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\*The next post includes my personal observations and the exciting experience of converging with my CED for the first time. These opinions are only mine and are not the opinions of the College's Committee. Please read the CED to make your own judgment. ☺ Wow! What goodness when the good old USPS delivered my new AP binder by spanking the new Course & Exam Description in this. Well, I did what most of you did. I opened a bottle of peach sparkling wine and smashed the front page. ... You didn't do that? Errr, ....., Okay, awkward. They promised us a cleaner and more clearly targeted set of targets with this new CED, and I couldn't wait to see that main list of vocabulary I've been waiting for for 13 years. Just a little... Let me find... I still can't see him. I'm just going to check the packaging one more time. Nope. I feel like a veteran with this material, the vocabulary is in my head. Let's move on and see how they break down the contents. Or should I say... Stages? I smashed this evil guy and I was focusing on the first tab, the Course Framework. After perusing the new framework, it was clear that I should spend a little more time understanding the new terminology of teaching and less time to reorganise my content. In fact, that may not be a bad thing, because my focus for so many years was just content and the strategy of pedagogy was thin. I've read a few posts on my Facebook page about the unheeded pile of pedological terminology that's been thrown at us. I admit, I was fighting with my hands ready to shield my face, too. And although most words like Theme, Skills, Great Ideas, Endurance Comprehension, Themes, Learning Goals and Essential Skills bounced off me as superballs, I had one or two sticks. I mean, let's face it, if we don't get clear definitions of each of these, we could literally be interchangeable and no one would know the difference (OK, maybe except Skills.). So let's decomle them. Skills Content Big Ideas Units Topics Enduring Understandings Learning Objectives Essential Knowledge The new framework for AP Human Geography comprises two components: Ok, that one is simple enough. In other words, throughout the course we have students who develop and use geographical knowledge for the content of the course (study unit). The skills of the course, but dios mio... Have you seen the same skill list as me? If you need to be reminded, they're on your left. So many subcategories, right? But that's the part that really tells us more clearly, and the part we should ♥. Units at a glance For each of the topics in each study unit they tell you which to focus on! I'm going to have to say it! And it's all summarized on your side, Unit on view. Target Resources... What?!?!? Hyperlink via web version. In other words, I am Teach all theme 1.1 (Introduction of Maps) through lens skill to identify different types of data presented in maps and in quantitative and geospatial data. What? And there are target resources on which I can click for each theme of the unit?! Stop!!! What? And there are target resources on which I can click for each theme of the unit?! Stop!!! Boom! I wish I had them when I first started. Okay, enough with the skills. We're going to Big Ideas. Great ideas! (Why and where people) What the hell, Sam... BIG IDEAS: Patterns & Spatial Organization (PSO) Impacts & Interactions (IMP) Spatial Processes & Social Change (SPS) I will give you some time to chew up these new acronyms. ... I see this as an expansion of a traditional, big issue. Why and where? Or are these two questions? Patterns & Spatial Organization (PSO) Answer why and where with political, historical, economic and cultural factors (PHEC). (OK, this acronym wasn't great, I invented-don't use it). Influences & Interactions (IMP) Human Relationships, Environments, Modern Situations and History are what helps us understand why and where. Spatial Processes & Social Change (SPS) Basically, to be able to explain how it can be why and where it can be related to another why and where. Literally... each of the great ideas is under each unit. We could get rid of the print on this. The above should not be your understanding of great ideas. Please read them to try to teach them yourself. For me, these are still the most unambiguous part of CED, and the acceptance of CED are the most abstract. However, I will bear in mind that all three of these should have why and where the big ideas that fluctuate over my head throughout the school year, judging by the hilarious graphics they provided, reminding the use of being significantly spiralled.... Everywhere. Literally... each of the great ideas is under each unit. We could get rid of the print on this. Big Ideas on the Unit at a Glance Skills Again, these are labeled quite friendly, right above the skills categories in each Unit at a Glance page. Another cool thing is that they are trying to take some guesswork out of their three abstract Big Ideas, by providing guided Big Idea questions to study for each study unit. CED offers guided Big Idea questions for each study unit. STUDY UNITS Simple enough, these are course units; Thinking Geographically Population & Migration Patterns & Processes Cultural Patterns & Processes Political Patterns & Processes Agriculture & Rural Land-Use Patterns & Processes Cities & Urban Land-Use Patterns & Processes Industrial & Economic Development Patterns & Processes TOPICS are what CB calls the learning segments within each study unit. There are anywhere from 7 to 12 of these and CB suggests that you can teach them in 1-2 class periods (let's be realistic, some of us like this weekly survey on the topic of GMO). While it's easy to go on a tangent on any topic in this course, try to plan for the divergences, but teach your strengths. If you love the topic of GMO and you have a killer week-long curriculum, do it. Your kids will probably remember him. LONG-TERM UNDERSTANDING: Ongoing understanding These are the long-term goals we want to leave impressions on our students. These should be seen as a development throughout the course, with other themes that go back to a deeper understanding of the materials. In summary, our long-term goals for the course include sustainable understanding & big ideas (content-based) and course-based skills (knowledge-based). LEARNING OBJECTIVES: Learning goals tell us what our students need to do (Define, explain, define, describe). If you have been paying attention, there are verified rumors that these four verb prompts are the ones that will be asked at FRQs (one FRQ verb call that is not used as a learning objective call is Compare, so add that one to your repertoire). Here are the main reader's tweets about FRQ verb prompts: Seth Dixon And my Twitter comments command verbs: 3 entry-level command verbs in #APHG: 1-Define: Provide special meaning for a word or concept. 