advance of the trip, must not advertise or promote the trip at any time on school property or school activities, must assure that participants and parents/guardians are notified that the trip is not affiliated with the Bristol Public Schools, and are personally liable for any such trip.

Homeland Security Procedures Affecting Field Trips:

Due to the uncertain nature of world security and other unforeseeable events, field trip participants must understand that the Board of Education reserves the right to cancel field trips at any time prior to the time of departure of the trip. The Bristol Board of Education or its agents will not be responsible for any financial losses or penalties incurred as a result of the cancellation of any field trip. Accordingly, students and their families are strongly encouraged to obtain adequate trip insurance to guard against any financial losses should a trip be cancelled.

The National Homeland Security alert system will be used to inform the Superintendent about any possible safety issues to be considered prior to approving any field trip and/or when reconsidering approval of a previously scheduled trip. If there is sufficient reason to believe that staff and students' safety may be compromised, scheduled field trips may be cancelled at the sole discretion of the Superintendent. The decision of the Superintendent is final.

At the highest [red] alert, no field trips will be allowed out of the City of Bristol for any reason.

Cancellation of Field Trips. The Board of Education and/or the Superintendent of Schools reserves the right to cancel any trip, at any time, for any reason and the Board of Education is not responsible for any lost fees/costs to students/parents. Parents are encouraged to purchase trip insurance for any overnight/out-of-state field trip.

Types of Field Trips:

Curriculum-Based Field Trips – A curriculum-based field trip is any field trip that is a structured component of a curriculum or course and in which each student is expected to participate. There shall be no charge to students to participate in a curriculum-based field trip beyond a student's incidental expenses. These types of trips shall take place when school is in

Instruction

Field Trips

Types of Field Trips: (con't)

session. If parents do not allow their child to participate in a curriculum-based field trip, an alternate, relevant educational experience shall be provided to the student.

Enrichment Field Trips – An enrichment field trip is any field trip that extends learning beyond the requirements of what is called for in a curriculum or course. Costs associated with enrichment field trips are not accounted for in the district or school budget. Such costs may be paid through a combination of donations, fundraising activities and/or payments by students and/or parents. Every effort shall be made to insure that every student is able to participate in the field trip. Participation is optional and may be limited at the discretion of the sponsoring organization or principal. Any fundraising for such trips must be done in accordance with Board policies regarding fundraising. (See Board Policy #1324 Fundraising Activities). Enrichment field trips typically do not take place when school is in session. If an enrichment field trip does take place while school is in session, an alternate, relevant educational experience shall be provided to any student not going on the trip.

Athletic Field Trips - Athletic trips covered under this policy are any school team trips that include travel out of state and are overnight events. These will require Superintendent approval.

Recreational Field Trips – Trips for recreational purposes may be offered by recognized school-sponsored groups and, like other field trips, are subject to approval as set forth in the approval procedures below. Participation may be limited at the discretion of the sponsoring school organization or principal. Costs of recreational trips will be the responsibility of the sponsoring organization and the participating students. Any fundraising for such trips must be done in accordance with Board policy regarding fundraising. Staff will make every effort to insure that all students are able to participate in the field trip. (See Board Policy #1324, Fundraising). Recreational field trips typically do not take place when school is session. For Ski Club participants, Exhibit F, the Bristol Public Schools Ski Club Permission Form and the Ski Club Waiver, must be completed prior to student participation in the Ski Club.

General Field Trip Requirements:

1. All field trips approved in accordance with these regulations are considered school-sponsored activities, and the participating employees/volunteers are generally protected by statute against liability. Such field trips must be approved as follows:

General Field Trip Requirements: (con't)

- All field trips must be supported by the appropriate application as described below, and all field trips must be approved in writing by the building principal.
 - All recreational trips and trips involving an overnight stay or out-of-state travel (including athletic field trips) must also be approved in writing by the Superintendent or his/her designee.
 - All trips involving travel outside the continental United States must also be recommended by the Superintendent, and must be approved through vote by the Board of Education.
2. A copy of all non-curricular field trip requests must be sent to the Superintendent's office *four* weeks in advance of the trip.
 3. School district employees who organize trips independently of the Bristol Public Schools must notify the Superintendent in writing at least sixty (60) days in advance of the trip, must not advertise or promote the trip at any time on school property or school activities, must assure that participants are notified that the trip is not affiliated with the Bristol Public Schools, and are personally liable for any such trip. Teachers/Sponsors seeking an exception to any of the rules or regulations governing school field trips must also obtain the written approval of the Superintendent of Schools prior to the trip.
 4. Teachers/Sponsors must submit a Field Trip Request Form at least 4 weeks prior to the proposed trip. All information requested must be included on this form for approval [EXHIBIT B].
 5. All students participating in any field trip must complete the district permission form [EXHIBIT A]. No other permission form may be substituted.
 6. Students, staff and chaperones must continue to abide by all school rules and regulations during all school-sponsored field trips. Failure to do so may result in disciplinary action.
 7. Field Trip participants should be chaperoned during scheduled time as well as "free" time.
 8. Access to field trips shall be provided to all students to the extent practicable, and reasonable accommodations shall be made to permit participation by children with disabilities.
 9. Activities of non-school groups or that are not approved in accordance with these procedures are not to be considered school field trips and do not fall under the purview of the

General Field Trip Requirements: (con't)

Board. The Board is not responsible for any field trip which is not school-sponsored and has not been approved in accordance with school policy and procedures.

