

PLANNED INSTRUCTION

A PLANNED COURSE FOR:

Advanced Placement Human Geography

Curriculum writing committee:

Michael Guzenski

Grade Level:

9-12

Date of Board Approval: _____ July 14, 2022 _____

Course Grading Scale for AP Human Geography

Total Points earned:

Unit Tests (approximately 2 per quarter)	100 points
Free Response Essays	25-50 points
Homework/Classwork	10-20 points
Quizzes	20-60 points
Projects (approximately 1 per quarter)	50-100 points

Curriculum Map

Overview:

Unit 1 Thinking Geographically

- 1.1 Introduction to Maps
- 1.2 Geographic Data
- 1.3 The Power of Geographic Data
- 1.4 Spatial Concepts
- 1.5 Human Environmental Interaction
- 1.6 Scale of Analysis
- 1.7 Regional Analysis

Unit 2 Population and Migration Patterns and Processes

- 2.1 Population Distribution
- 2.2 Consequences of Populations Distribution
- 2.3 Population Composition
- 2.4 Population Dynamics
- 2.5 The Demographic Transition Model
- 2.6 Malthusian Theory

- 2.7 Population Policies
- 2.8 Women and Demographic Change
- 2.9 Aging Populations
- 2.10 Causes of Migration
- 2.11 Forced and Voluntary Migration
- 2.12 Effects of Migration

Unit 3 Cultural Patterns and Processes

- 3.1 Introduction to Culture
- 3.2 Cultural Landscapes
- 3.3 Cultural Patterns
- 3.4 Types of Diffusion
- 3.5 Historical Causes of Diffusion
- 3.6 Contemporary Causes of Diffusion
- 3.7 Diffusion of Religion and Language
- 3.8 Effects of Diffusion

Unit 4 Political Patterns and Processes

- 4.1 Introduction to Political Geography
- 4.2 Political Processes
- 4.3 Political Power and Territoriality
- 4.4 Defining Political Boundaries
- 4.5 The Function of Political Boundaries
- 4.6 Internal Boundaries
- 4.7 Forms of Governance
- 4.8 Defining Devolutionary Factors
- 4.9 Challenges to Sovereignty
- 4.10 Consequences of Centrifugal and Centripetal Forces

Unit 5 Agricultural and Rural Land-Use Patterns and Processes

- 5.1 Introduction to Agriculture
- 5.2 Settlement Patterns and Survey Methods
- 5.3 Agricultural Origins and Diffusions
- 5.4 The Second Agricultural Revolution
- 5.5 The Green Revolution
- 5.6 Agricultural Production Regions
- 5.7 Spatial Organization of Agriculture
- 5.8 Von Thünen Model
- 5.9 The Global System of Agriculture
- 5.10 Consequences of Agricultural Practices
- 5.11 Challenges of Contemporary Agriculture
- 5.12 Women in Agriculture

Unit 6 Cities and Urban Land-Use Patterns and Processes

- 6.1 The Origins and Influences of Urbanization
- 6.2 Cities Across the World
- 6.3 Cities and Globalization
- 6.4 The Size and Distribution of Cities
- 6.5 The Internal Structure of Cities
- 6.6 Density and Land Use
- 6.7 Infrastructure
- 6.8 Urban Sustainability
- 6.9 Urban Data
- 6.10 Challenges of Urban Changes
- 6.11 Challenges of Urban Sustainability

Unit 7 Industrial and Economic Development Patterns and Processes

- 7.1 The Industrial Revolution
- 7.2 Economic Sectors and Patterns
- 7.3 Measure of Development
- 7.4 Women and Economic Development
- 7.5 Theories of Development
- 7.6 Trade and the World Economy
- 7.7 Challenges as a Result of the World Economy
- 7.8 Sustainable Development

Unit 8 Human Geography Research Project

- 8.1 Topic Selection
- 8.2 Research and Data Analysis
- 8.3 Presentation
- 8.4 Reflection and Analysis

Big Ideas-

1 – Patterns and Spatial Organization (PSO): Spatial patterns and organization of human society are arranged according to political, historical, cultural, and economic factors.

2 – Impacts and Interactions (IMP): Complex relationships of cause and effect exist among people, their environments, and historical and contemporary actions.

3 – Spatial Process and Societal Change (SPS): A spatial perspective allows for a focus on the ways phenomena are related to one another in particular places, which in turn allows for the examination of human organization and its environmental consequences.