2-Identification: Provide or provide information on a particular topic, without elaborate or explanation. 3-Describe: Specify the relevant characteristics of a particular topic. 2 more in-depth command verbs in #APHG: 1-Compare: Provide a description or explanation of similarities and/or differences. 2-Please explain: provide information on how or why a relationship, pattern, position, position or outcome occurs using evidence and/or reasoning. 0 replies 11 retweets 17 likes using neat outline in #APHG FRQ not just to make it easier for the reader; more often than not, clearly ordering ideas that are properly marked improves the student's likelihood of getting a higher grade than an unconditional, unconsidered narrative. Learning objectives I do not propose to ask the question of the learning objective of verbatim, but I think that this really gets us into a better mental thought for the kinds of questions that we should ask our students. So... students need to be able to achieve learning goals in order to keep up with their views. And finally... ESSENTIAL SKILLS Essential knowledge To complete learning goals they need content that is essential knowledge. Each is marked with a Big Idea type (PSO, IMP, SPS) to help us keep a look at the big picture, IMP 1.A.1). I wasn't introduced to Understanding with the Design Framework (UbD) until a few experienced teachers mentioned it in a Facebook group days ago, and it seems to be our CED model from this pedagogy. I read UbD, which says that teachers traditionally follow a pattern during the planning of lessons... What should students know? How are they supposed to learn that? What are they going to do with him? Does it look familiar to you? But this clever new UbD framework, which is possibly the product of the LMNOP PhD, said... You know what? Let's go... learning planning step 2....with..... 3! ::Head explodes: Why didn't I come up with this?! UbD says the problem with traditional lesson planning is that we let our lesson plans drive what we want our children to learn (outcome), leaving the real-world use opportunities as indebted (if we have time to get to it at all). I don't mind this concept, and I enjoyed reading a new idea. You can read about this in the link above. (Step 1) Instead, they speak (at least how I interpret it) that the lesson plan must maintain the goal of the big picture, global use (Course skills, big ideas, simultaneous understanding, learning goals). Or should I say objective S? (Step 2) We should then examine the essential knowledge (content) that will help provide the evidence they need to achieve those objectives. (Step 3) Only then do we need to get into the instructive approaches that are included in the next tab for the tab tab! I really appreciate this part of the crates I want when I start. Here we find strategies for selecting and evaluating course materials, a bunch of strategies and ways to help develop those ever-present course skills. I think these are presented better than most of our textbooks (IMO). That's in my opinion. Don't confuse that with the Big Idea. Exam information This last tab reminds us of the structure of the AP Exam with 60 MC questions in 60 minutes, and 3 FRQs in 75 minutes. The 30-40% MC exam is now based on incentives (chart, graph, picture, map), while FRQ includes 1 question that refers to two stimulus, 1 question that refers to 1 stimulus, and one FRQ without stimuli. This tab also includes some quality sample issues with new FRQ styles. Sidenote: If you're interested in participating/practicing your hand in FRQ and MC writing, it can really help a larger group (and yourself!). Check out the Facebook page to ask/ find these links for the post! The lead reader for AP Human Geography has this to say about our exam: Seth Dixon: Just a few explanations: While more parts will be the norm, not all 7 parts (but will all be 7 points). We're going to try to narrow the mission to smaller particles. In equal cases, fewer cases will however, there is still an option if it makes sense for the question (we will not ask students to identify themselves and explain themselves in the same section anymore). Subseas are not limited to two sentences, especially for clarification or comparison. More MCQ will be based on incentives, somewhere in the neighborhood 50%, but without a solid number. Although i might want to give zeros for bad penning, the threshold is ineailable. – Maps: while there is no map related to the CED (not our choice), students should still know the regions from the old maps in the old articulation course for some issues as a solid foundation. I could be on some of these (i'm typing the cuffs), but that's my understanding of the new procedures from now on, the Committee to Develop Tests and I'm working on new changes too, so while we have more time with the new procedures, we still haven't gone through that with years of experience still. What? At the end, there's a folding poster of a shortlist for my classroom wall?!?! (My sympathies for those who have not yet received their taxpayer) Yes, please! Well, at least we know where that money goes from the sale of The World History Class before the AP ☺ unfortunately, regardless of my attitude to love and hate with the College Board (ok 70%-30%), I think they gave us a good product ☺ one that I want to share. I look forward to professional discussions about our CED on the Facebook group and with my PLT/PLC. We wait until August 1 when we see student design modules being launched on the CB website. I'm sure it's enough to scare Albert.io. I'm really excited about the AP machine he's become. My department now teaches more AP departments than regular/sub-level/ESMs. What about you? Happy planning! Planning!

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