10. In deciding whether or not to grant approval for any field trip, the decision-maker shall consider the adequacy of any applicable insurance coverage for the proposed trip activities.
11. Student-teacher trips outside the boundaries of the continental United States are to be held at a time when classes are not in session. The only exception the Board will consider will be exchange programs where students attend school.
12. All chaperones **must** read and sign the “Rules for Field Trip” form for chaperones. (EXHIBIT D).

Procedures/Requirements for Curriculum-Based and Enrichment Field Trips:

1. The building principal shall review all plans for field trips, with the exception of trips abroad. The building principal has the authority to grant approval of such trips within the guidelines set forth hereafter. All field trip approvals shall be in writing.
2. Plans for field trips involving an overnight stay require approval in writing of the principal and the Superintendent of Schools or his/her designee. [EXHIBIT B].
3. All student participants must be officially enrolled in the school.
4. Children of chaperones may only attend if they are enrolled in the class taking the field trip.
5. All field trips are to be planned with, and approved by, the principal. Pre-teaching, planning, and evaluation should always be a part of any given field trip.
6. Signed permission slips must be in the hands of the faculty sponsor, by the required date, before permitting students to participate in a field trip.
7. Prior to the trip, the responsible teacher shall:
 - a. Prepare parental permission slips, with all blanks filled in, and give to students. No student may go on a school trip unless the teacher has a signed permission slip.
 - b. Prepare a list of students and chaperones going on the trip and distribute to all teachers involved.
 - c. Remind students who may miss classwork or a test that they are responsible for making arrangements with the teacher to complete the classwork or test. (See Board Policy #5113).

- d. Make alternative educational plans for any students who are not going on the trip.
8. In addition, the responsible teacher shall:
 - a. Before the Trip – establish a strong connection between classroom learning and anticipated field trip experiences.
 - b. During the Trip – encourage students to document their experiences through journal writing and photography.
 - c. After the Trip – encourage students to share their experiences with other students, clubs and faculty.
 9. Rules of Conduct:
 - a. Rules on field trips are the same as required of students within the school confines. Students should be reminded that violation of school rules may result in disciplinary action, up to and including expulsion.
 - b. Parents and students should sign expected behavior rules agreeing to abide by the agreement which should include provisions that a student whose behavior is unacceptable may be sent home early with a chaperone at the parent’s expense.
 10. School absences which may result due to a scheduled and approved field trip shall be considered excused absences for both students and chaperones, provided the trip has received Board approval.

Criteria/Requirements for Trips Abroad /Outside the Continental U.S.:

1. All field trips outside of the Continental United States must be approved by the Board. Anyone seeking approval for such a trip must submit a completed “Field Trip Form for Travel Outside the Continental United States” to the Board six months prior to the proposed trip. [EXHIBIT C]. This form must be completed in its entirety at the time the Board reviews the proposal.
2. Students may only participate in language-based international trips if they meet academic eligibility guidelines [see Policy 6145.2] and have at least an 80 average in that language course.

3. Such trips must be organized and conducted with a professional travel agency/organization which provides travel, housing and itinerary planning. **The** teacher planning the trip shall provide the full travel brochure from the organizing agency.
4. The travel agency/organization arranging the trip must provide evidence of appropriate liability/trip insurance with a coverage amount acceptable to the Board.
5. Approval of any trip outside the continental United States must take into consideration appropriate security factors (see Homeland Security Procedures, above). Parents and students should be reminded that such trips are subject to cancellation at the discretion of the Superintendent based on such security issues, including homeland security alerts and that they should consider purchasing trip cancellation insurance if available.
6. Field trips abroad/outside the continental U.S. must be an extension of the curriculum, whenever possible.
7. These types of trips should be planned for a scheduled school vacation.
8. Participation by students is optional and selection of student participants will be left to the discretion of the teacher/sponsor and considering all participation guidelines.
9. Adequate supervision and safety precautions shall be observed in accordance with the type of students, activities and nature of the trip involved. The chaperone/student ratio shall be in line with the recommendation of the agency/outside organization planning the trip and should be consistent with the recommendations below. (See "Chaperones," below).
10. Activities involving unnecessary risk (i.e. skiing, driving, motorcycling, etc.) must be excluded from any trip itinerary. In addition, any activity not covered by either the agency, or the city insurance carrier, should also be excluded. Organizers of any trip should ensure that the trip activities are compatible with existing liability policies.

Additional Required Procedures for Field Trips Abroad/Outside of the Continental United States: (con't)

11. Parent meeting: Discuss pertinent information regarding the proposed trip with parents. Keep records of dates of meetings, number in attendance, and handouts/information given.
12. Qualified Participants:
 - a. Students participating in a field trip abroad should be enrolled in the corresponding world language course. That is, trips to Italy would have as participants students enrolled in Italian I, II, III or IV. [Students with language proficiency may be considered for these trips without current enrollment in that language class on a space available basis].
 - b. Participants should have sufficient grasp of the language as to gain from this experience.
 - c. A world language course average of B or better is required for participation.
13. Plan the Itinerary:
 - a. Itinerary details must be available one (1) month prior to departure and provided to the student, their parent/guardian and the principal.
 - b. Include departure date and place, major events and activities, travel arrangements, planned stops and time and place for return.
 - c. Provide for adequate supervision of all students for the duration of the trip.
 - d. Prepare a detailed daily student itinerary.
 - e. Do not plan on high-risk activities such as para-sailing, surfing and water skiing.
14. Plan Housing:
 - a. Housing arrangements should be finalized at least one (1) month prior to departure.
 - b. Housing of students in private homes will be approved ONLY if organized and sponsored by a host organization such as a school or other accredited organization.
 - c. Prepare rooming assignments for students and chaperones.