Unit 8: After the AP Exam Research Project and Presentation

Time Range in Days: 30 days

Grade Level(s): 9th – 12th

Standards Addressed:

PACCS – Geography, Reading and Writing in History and Social Studies: History:

8.1.12.A.,8.1.12.B.,8.4.12.A.,8.4.12.B.,8.4.12.C.,8.4.12.D. Geography: 7.1.12.A, 7.1.12.B., 7.2.12.A., 7.2.12.B., 7.3.12.A., 7.4.12.A., 7.4.12.B. Reading: R.11.A.2.3

Link to Standards in SAS: <http://www.pdesas.org/Page/Viewer/ViewPage/14>

Anchor(s): R8.A.2, R8.B.1, R8.B.3

Overview: Human Geography final research project and presentation

Goals:

- Students will use their knowledge of Geography to select and research a topic related to a geographic theory, or theme as it applies to a specified scale of analysis (local, regional, national, or global) and create a presentation on their selected topic

Objectives:

- Connect, design, critique, analyze, create, prove, and apply concepts in Human Geography to a research projects and presentation. (DOK – Level Four)

Core Activities and Corresponding Instructional Methods:

- Students will select one or more topics or concepts from any of the seven AP Human Geography course units and conduct research on how their selected geographic concept applies to a real-world example. All topics must be pre-approved by instructor

Instructional Methods:

- Internet Research (cooperative groups or individual)
- Power Point, Google Docs, Video, and other various types of presentations

Assessments:

Diagnostic:

- Students' participation and answers during class discussion after the presentation of projects and the completion of activities.
- Students' written reaction to various topics covered in peer presentations.

Formative:

- Students' timely and accurate completion of worksheet assignments connected to projects and activities.
- Students' accurate completion of classroom activities.

Summative:

- Students' group or individual presentations. They will be graded on a scaled rubric.

Extensions:

- Students will complete teacher made enrichment worksheets and activities.

Correctives:

- Students will complete teacher made review sheets dealing with the concepts presented during student presentations and activities.

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AP HUMAN GEOGRAPHY

Course Content

Based on the Understanding by Design® (Wiggins and McTighe) model, this course framework provides a clear and detailed description of the course requirements necessary for student success. The framework specifies what students must know, understand, and be able to do, with a focus on big ideas that encompass core principles, theories, and processes of the discipline. The framework also encourages instruction that prepares students for advanced geography coursework and active global citizenship.

Big Ideas

The big ideas serve as the foundation of the course and enable students to create meaningful connections among course concepts. Often, these big ideas are abstract concepts or themes that become threads that run throughout the course. Revisiting the big ideas and applying them in a variety of contexts allow students to develop a deeper conceptual understanding. Below are the big ideas of the course and a brief description of each.

BIG IDEA 1: PATTERNS AND SPATIAL ORGANIZATION (PSO)

Spatial patterns and organization of human society are arranged according to political, historical, cultural, and economic factors.

BIG IDEA 2: IMPACTS AND INTERACTIONS (IMP)

Complex relationships of cause and effect exist among people, their environments, and historical and contemporary actions.

BIG IDEA 3: SPATIAL PROCESS AND SOCIETAL CHANGE (SPS)

A spatial perspective allows for a focus on the ways phenomena are related to one another in particular places, which in turn allows for the examination of human organization and its environmental consequences.

UNITS

The course content is organized into commonly taught units. The units have been arranged in a logical sequence frequently found in many college courses and textbooks.

The seven units in AP Human Geography, and their weightings on the multiple-choice section of the AP Exam, are listed below.

Pacing recommendations at the unit level and in the Course at Glance tables provide suggestions for how the required course content can be taught and how the Personal Progress Checks can be administered. The suggested class periods are based on a schedule in

which the class meets five days a week for 45 minutes each day. While these recommendations have been made to aid in your planning, you are free to adjust the pacing based on the needs of your students, alternate schedules (e.g., block scheduling), or your school's academic calendar.


TOPICS

Each unit is broken down into teachable segments called topics. The topic pages (starting on page 30) contain all required content for each topic. Although most topics can be taught in one or two class periods, you are again encouraged to pace your course to suit the needs of your students and school.

Units	Exam Weighting
Unit 1: Thinking Geographically	8–10%
Unit 2: Population and Migration Patterns and Processes	12–17%
Unit 3: Cultural Patterns and Processes	12–17%
Unit 4: Political Patterns and Processes	12–17%
Unit 5: Agriculture and Rural Land-Use Patterns and Processes	12–17%
Unit 6: Cities and Urban Land-Use Patterns and Processes	12–17%
Unit 7: Industrial and Economic Development Patterns and Processes	12–17%

Spiraling the Big Ideas

The following table demonstrates how the big ideas spiral across units by showing the units in which each big idea appears. In AP Human Geography students will encounter each big idea in every unit so that their knowledge, skills, and understanding related to the big ideas become more complex.