Additional Required Procedures for Field Trips Abroad/Outside of the Continental United States: (con't)

- d. Communicate housing information, including name, address and telephone numbers of the proposed housing units to both parents and students.

15. Transportation/Land:

- a. Never allow students to drive motorized vehicles during a trip OR ride with a non-authorized individual.
- b. Check with the organizing agency that all land transportation in the foreign country (to and from airport and all itinerary stops) is included in the price.
- c. Transportation to and from departing U.S. airport, other than Bradley International, must be by charter coach.

16. Transportation/Air:

- a. Confirm that the outside organization making the travel plans provides adequate basic coverage for trip cancellation. Complete cancellation coverage (in case of illness or death) should be available for students to purchase.
 - b. Confirm flight status and seat availability 24 hours prior to departure.
17. Chaperone compensation, if any, beyond the cost of their trip expenses (flight/hotel) shall be used to defray student expenses.

18. Health/Safety/Medical Procedures:

- a. Emergency medical forms must be completed by parent before any student will be permitted to go on any such trip. Emergency medical information must be with the chaperones at all times.
- b. Chaperones must be familiar with laws specific to the foreign country regarding prescription medications.
- c. Discuss safety, including potential risks, and emergency procedures with students, parents and chaperones.
- d. Be sure that the organizing agency has procedures and policies in place to deal with emergency medical situations.
- e. In case of illness or accident, ensure enough adults are present so that one adult can remain with the students at all times.

- f. Student/parent shall provide evidence of sufficient medical or accident insurance that will cover any possible injuries occurring outside the continental U.S. or while participating in a field trip abroad.

Chaperones:

1. It is necessary to have an adequate number of adult chaperones (including the responsible teacher) on all field trips. Factors to be considered in determining the specific number of adult chaperones for a given field trip include the age of the children, the location of the field trip and the nature of the field trip. The following are minimum student to chaperone ratios:

<u>GRADE LEVEL</u>	<u>RATIO</u>
PreK – K	4:1
1-5	7:1
6-8	10:1
9-12	15:1 (overnight 10:1)

Chaperones (con't)

2. No field trip shall be taken with fewer than two (2) chaperones.
3. Each adult chaperone shall be given direction by the teacher responsible for the trip regarding his/her responsibilities. Each chaperone is expected to cooperate completely with the teacher responsible for the trip.
4. No adult shall participate in a field trip unless that person is an official chaperone (except guardians and/or family members on a space availability basis).
5. Prior to each field trip the teacher or sponsor responsible for the trip will insure that all chaperones have read and signed the "Rules for Field Trip Chaperones" form and that this form is on file with the principal [EXHIBIT D] at least 4 weeks prior to departure.
6. The school district reserves the right to accept/reject potential chaperones who may serve as a trip chaperones for any given school field trip.
7. Board of Education employees whose assignment is unrelated to the field trip may only attend field trips as chaperones during school vacation periods.

Emergency Procedures for Field Trips:

In the event of a national or local emergency, the Superintendent of Schools (or designee) will consult with the responsible teacher/trip sponsor to plan for the safe return of students and staff. Participants may be instructed to return to Bristol as soon as is safely possible.

The following instructions are for the teacher/sponsor to follow in case of an emergency when on a field trip:

1. Comprehensive and careful planning for a field trip will help ensure the overall safety of students. The teacher/sponsor conducting the field trip should investigate as much as possible about the site of the field trip prior to the actual trip. Items to be investigated include, but are not limited to, accessibility for physically disabled students, emergency contact individuals and their telephone numbers at the site, emergency medical assistance that is available at the site, special facilities that are available for eating, and toilet facilities.

Additionally, the teacher/sponsor should secure Field Trip Permission Forms for all students, which should be taken on the trip. The Field Trip Permission Form shall clearly indicate the parent's decision regarding their child's participation or non-

Emergency Procedures for Field Trips: (con't)

2. participation in the field trip, the child's name and the parent's signature. The teacher/sponsor should also have readily available a roster of the students on the trip with their corresponding emergency telephone contact numbers as well as knowledge of any special medical and/or health concerns. In case of an emergency while on a field trip (e.g., lost student(s), physical injury, medical alert, etc.), the teacher or appropriate supervising staff should adhere to the following:
 - a. Directly attend to the immediate emergency situation.
 - b. Contact the building principal (or designee) if the emergency occurs during the school day. If the emergency occurs during non-school hours, contact the designated person.
 - c. The person making the telephone call will provide the principal (or designee) with the telephone number and location where they can be reached and a summary of the emergency situation and steps that have already been taken to address the emergency.
 - d. The principal (or designee) will contact the student's parents to advise them of the emergency situation.
 - e. If appropriate, the Emergency Management Team at the school will convene and activate the School Emergency Management Plan.

Buses:

The following directions are to be given to all bus drivers on Bristol School District field trips:

“Drivers will not depart from any educational, athletic or other school trip location without first confirming with the teacher in charge that all students have been accounted for and a roll has been taken. Trips requiring the use of multiple buses will leave and depart for Bristol and travel and park together. A lead bus will be determined by drivers before departure.

Regulation Approved: April 5, 1995
Regulation Revised: March 6, 2002
Regulation Revised: July 2, 2003
Regulation Revised: December 5, 2007
Regulation Revised: January 17, 2008
Regulation Revised: October 6, 2010
Regulation Revised: April 6, 2016

BRISTOL PUBLIC SCHOOLS
Bristol, Connecticut

Bristol Public Schools
Field Trip Permission Form

A parent signature is required on this form for all field trips.

I have read the attached description of the field trip to be held on _____
(date)
to _____ and hereby consent to the participation of
(place(s))
my child, _____ in this field trip.

I authorize school officials to send my child home, at my expense, from any field trip should his/her behavior warrant such action.

I also consent to any emergency medical treatment that my child may require during the course of this trip. Specifically, I give permission for any EMT or emergency room personnel providing medical treatment to my child to release any protected health information regarding my child to accompanying school staff in accordance with the provisions of the Health Insurance Portability and Accountability Act ("HIPPA"). In signing this authorization, I understand that I am allowing school personnel to be present in my absence during any emergency interventions involving my child and consent to the on-site exchange of medical information necessary for immediate medical treatment. Any protected health information released to school staff during an emergency shall be treated as confidential student information protected from further disclosure in accordance with the provisions of Connecticut law and the Family Educational Rights and Privacy Act ("FERPA").

I understand that, because travel plans must be determined well in advance of departure, any prepayments toward this trip may be *nonrefundable*.

I understand further that Homeland Security issues may force the cancellation of this trip and forfeiture of my payment. By signing below, I understand and accept that circumstance may arise between now and departure which could cause the trip to be cancelled, which may result in financial loss. I further understand that the Bristol Board of Education will not be liable for any financial losses I may incur should this trip be cancelled due to security or other unforeseen reasons.

I understand that I need to inform the school nurse of the medical condition/allergies my child has that requires any care needs on the field trip.

I understand that I must contact the school nurse to make arrangements if my child requires medication during the field trip.

Date Signature of Parent/Guardian

Parent Name:

Phone #'s to be reached during field trip-

Home: _____ Work: _____ Cell: _____

Physician: _____ Hospital of Choice: _____

Bristol Public Schools
Field Trip Request Form

(Use for all Field Trips)

School _____
Type of Field Trip: (Circle One): Curriculum-Based Enrichment Recreational Athletic

1. I have read the DISTRICT GUIDELINES FOR PLANNING PUPIL FIELD TRIPS, and I hereby request approval to plan a school-sponsored trip.

Name of Requester _____ Date _____

2. Trip Destination: _____

3. Proposed dates: _____

4. Plan and Educational Rationale: _____
(Attach a detailed plan for the proposed trip with a separate statement that describes the importance of the trip to the students' classroom education and the district's specific curricular focus for those children.)

5. Type of Transportation to be used: _____

6. Grade Level: _____ Number of Pupils: _____

7. Type of Funding: _____ Estimated Total Budget: _____

8. Estimated Expenses Paid by Pupils: Total: _____ Per Pupil: _____

9. Method of Fund Raising (if needed): _____

10. Chaperones: _____

11. Food provided? How? _____

12. Reviewed Field trip plan and proposed student list with the school nurse on:

(See signed School Health Field Trip Approval Form)

APPROVAL BY PRINCIPAL: _____ **Date** _____
Principal's Signature

FOR OVERNIGHT TRIPS ONLY:

12. What comparable educational experience is available in the Bristol area? _____

13. What days does the trip involve? (List days and date): _____

APPROVAL BY PRINCIPAL: _____
Date _____

Principal forwards the request to the Superintendent.

APPROVAL BY SUPERINTENDENT OR DESIGNEE: Two approvals from the Superintendent are required.

Superintendent or Designee Signature _____ Date _____

___ *Approval #1. Approved by Superintendent to complete planning of overnight trip. Completed plan must be submitted to the Superintendent or designee for final approval. Final approval is required four weeks before trip.*

___ *Approval #1. Planning of trip is not approved by Superintendent or designee.*

___ *Approval #2. Final plan is approved for the overnight trip.*

___ *Approval #2. Final plan is not approved.*

Signature of *Superintendent/Designee* _____ Date _____

Final Approval: Signature of Principal _____ Date _____

School Health Field Trip Approval Form

School nurses will review this list with the field trip coordinator. When medication training and other student medical issues have been resolved, the nurse will initial the checklist, which will then be submitted for the principal's approval. This is a mandatory form in order to receive approval for the trip.

Trip destination: _____

Field Trip Coordinator: _____ Date of Field Trip: _____

School Nurse: _____

___ 1) Medication training completed by the employee designated to administer and maintain medications (including inhalers, Epi-pens, etc.)

___ 2) Necessary arrangements/training for students with special medical conditions (e.g., diabetes, asthma, seizure disorders, cardiac condition, etc.)

___ 3) Arrangements have been made for special equipment needed (e.g., all-terrain wheelchair for the beach)

___ 4) Arrangements have been made for access to emergency medical services.

___ 5) Lunch/snack arrangements have been made in consideration of students with food allergies.

___ 6) School nurse recommendations on additional supplies needed (e.g., first-aid kit, water, etc.)

___ 7) Nursing care plans provided to field trip coordinator as needed.

___ 8) For out-of-state or out-of-country trips, consultation and necessary permission have been obtained regarding nursing practice and delegation in the respective location.

___ 9) Arrangements have been made for communication (e.g., access to cell phones, walkie-talkies for staff during activity, etc.)

___ 10) Other medical or safety issues addressed

School Health Field Trip Approval

TRIPS OFF SCHOOL GROUNDS

This form must be completed for any off-grounds excursions during the school day.