Big Ideas	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7
 Thinking Geographically		<i>Population and Migration Patterns and Processes</i>	<i>Cultural Patterns and Processes</i>	<i>Political Patterns and Processes</i>	<i>Agriculture and Rural Land-Use Patterns and Processes</i>	<i>Cities and Urban Land-Use Patterns and Processes</i>	<i>Industrial and Economic Development Patterns and Processes</i>
Patterns and Spatial Organization PSO							
Impacts and Interactions IMP							
Spatial Processes and Societal Change SPS							

Course at a Glance

Plan

The Course at a Glance table provides a useful visual organization of the AP Human Geography curricular components, including:

- Sequence of units, along with approximate weighting and suggested pacing. Please note that pacing is based on 45-minute class periods meeting five days each week for a full academic year.
- Progression of topics within each unit.
- Spiraling of the big ideas and course skills across units.

Teach

SKILL CATEGORIES

Skill categories spiral throughout the course.

1 Concepts and Processes	3 Data Analysis
2 Spatial Relationships	4 Source Analysis
	5 Scale Analysis

BIG IDEAS

Big Ideas spiral across topics and units.

PSO Patterns and Spatial Organization
IMP Impacts and Interactions
SPS Spatial Processes and Societal Change

Assess

Assign the Personal Progress Checks—either as homework or in class—for each unit. Each Personal Progress Check contains formative multiple-choice and free-response questions. The feedback from the Personal Progress Checks shows students the areas where they need to focus.

UNIT
1

Thinking Geographically

~9–10 Class Periods

8–10% AP Exam Weighting

UNIT
2

Population and Migration Patterns and Processes

~19–20 Class Periods

12–17% AP Exam Weighting

IMP 3	1.1 Introduction to Maps
IMP 3	1.2 Geographic Data
IMP 3	1.3 The Power of Geographic Data
PSO 3	1.4 Spatial Concepts
PSO 1	1.5 Human–Environmental Interaction
PSO 6	1.6 Scales of Analysis
SPS 1	1.7 Regional Analysis

PSO 3	2.1 Population Distribution
PSO 2	2.2 Consequences of Population Distribution
PSO 2	2.3 Population Composition
IMP 3	2.4 Population Dynamics
IMP 3	2.5 The Demographic Transition Model
IMP 2	2.6 Malthusian Theory
SPS 2	2.7 Population Policies
SPS 3	2.8 Women and Demographic Change
SPS 2	2.9 Aging Populations
IMP 2	2.10 Causes of Migration
IMP 1	2.11 Forced and Voluntary Migration
IMP 2	2.12 Effects of Migration

Personal Progress Check 1
 Multiple-choice: ~20 questions
 Free-response: 1 question
 • 1 stimulus

Personal Progress Check 2
 Multiple-choice: ~35 questions
 Free-response: 1 question
 • 1 stimulus

**UNIT
3****Cultural Patterns
and Processes****~19-20** Class
Periods**12-17%** AP Exam
Weighting

PSO 4	3.1 Introduction to Culture
PSO 4	3.2 Cultural Landscapes
PSO 4	3.3 Cultural Patterns
IMP 1	3.4 Types of Diffusion
SPS 2	3.5 Historical Causes of Diffusion
SPS 5	3.6 Contemporary Causes of Diffusion
IMP 4	3.7 Diffusion of Religion and Language
SPS 2	3.8 Effects of Diffusion

Personal Progress Check 3

Multiple-choice: ~25 questions
Free-response: 1 question
▪ 2 stimuli

**UNIT
4****Political Patterns
and Processes****~19-20** Class
Periods**12-17%** AP Exam
Weighting

PSO 4	4.1 Introduction to Political Geography
PSO 3	4.2 Political Processes
PSO 5	4.3 Political Power and Territoriality
IMP 1	4.4 Defining Political Boundaries
IMP 5	4.5 The Function of Political Boundaries
IMP 5	4.6 Internal Boundaries
IMP 2	4.7 Forms of Governance
SPS 3	4.8 Defining Devolutionary Factors
SPS 5	4.9 Challenges to Sovereignty
SPS 5	4.10 Consequences of Centrifugal and Centripetal Forces

Personal Progress Check 4

Multiple-choice: ~30 questions
Free-response: 1 question
▪ 1 stimulus

**UNIT
5****Agriculture and
Rural Land-Use
Patterns and
Processes****~19-20** Class
Periods**12-17%** AP Exam
Weighting

PSO 2	5.1 Introduction to Agriculture
PSO 4	5.2 Settlement Patterns and Survey Methods
SPS 2	5.3 Agricultural Origins and Diffusions
SPS 4	5.4 The Second Agricultural Revolution
SPS 2	5.5 The Green Revolution
PSO 2	5.6 Agricultural Production Regions
PSO 2	5.7 Spatial Organization of Agriculture
PSO 5	5.8 Von Thünen Model
PSO 5	5.9 The Global System of Agriculture
IMP 2	5.10 Consequences of Agricultural Practices
IMP 4	5.11 Challenges of Contemporary Agriculture
IMP 3	5.12 Women in Agriculture

Personal Progress Check 5

Multiple-choice: ~35 questions
Free-response: 1 question
▪ 2 stimuli

**UNIT
6**

**Cities and
Urban Land-Use
Patterns and
Processes**

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

PSO 2	6.1 The Origin and Influences of Urbanization
PSO 2	6.2 Cities Across the World
PSO 5	6.3 Cities and Globalization
PSO 2	6.4 The Size and Distribution of Cities
PSO 1	6.5 The Internal Structure of Cities
IMP 3	6.6 Density and Land Use
IMP 3	6.7 Infrastructure
IMP 2	6.8 Urban Sustainability
IMP 3	6.9 Urban Data
SPS 4	6.10 Challenges of Urban Changes
SPS 2	6.11 Challenges of Urban Sustainability

Personal Progress Check 6

Multiple-choice: ~35 questions
Free-response: 1 question
▪ no stimulus

**UNIT
7**

**Industrial and
Economic
Development
Patterns and
Processes**

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

SPS 4	7.1 The Industrial Revolution
SPS 2	7.2 Economic Sectors and Patterns
SPS 3	7.3 Measures of Development
SPS 3	7.4 Women and Economic Development
SPS 1	7.5 Theories of Development
PSO 5	7.6 Trade and the World Economy
PSO 4	7.7 Changes as a Result of the World Economy
IMP 5	7.8 Sustainable Development

Personal Progress Check 7

Multiple-choice: ~25 questions
Free-response: 1 question
▪ no stimulus

AP HUMAN GEOGRAPHY

Unit Guides

Developed with extensive input from the community of AP Human Geography educators, these unit guides offer teachers helpful guidance in building students' skills and knowledge. The suggested sequence was identified through a thorough analysis of the syllabi of highly effective AP teachers and the organization of typical college textbooks.

This unit structure respects new AP teachers' time by providing one possible sequence they can adopt or modify, rather than having to build from scratch. An additional benefit is that these units enable the AP Program to provide interested teachers with formative assessments—the Personal Progress Checks—that they can assign their students at the end of each unit to gauge progress toward success on the AP exam. However, experienced AP teachers who are satisfied with their current course organization and exam results should feel no pressure to adopt these units, which comprise an optional sequence for this course.

Using the Unit Guides

UNIT 1 8–10th AP REAFFIRMING ~9–10 CLASS PERIODS

Thinking Geographically

Developing Understanding

BIG IDEA 1
Patterns and Spatial Organization [22]
• Why do geographers study relocations and patterns among and between places?

BIG IDEA 2
Impacts and Interactions [22]
• How do geographers use maps to help them discover patterns and relationships in the world?

BIG IDEA 3
Spatial Processes and Societal Change [22]
• How do geographers use a spatial perspective to analyze complex issues and relationships?

The first unit sets the foundation for the course by teaching students how geographers approach the study of space. Students are encouraged to reflect on the “why questions” to better understand geographic perspectives. Many other high school courses ask students to read quantitative data, but for this course, students also apply a spatial perspective when reading and analyzing qualitative and quantitative data.

Students learn the ways information from data sources such as maps, tables, charts, satellite images, and infographics inform policy decisions such as voting, relocating, or expanding transportation networks. They also learn about how people influence and are influenced by their environment, the resulting impact on topography, natural resources, and climate, and the difference between and consequences of environmental determinism and possibilism. Finally, students are introduced to the language of geography, learning discipline-specific terminology and applying that language to contemporary, real-world scenarios so they can better study population processes and patterns in the next unit.

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UNIT OPENERS

Developing Understanding provides an overview that contextualizes and situates the key content of the unit within the scope of the course.

The **big ideas** connect students’ learning of concepts and skills throughout the course to develop understanding. The thought-provoking **essential questions** that follow motivate students and inspire inquiry.

UNIT 1 Thinking Geographically

UNIT AT A GLANCE

Topic	Suggested Skill	Class Periods ~9–10 CLASS PERIODS
1.1 Introduction to Maps	EQ1 Identify the different types of data presented in maps and in quantitative and geospatial data.	
1.2 Geographic Data	EQ2 Identify the different types of data presented in maps and in quantitative and geospatial data.	
1.3 The Power of Geographic Data	EQ3 Describe spatial patterns presented in maps and in quantitative and geospatial data.	
1.4 Spatial Concepts	EQ3 Describe spatial patterns presented in maps and in quantitative and geospatial data.	
1.4 Human–Environmental Interaction	EQ2 Explain geographic concepts, processes, models, and theories.	
1.6 Scales of Analysis	EQ1 Identify the scale of analysis presented by maps, quantitative and geospatial data, images, and landscapes.	
1.7 Regional Analysis	EQ3 Describe geographic concepts, processes, models, and theories.	