Date of Trip: _____ Date of Request: _____

Teacher(s): _____

Destination: _____

Departure time: _____ Return time: _____

Type of transportation: _____

Staff participating: _____

Students participating: Attach list

Number of students: _____ Number of chaperones: _____

Plan for telephone access: _____

Reviewed by _____ Date: _____
Nurse

Reminder: Student information sheets, medication, and first-aid kits should be brought on all field trips.

Bristol Public Schools
Field Trip Request Form for Travel Outside the Continental United States

All field trips outside of the Continental United States must be approved by the Board of Education. The following information must be presented to the BOE no less than 6 months prior to the date of the proposed trip. The Superintendent and building principal will be provided with a final list of student participants, hotels and flight arrangements one month prior to departure.

Name of School _____

Date of Request _____

Trip to _____

Date of Proposed Trip _____

Number of students participating (approximately) _____

Name of teacher(s) making request _____

Number and names of teachers and chaperones:

1. _____ 5. _____

2. _____ 6. _____

3. _____ 7. _____

4. _____ 8. _____

If more teachers or chaperones are required, please attach list on a separate piece of paper.

Transportation: Bus _____ Train _____ Plane _____ Car _____ Other _____

Are fund-raising activities planned? _____ If so, describe _____

Name of Travel Agency _____

Lodging: Hotel/Motel _____ Private Home _____ Other _____

Insurance Arrangements for Staff and Students

(Insurance should be provided by Travel Agency)

Please attach a copy of the travel agency's insurance coverage.

Cost per student (approximately) _____

Proposed Itinerary _____

Please write a brief narrative explaining the purpose and educational value of the proposed trip.

*Attach a copy of the full brochure from the travel agency.

Bristol Public Schools
Rules for Field Trip Chaperones

The Bristol Public Schools appreciate your agreement to serve as a field trip chaperone. For your protection and that of the school district, we want to assure that your responsibilities are clear, as follows:

1. Chaperones serve at the direction of the teacher/sponsor and/or administrators present. Please take your lead from them.
2. Chaperones are not responsible and have no authority for disciplining of students. While it is permissible to redirect a student's attention verbally, any behavior problems should be referred to the teachers and/or administrators present.
3. Chaperones do not have the authority to dispense medication, even non-prescription medication. If there is any request concerning medication, even aspirin or Tylenol, please refer it to the teachers and/or administration present.
4. If you are asked to stay with a particular student or group of students, it is important that you do so. If it is necessary to leave your group, please get the attention of and notify a teacher or administrator before doing so, so that alternative arrangements for supervising the students can be made.
5. Chaperones are not permitted to bring other children to events, including their own children.
6. Persons other than staff members serving as chaperones on overnight field trips may be asked to submit a background security check.
7. Chaperones are bound by and must follow all rules of the Bristol Public Schools, including but not limited to the strict prohibition against use of alcohol at any time while on a school trip.
8. Chaperones are asked to refrain from smoking in the presence of students.
9. If there are any special rules or requirements, the teachers and/or administrators supervising the trip will inform you.

I acknowledge receipt and that I have read these rules for chaperones and agree to abide by these and all other school rules and regulations.

Chaperone Name

Date

SAMPLE – Please adapt for your trip

Letter to Parents/Guardians

Re: Trip to [insert destination]

Dear Parents and Guardians:

As you know, your son or daughter is a member of the _____ Club. This year, the _____ Club has proposed a trip to _____ in [date].

Not surprisingly, school districts around the country are continually reconsidering the approval of field trips, based on the possibility of terrorist attacks and other concerns related to the safety of students. Trips involving travel to foreign countries are of particular concern. While the decision to participate or not participate in an approved trip will in each case be made by individual students and their parents, we will be reviewing any and all proposed trips on a continuing basis to determine whether certain trips should be canceled altogether.

At this point in time, the Board of Education has approved the proposed trip to [DESTINATION] in [DATE]. However, the Board reserves the right to reconsider that approval at anytime between now and the time of departure of the trip, based on the circumstances existing at the time. In addition, in the event that the Board decides at any point to rescind its approval of this trip, thereby canceling the trip, the Board will not be responsible for any financial losses or penalties incurred by the affected students or their parents or guardians.

We are confident that parents and students will understand our need to reassess on a continuing basis whether particular trips should go forward, based on the circumstances existing at the time. While we wish that we could provide students and parents with a definite statement about whether a trip will or will not go forward, that is simply not possible in these difficult, unpredictable times.

We appreciate your understanding in these matters, and we invite you to contact us if you have any questions.

Sincerely,

Bristol Public Schools Ski Club Permission Form

I, _____, hereby give my permission for my son/daughter, _____,
(name of parent/guardian) (name)

a student in the Bristol Public Schools, to participate in the Ski Club outings during the 2010-2011 school year.

In giving this permission I have indicated my agreement to the following by circling my response:

I understand that Bristol will be providing transportation to and from the following location:

Bristol shall have no responsibility to wait for my child if my child is not present when the transportation is leaving to go to or return from this outing.

Agreed

I understand that the adult advisors to the Ski Club will ride the transportation with the students and be available on site at the outing. However, these advisors will have no responsibility for providing instruction, ensuring that my child has the correct equipment, that the equipment is in proper and safe working order, or that my child uses the equipment properly and in a safe manner. The advisors also shall have no responsibility for monitoring what trails or areas my child uses at the outing.

Agreed

Do you understand the nature of the trip and the risks inherent in skiing and snowboarding activities available to your student during the outing?

Yes No

Will your child require any special care or accommodations in connection with this trip? Include a complete description of your child's allergies, medication requirements and any medical, physical or other conditions related to care/supervision of your child.