Go to AP Classroom to assign the Personal Progress Check for Unit 1. Review the results in class to identify and address any student misunderstandings.

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The **Unit at a Glance** table shows the topics, related enduring understandings, and suggested skills. The “class periods” column has been left blank so you can customize the time you spend on each topic.

The table includes **suggested skills** for each topic to show possible ways to link the content in that topic to specific AP Human Geography skills. The individual skills have been thoughtfully chosen in a way that allows you to scaffold them throughout the course. The questions on the Personal Progress Checks are based on this pairing. However, AP Exam questions can pair the content with any of the skills.

Using the Unit Guides

Thinking Geographically

UNIT 1

SAMPLE INSTRUCTIONAL ACTIVITIES

The sample activities on this page provide ways to integrate the teaching of skills and content from the unit into your classroom instruction. They are completely optional and may be altered to suit the needs of your class. Please refer to the Instructional Approaches section beginning on page 133 for more examples of activities and strategies.

Activity	Topic	Sample Activity
1	1.1	Odokewrite Set aside a short, specific amount of time during a class period for students to perform a Odokewrite on the power of maps. As preparation for answering free-response questions later in the course, have students identify two different types of map projections and explain why different map projections exist.
2	1.8	Critique Reasoning Using the two major schools of thought regarding human-environmental interaction—environmental determinism and possibilism—have students identify the claims of each, explain the reasoning behind each, and find current real-world examples supporting and/or refuting each. Allow for collaborative discussions at multiple levels—pairs, small groups, and whole group—to achieve understanding.
3	1.8	Debriefing Scales of analysis is a challenging topic for students. They tend to struggle with understanding the significance of examining issues at multiple scales. For complex issues, leading a facilitated discussion of data that illustrate scale concepts can help solidify and deepen understanding of content. For example, you can take a set of data and show what the global patterns are, zoom in to illustrate the national level, then zoom in again to show the difference in the local level analysis. Finish by leading a discussion on the significance of the differences in pattern.

Unit Planning Notes

Use the space below to plan your approach to the unit. Consider how you want to pace your course and your methods of instruction and assessment.

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The **Sample Instructional Activities** page includes optional activities that can help you connect the content and suggested skill of a particular topic. Additionally, this page offers space for you to make notes on your approach to the individual topics and the unit as a whole.

Thinking Geographically

UNIT 1

SUGGESTED SKILL
2.C Data Analysis
Identify the different types of data presented in maps and in quantitative and spatial data.

AVAILABLE RESOURCES

- Classroom Resources • Maps and Spatial Thinking Skills in AP Human Geography Classroom
- Classroom Resources • Defining Geography: What Is Where, Why There, and Why Care?
- Classroom Resources • Scale

TOPIC 1.1 Introduction to Maps

Required Course Content

ENDURING UNDERSTANDING
1.A Geographers use maps and data to depict relationships of time, space, and scale.

LEARNING OBJECTIVE
1.A.1 Identify types of maps, the types of information presented in maps, and different kinds of spatial patterns and relationships portrayed in maps.

ESSENTIAL KNOWLEDGE

- 1.A.1.A Types of Maps include reference maps and thematic maps.
- 1.A.1.B Types of spatial patterns represented on maps include absolute and relative distance and direction, clustering, dispersal, and elevation.
- 1.A.1.C All maps are selective in information; map projections inevitably distort spatial relationships in shape, area, distance, and direction.

38 | Course Framework V.1 AP Human Geography Course and Exam Description

TOPIC PAGES

The **suggested skill** is one that complements the content in that topic.