Yes No

If yes, please explain: _____

We will contact you immediately in the event of the need for emergency medical treatment for your child. However, in the event of an urgent need to authorize emergency medical care, do you grant permission for medical treatment to be given and/or for the supervising staff (including volunteers) to take your child to the physician, dentist or hospital if an accident or serious illness occurs on the trip and you and the emergency contacts cannot be located in a timely fashion. You also understand and agree that you and not Bristol will have the responsibility for paying the costs of any such treatment.

Yes No

Do you understand and agree that because this trip is considered a school sponsored activity all Board of Education policies concerning student behavior will be in effect? Student misconduct will be addressed in accordance with Board of Education policy.

Yes No

Who may we contact during the Ski Club outings if we need to notify you of a problem, change of plans or emergency? Please provide as many names and numbers as possible.

I agree that _____ may participate in the Ski Club outings described above and that the
name of student
information provided above is accurate and complete.

Parent/Guardian Printed Name

Parent/Guardian Signature

Date _____

Ski Club Waiver

I, the undersigned parent or guardian of _____, hereby acknowledge that I have been properly advised, cautioned, and warned by the proper administrative personnel at the Bristol Public Schools that by participating in the Ski Club Outings, a student is exposing her/himself in the risk of serious injury, including but not limited to the risk of sprains, fractures, and ligament and/or cartilage damage which could result in a temporary or permanent, partial, or complete impairment in the use of limbs; brain damage, paralysis, or even death. Having been so cautioned and warned, it is still _____'s desire to participate in the activity listed above. It is hereby further acknowledge that _____ does so with full knowledge and understanding of the risk of serious injury to which _____ is exposing himself/herself by participating in the aforementioned activity. [insert child's name in each space]

The Bristol Board of Education, the Town of Bristol and their agents, employees, or members shall bear no responsibility for any accident or injury (including death) sustained by the Student while participating in the aforementioned trip to (location(s) and all related travel and activities, including skiing and/or snowboarding to the extent permitted by law. To this end, I (for myself and the Student) hereby release and forever discharge the Board of Education, the Town of Bristol, and any of their members, employees or agents (including volunteers and chaperones) from any and all claims, demands, rights or cause of action of whatsoever kind or nature arising from, or by reason of, any and all known or unknown foreseen or unforeseen, bodily or personal injuries (including death), or damage to property and the consequences thereof which hereafter may be sustained by the Student or any parent or guardian or their heirs, executors or assigns, arising out of or in connection with the Student's participation in the Ski Club outings and all related travel and activities. Furthermore, the Parent hereby expressly stipulates and agrees to indemnify and forever hold harmless the Bristol Board of Education, the Town of Bristol, and any of its members, employees or agents (including volunteers and chaperones) against any and all loss from any and all claims, demands, or action in law or in equity that may hereafter be made or brought by any person or by the Student or by anyone acting on his behalf for the purpose of enforcing a claim for damages on account of any injury (including death) any damage arising out of or in connection with the Student's participation in the trip and all related travel and activities, and the costs of medical services.

I _____ represent and warrant that I am signing this Waiver
[name of parent/guardian]

voluntarily and knowingly, with a full and complete understanding of the terms and conditions of this Waiver.

Parent/Guardian or Adult Student Signature

Date

Bylaws of the Board

Role of Board/Members (Powers, Purposes, Duties)

The Bristol Board of Education is the governing body of the school district and derives its power and exists under the Constitution and General Statutes of the State of Connecticut, the procedures of the Connecticut State Board of Education, and the Bristol City Charter.

Laws of the state create each local school district as a corporate body possessing all the powers and bearing all the responsibilities accruing to such a body under the law. The Board, as the agent of the state, shall exercise these powers and responsibilities as expressed or implied in the laws and regulations of the state.

In Bristol the Board of Education is legally a department of the city government, however, state law has established school districts as separate entities from the town governments under which they function. The Board alone bears the responsibility for the educational program of the Bristol school district.

Powers of Board of Education

State law requires that the Board of Education shall:

1. Maintain public elementary and secondary schools and provide such other educational activities as in its judgment will best serve the interests of the students, families and community. The Board may secure such opportunities in another town if it so desires and provided all children of the town shall have as equitable educational advantages as practicable.
2. Have charge of the schools of the town.
3. Make a continuing study of the need for school facilities and of a long-term school building program and make recommendations to the town from time to time based on the study.
4. Cause each child in the town between the ages of five and eighteen to attend school in accordance with C. G. S. [10-184](#).
5. Determine the number, age, and qualifications of the students admitted to each school.
6. Maintain and operate the buildings, lands, apparatus, and other property used for school purposes.

Bylaws of the Board

Role of Board/Members (Powers, Purposes, Duties)

7. Employ and dismiss teachers of the schools subject to the provisions of C.G.S. [10-151](#) and [10-158a](#).
8. Perform all acts required of it by the town and any other acts which will carry into effect the powers and duties imposed by law.

Boards of Education are required to prescribe rules for the management, studies, textbooks, classifications and discipline of the public schools and, subject to the control of the State Department of Education. The Board may make rules for the arrangement, use, and safekeeping of the school libraries. The Board must approve plans and sites for school buildings.

Duties of Board Members

The duties and obligations of an individual Board member may be enumerated as follows:

1. To familiarize oneself with the state school laws, regulations of the State Department of Education, district policies, rules, and regulations.
2. To take advantage of the various training opportunities which are offered locally, regionally, and nationally for Board members to develop as board members.
3. To have a general knowledge of educational aims and objectives of the system.
4. To work harmoniously with other Board members without trying either to dominate the Board or neglect one's share of the work.
5. To vote and act in the Board meetings impartially for the good of the district.
6. To accept the will of the majority vote in all cases and support to the resulting policy.
7. To represent the Board and the district schools to the public in such a way as to promote both interest and support.
8. To refer all suggestions and complaints to the Superintendent and/or Board Chairperson and to abstain from individual counsel and action.

Bylaws of the Board

Role of Board/Members (Powers, Purposes, Duties) continued

Legal Reference: Connecticut General Statutes

[1-200](#) Definitions.

[10-151](#) Employment of teachers.

[10-184](#) Duties of parents.

[10-185](#) Duties of local and regional boards of education.

[10-220](#) Duties of boards of education.

[10-221](#) Boards of education to prescribe rules.

[10-240](#) Control of schools.

[10-241](#) Powers of school districts.

[10-291](#) Approval of plans and sites.

Code of Ordinances, Charter for the City of Bristol, Sec. 25, paragraph G.

Adopted: March 10, 1993

Revised: July 7, 2004

Revised: April 6, 2016

Bylaws of the Board

Public Statements

The Bristol Board of Education recognizes that communication is a continuous two-way process. The Board believes that it is important to keep the public informed about educational programs, and, in turn, that the community should have the opportunity to provide input.

Communication will be a concurrent responsibility of the Board of Education and the Superintendent of Schools. The Superintendent of Schools will work with the members of the Board of Education to conduct an active and comprehensive program throughout the school district and community for the prompt dissemination of information about decisions made at all Board meetings. Releases to the press and brief summaries of Board meeting actions prepared for distribution to staff members and parent/guardians are regarded as appropriate media of information for meeting the requirements of this bylaw. Press releases relative to Board of Education action shall be released only by the Board chairperson or the delegated agent of the Board.

Adopted: March 10, 1993

Revised: April 6, 2016

Bylaws of the Board

Commitment to Democratic Principles in Relation to Community, Staff, Students

Board-Staff Communications

The Bristol Board of Education recognizes the need to maintain open communication between itself and the staff. Essentially, communications with staff deal with three general areas -- administration, policy and philosophy. While the Board recognizes the necessity for board-staff communications, it also recognizes that administrative matters must be dealt with through its chief administrator. Hence, the basic line of communication for administrative matters shall be through the Superintendent.

1. Staff Communications to the Board

All formal reports to the Board from administrators, supervisors, teachers or other staff members shall be submitted through the Superintendent. This necessary procedure shall not be construed as denying the right of any employee to appeal to the Board from administrative decisions on important matters, provided that the Superintendent shall have been notified of the forthcoming appeal and that it is processed in accordance with the Board's policy on complaints and grievances.

Staff members are also reminded that Board meetings are public meetings. As such, they provide an excellent opportunity to observe and participate in the Board's deliberations on problems of staff concern.

2. Board Communication to Staff

All official communications, policies and directives of staff interest and concern will be communicated to staff members through the Superintendent, and the Superintendent will employ all such media as are appropriate to keep staff fully informed of the Board's problems, concerns and actions.

3. Visits to Schools

Official visits by Board members will be conducted only under Board authorization and with the full knowledge of staff, including the Superintendent, building administrators and other supervisors.

Bylaws of the Board**Commitment to Democratic Principles in Relation to Community, Staff, Students****Board-Staff Communications - Continued****4. Social Interaction**

Individual Board members have no special authority excepting when they are convened at a legal meeting of the Board or vested with special authority by Board action. Board of Education members are expected, at social affairs and other functions to avoid discussion of:

- A. Matters that are, or have the potential of becoming, the subject of an executive session;
- B. Information and data contained in personnel records protected by the privacy act;
- C. Contested issues that may require final resolution by the Board.

Legal Reference: Connecticut General Statutes

[10-220](#) Duties of boards of education.

Adopted: March 10, 1993
Revised: July 7, 2004
Affirmed: April 6, 2016

Bylaws of the Board

Duties of Officers

Chairperson

The Chairperson shall preside at all meetings of the Bristol Board of Education and shall perform other duties as directed by law, State Department of Education regulations, and by this Board. In carrying out these responsibilities, the Chairperson shall:

1. Sign legal documents as authorized by the Board of Education.
2. Confer with the Superintendent in the planning of the Board's agendas.
3. Confer with the Superintendent on crucial matters which may occur between Board meetings.
4. Appoint Board committees, subject to Board approval.
5. Call special meetings of the Board as necessary when deemed necessary.
6. Be the public spokesperson for the Board at all times except as this responsibility is specifically delegated to others.
7. Be responsible for the orderly conduct of all Board meetings.
8. Be Ex-Officio member of all committees.
9. In all other respects, have the same powers and duties as other members.

As the presiding officer at all meetings of the Board, the Chairperson shall:

1. Call the meeting to order at the appointed time.
2. Announce the business to come before the Board in its proper order.
3. Enforce the Board's policies relating to the order of business and the conduct of the meetings.
4. Recognize members who desire to speak, and protect the speaker who has the floor from disturbance or interference.
5. Explain what the effect of a motion would be if it not clear to every member.

Bylaws of the Board

Duties of Officers

6. Restrict discussion to the question when a motion is before the Board.
7. Answer all parliamentary inquiries, referring question of legality to the Board attorney.
8. Put motions to a vote, stating definitely and clearly the vote and result thereof.

The Chairperson shall have the right, as other Board members have, to offer resolutions, discuss questions, and to vote.