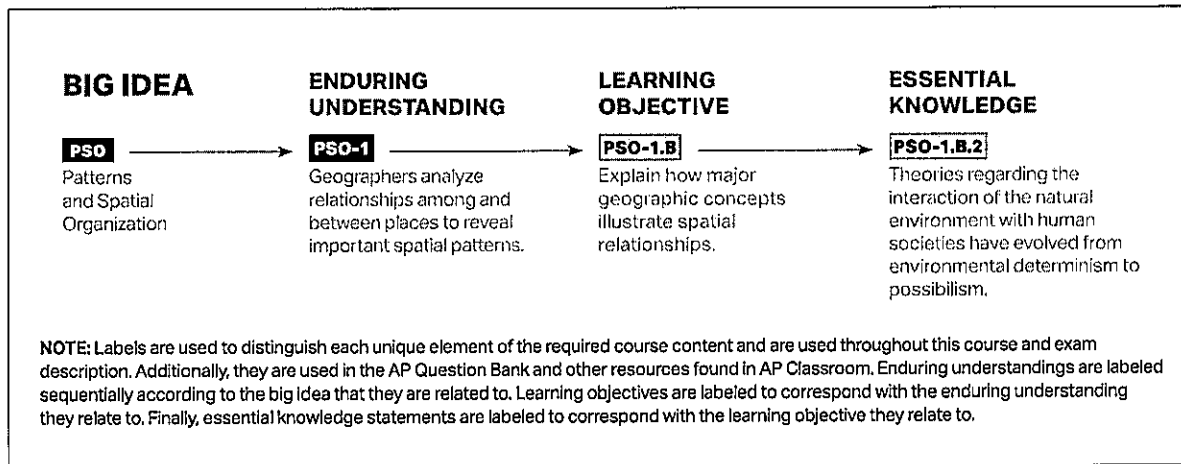
Where possible, **available resources** are included that might help you address a particular topic in your classroom.

Enduring understandings are the intended long-term takeaways related to the big ideas that leave a lasting impression on students. Students develop these understandings over time by exploring and applying course content throughout the year.

Essential knowledge statements describe the knowledge required to perform the learning objectives.

Learning objectives define what a student needs to be able to do with content knowledge in order to progress toward the enduring understandings.

REQUIRED COURSE CONTENT LABELING SYSTEM



AP HUMAN GEOGRAPHY

UNIT 1

Thinking Geographically



8–10%
AP EXAM WEIGHTING



~9–10
CLASS PERIODS

AP

Remember to go to **AP Classroom** to assign students the online **Personal Progress Check** for this unit.

Whether assigned as homework or completed in class, the **Personal Progress Check** provides each student with immediate feedback related to this unit's topics and skills.

Personal Progress Check 1

Multiple-choice: ~20 questions

Free-response: 1 question

- 1 stimulus

Thinking Geographically



Developing Understanding

BIG IDEA 1

Patterns and Spatial Organization **PSO**

- Why do geographers study relationships and patterns among and between places?

BIG IDEA 2

Impacts and Interactions **IMP**

- How do geographers use maps to help them discover patterns and relationships in the world?

BIG IDEA 3

Spatial Processes and Societal Change **SPS**

- How do geographers use a spatial perspective to analyze complex issues and relationships?

This first unit sets the foundation for the course by teaching students how geographers approach the study of places. Students are encouraged to reflect on the “why of where” to better understand geographic perspectives. Many other high school courses ask students to read and analyze data, but for this course, students also apply a spatial perspective when reading and analyzing qualitative and quantitative data.

Students learn the ways information from data sources such as maps, tables, charts, satellite images, and infographics informs policy decisions such as voting redistricting or expanding transportation networks. They also learn about how people influence and are influenced by their environment; the resulting impact on topography, natural resources, and climate; and the differences between and consequences of environmental determinism and possibilism.

Finally, students are introduced to the language of geography, learning discipline-specific terminology and applying that language to contemporary, real-world scenarios so they can better study population processes and patterns in the next unit.

UNIT 1

Thinking Geographically

UNIT AT A GLANCE

Enduring Understanding	Topic	Suggested Skill	Class Periods
	1.1 Introduction to Maps	3.A Identify the different types of data presented in maps and in quantitative and geospatial data.	~9–10 CLASS PERIODS
IMP-1	1.2 Geographic Data	3.A Identify the different types of data presented in maps and in quantitative and geospatial data.	
	1.3 The Power of Geographic Data	3.B Describe spatial patterns presented in maps and in quantitative and geospatial data.	
	1.4 Spatial Concepts	3.B Describe spatial patterns presented in maps and in quantitative and geospatial data.	
PSO-1	1.5 Human–Environmental Interaction	1.B Explain geographic concepts, processes, models, and theories.	
	1.6 Scales of Analysis	5.A Identify the scales of analysis presented by maps, quantitative and geospatial data, images, and landscapes.	
SPS-1	1.7 Regional Analysis	1.A Describe geographic concepts, processes, models, and theories.	
AP HP	Go to AP Classroom to assign the Personal Progress Check for Unit 1. Review the results in class to identify and address any student misunderstandings.		

SAMPLE INSTRUCTIONAL ACTIVITIES


The sample activities on this page provide ways to integrate the teaching of skills and content from the unit into your classroom instruction. They are completely optional and may be altered to suit the needs of your class. Please refer to the Instructional Approaches section beginning on page 133 for more examples of activities and strategies.

Activity	Topic	Sample Activity
1	1.1	<p>Quickwrite</p> <p>Set aside a short, specific amount of time during a class period for students to perform a quickwrite on the power of maps. As preparation for answering free-response questions later in the course, have students identify two different types of map projections and explain why different map projections exist.</p>
2	1.5	<p>Critique Reasoning</p> <p>Using the two major schools of thought regarding human–environmental interaction—environmental determinism and possibilism—have students identify the claims of each, explain the reasoning behind each, and find current real-world examples supporting and/or refuting each. Allow for collaborative discussion at multiple levels—pairs, small groups, and whole group—to achieve understanding.</p>
3	1.6	<p>Debriefing</p> <p>Scales of analysis is a challenging topic for students. They tend to struggle with understanding the significance of examining issues at multiple scales. For complex issues, leading a facilitated discussion of data that illustrate scale concepts can help solidify and deepen understanding of content. For example, you can take a set of data and show what the global patterns are, zoom in to illustrate the national level, then zoom in again to show the difference in the local level analysis. Finish by leading a discussion on the significance of the differences in patterns.</p>

Unit Planning Notes

Use the space below to plan your approach to the unit. Consider how you want to pace your course and your methods of instruction and assessment.

SUGGESTED SKILL

 *Data Analysis*

3.A

Identify the different types of data presented in maps and in quantitative and geospatial data.



AVAILABLE RESOURCES

- Classroom Resources > Maps and Spatial Thinking Skills in the AP Human Geography Classroom
- Classroom Resources > Defining Geography: What Is Where, Why There, and Why Care?
- Classroom Resources > Scale

TOPIC 1.1

Introduction to Maps

Required Course Content

ENDURING UNDERSTANDING

IMP-1

Geographers use maps and data to depict relationships of time, space, and scale.

LEARNING OBJECTIVE

IMP-1.A

Identify types of maps, the types of information presented in maps, and different kinds of spatial patterns and relationships portrayed in maps.

ESSENTIAL KNOWLEDGE

IMP-1.A.1

Types of maps include reference maps and thematic maps.

IMP-1.A.2


Types of spatial patterns represented on maps include absolute and relative distance and direction, clustering, dispersal, and elevation.

IMP-1.A.3

All maps are selective in information; map projections inevitably distort spatial relationships in shape, area, distance, and direction.

TOPIC 1.2

Geographic Data

SUGGESTED SKILL
 *Data Analysis*
3.A

Identify the different types of data presented in maps and in quantitative and geospatial data.



Required Course Content

ENDURING UNDERSTANDING

IMP-1

Geographers use maps and data to depict relationships of time, space, and scale.

LEARNING OBJECTIVE

IMP-1.B

Identify different methods of geographic data collection.

ESSENTIAL KNOWLEDGE

IMP-1.B.1

Data may be gathered in the field by organizations or by individuals.

IMP-1.B.2

Geospatial technologies include geographic information systems (GIS), satellite navigation systems, remote sensing, and online mapping and visualization.


IMP-1.B.3

Spatial information can come from written accounts in the form of field observations, media reports, travel narratives, policy documents, personal interviews, landscape analysis, and photographic interpretation.

AVAILABLE RESOURCES

- Classroom Resources > Maps and Spatial Thinking Skills in the AP Human Geography Classroom
- Classroom Resources > Defining Geography: What is Where, Why There, and Why Care?

SUGGESTED SKILL

 *Data Analysis***3.B**

Describe spatial patterns presented in maps and in quantitative and geospatial data.



AVAILABLE RESOURCES

- Classroom Resources > Maps and Spatial Thinking Skills in the AP Human Geography Classroom
- Classroom Resources > Defining Geography: What Is Where, Why There, and Why Care?
- Classroom Resources > Scale

TOPIC 1.3

The Power of Geographic Data

Required Course Content

ENDURING UNDERSTANDING**IMP-1**

Geographers use maps and data to depict relationships of time, space, and scale.

LEARNING OBJECTIVE**IMP-1.C**

Explain the geographical effects of decisions made using geographical information.

ESSENTIAL KNOWLEDGE**IMP-1.C.1**

Geospatial and geographical data, including census data and satellite imagery, are used at all scales for personal, business and organizational, and governmental decision-making purposes.

TOPIC 1.4

Spatial Concepts

SUGGESTED SKILL
 *Data Analysis*
3.B

Describe spatial patterns presented in maps and in quantitative and geospatial data.



Required Course Content

ENDURING UNDERSTANDING

PSO-1

Geographers analyze relationships among and between places to reveal important spatial patterns.

LEARNING OBJECTIVE

PSO-1.A

Define major geographic concepts that illustrate spatial relationships.