Vice Chairperson

The Vice-Chairperson will normally perform the duties of the Chairperson in the Chairperson's absence. In the event of the Chairperson's resignation from the Board, the Vice-Chairperson will become the acting Chairperson and serve in that capacity until the Board is reconstituted and a new Chairperson has been elected.

Secretary

The Secretary shall sign all documents requiring said signature.

Legal Reference: Connecticut General Statutes

[10-218](#) Officers. Meetings.

(cf. [9020](#) – Public Statements)

(cf. [9325](#) – Meeting Conduct)

Bylaw Adopted: March 10, 1993

Revised: July 7, 2004

Revised: April 6, 2016

Bylaws of the Board

Remuneration and Reimbursement

Remuneration

Bristol Board of Education members shall receive no compensation for their services.

Reimbursement

1. Out-of-State Travel

Board members authorized to attend educational conferences out of state shall be reimbursed, upon submitting vouchers and supporting documentation, for reasonable expenditures, transportation costs to and from the destination and registration fees. Board members must have approval in advance from the Board of Education.

2. In-State Travel

Board members shall be reimbursed, upon submitting vouchers and supporting documentation, for reasonable expenditures incurred in connection with the performance of their official Board duties.

Legal Reference: Connecticut General Statutes

[10-225](#) Salaries of secretary and attendance officers.

[10-232](#) Restrictions on employment of members of board of education.

Bylaw Adopted: March 10, 1993
Affirmed: April 6, 2016

BRISTOL PUBLIC SCHOOLS
Bristol, Connecticut

Bylaws of the Board

Conflict of Interest

No member of the Bristol Board of Education, officer, or employee shall have an interest in any contract with the school district, affiliated with the school district unless such interest is specifically permitted by statute.

"Interest" shall mean pecuniary or material benefit accruing to a Board of Education member, officer or employee or their relatives resulting from a contractual relationship with the school system. Disclosure of interest will be made publicly.

No member of the Board of Education may be employed for compensation by the school district. If a Board member is employed by the school district the office to which he or she was elected or appointed shall become vacant.

Gifts

All members and employees of the Board of Education are prohibited from accepting gifts other than of minimal value as defined by current IRS regulations from any person(s) doing or planning to do business with the school system.

This policy should not be construed so as to prohibit an employee or member of the Board of Education who is a candidate for any office (including re-election to the Board of Education) from receiving campaign contributions that he or she would otherwise be legally entitled to accept.

Legal Reference: Connecticut General Statutes

[7-479](#) Conflict of interest (municipal employees).

[10-156e](#) Employees of boards of education permitted to serve as elected officials; exception.

[10-232](#) Restrictions on employment of members of the board of education.

Bylaw Adopted: March 10, 1993

Revised: April 6, 2016

Bylaws of the Board

Public and Executive Sessions

Public Meetings

All meetings of the Bristol Board of Education shall be open to the public with the exception of executive sessions. (cf. [9320](#) -Meetings)

Executive Sessions

The public may be excluded from meetings of the Board of Education which are declared to be executive sessions. Executive sessions may be held upon a two-thirds vote of the members present and voting taken at a public meeting only for one or more of the following reasons.

1. Discussion concerning the appointment, employment, performance, evaluation, health or dismissal of a public officer or employee, provided that such individual may require that the discussion be held at an open meeting.
2. Strategy and negotiations with respect to pending claims and litigation.
3. Matters concerning security strategy or the deployment of security personnel, or devices affecting public security.
4. Discussion of the selection of a site or the lease, sale or purchase of real estate by a political subdivision of the state when publicity regarding such site, lease, sale, purchase or construction would cause a likelihood of increased price until such time as all of the property has been acquired or all proceedings or transactions concerning same have been terminated or abandoned.
5. Discussion of any matter which would result in the disclosure of public records or the information contained therein described in subsection (b) of section [1-210](#) of the Connecticut General Statutes Freedom Of Information Act (FOIA). The types of records which may be withheld in accordance with FOIA include personnel and health records, student identification records, matters of security, test questions and other specified in FOIA.

Public Participation

In addition to permitting the public to attend meetings, the Bristol Board of Education encourages public participation.

Regular and Special Meetings

The following members of the public may speak at meetings of the Board:

Bristol residents, students and employees of the Board; non-resident consultants to the Board and/or administration invited by the Board.

Public and Executive Sessions

Public Meetings continued

Speakers must use the following guidelines:

- Public may speak as agenda topics come up for discussion or information.
- Speakers must give name and use the microphone.
- Responses to questions may be deferred if answers not immediately available.
- Comments regarding personnel or confidential student information shall not be discussed under public comment.

Public Work Sessions

When meetings or parts of meetings are designated as work sessions the Board does not normally invite discussion or questions from the general public, but brief public comment may be permitted at the end of a work session if time permits.

Freedom of Information

In accordance with the Freedom of Information Act (FOIA), the following are not public meetings and thus not subject to posting and other requirements:

- Meetings of personnel search committees
- Meetings for the purpose of discussion of collective bargaining strategy
- Negotiating sessions
- Chance or social gatherings not intended to relate to official business
- Caucuses of the members of a single party, provided that no persons other than the members attend the caucus.

Legal Reference: Connecticut General Statutes

[1-200](#) Definitions.

[1-206](#) Denial of access to public records or meetings.

[1-210](#) Access to public records.

[1-225](#) Meetings of government agencies to be public.

[1-226](#) Recording, broadcasting or photographing meetings.

[1-231](#) Executive sessions.

Bylaw Adopted: March 10, 1999

Bylaw Revised: July 7, 2004, April 2016