ESSENTIAL KNOWLEDGE

PSO-1.A.1

Spatial concepts include absolute and relative location, space, place, flows, distance decay, time-space compression, and pattern.

AVAILABLE RESOURCES

- Classroom Resources > Maps and Spatial Thinking Skills in the AP Human Geography Classroom
- Classroom Resources > Defining Geography: What Is Where, Why There, and Why Care?

SUGGESTED SKILL
 *Concepts and Processes*

1.B
 Explain geographic concepts, processes, models, and theories.



AVAILABLE RESOURCES
 ▪ Classroom Resources >
 Understanding Land Use Patterns

TOPIC 1.5

Human–Environmental Interaction

Required Course Content

ENDURING UNDERSTANDING

PSO-1

Geographers analyze relationships among and between places to reveal important spatial patterns.

LEARNING OBJECTIVE

PSO-1.B

Explain how major geographic concepts illustrate spatial relationships.

ESSENTIAL KNOWLEDGE

PSO-1.B.1


Concepts of nature and society include sustainability, natural resources, and land use.

PSO-1.B.2

Theories regarding the interaction of the natural environment with human societies have evolved from environmental determinism to possibilism.

TOPIC 1.6

Scales of Analysis

SUGGESTED SKILL
 *Scale Analysis*
5.A

Identify the scales of analysis presented by maps, quantitative and geospatial data, images, and landscapes.



Required Course Content

ENDURING UNDERSTANDING

PSO-1

Geographers analyze relationships among and between places to reveal important spatial patterns.

LEARNING OBJECTIVE

PSO-1.C

Define scales of analysis used by geographers.

PSO-1.D

Explain what scales of analysis reveal.

ESSENTIAL KNOWLEDGE

PSO-1.C.1

Scales of analysis include global, regional, national, and local.

PSO-1.D.1

Patterns and processes at different scales reveal variations in, and different interpretations of, data.

AVAILABLE RESOURCES

- Classroom Resources > Scale

SUGGESTED SKILL

*Concepts and Processes***1.A**

Describe geographic concepts, processes, models, and theories.

TOPIC 1.7

Regional Analysis

Required Course Content

ENDURING UNDERSTANDING

SPS-1

Geographers analyze complex issues and relationships with a distinctively spatial perspective.

LEARNING OBJECTIVE

SPS-1.A

Describe different ways that geographers define regions.

ESSENTIAL KNOWLEDGE

SPS-1.A.1

Regions are defined on the basis of one or more unifying characteristics or on patterns of activity.

SPS-1.A.2

Types of regions include formal, functional, and perceptual/vernacular.

SPS-1.A.3

Regional boundaries are transitional and often contested and overlapping.

SPS-1.A.4

Geographers apply regional analysis at local, national, and global scales.

AP HUMAN GEOGRAPHY

UNIT 2

Population and Migration Patterns and Processes



12–17%
AP EXAM WEIGHTING



~19–20
CLASS PERIODS

AP

Remember to go to **AP Classroom** to assign students the online **Personal Progress Check** for this unit.

Whether assigned as homework or completed in class, the **Personal Progress Check** provides each student with immediate feedback related to this unit's topics and skills.

Personal Progress Check 2

Multiple-choice: ~35 questions

Free-response: 1 question

- 1 stimulus

Population and Migration Patterns and Processes



Developing Understanding

BIG IDEA 1

Patterns and Spatial Organization **PSO**

- How does where and how people live impact global cultural, political, and economic patterns?

This unit addresses the patterns associated with human populations. Populations may increase or decrease as a result of a combination of natural changes (births and deaths) and migration patterns (emigration and immigration). Students examine population distributions at different scales—local, national, regional, and global. Population pyramids demonstrate age-sex structures, revealing the growth or decline of generations and allowing geographers to predict economic needs based on reproductive and aging patterns.

BIG IDEA 2

Impacts and Interactions **IMP**

- How does the interplay of environmental, economic, cultural, and political factors influence changes in population?

Students learn about factors that influence changes in population as well as the long- and short-term effects of those population changes on a place's economy, culture, and politics. For example, environmental degradation and natural hazards may prompt population redistribution at various scales, which in turn creates new pressures on the environment and on cultural, economic, and political institutions. The study of migration patterns allows students to examine factors contributing to voluntary and forced relocation and the impact of these migrating populations on existing settlements.

BIG IDEA 3

Spatial Patterns and Societal Change **SPS**

- How do changes in population affect a place's economy, culture, and politics?

Combined, the concepts and theories encountered in this unit help students develop connections and transfer their learning in upcoming units to course topics such as cultural patterns, the political organization of space, food production issues, natural resource use, and urban systems.

UNIT AT A GLANCE

Enduring Understanding	Topic	Suggested Skill	Class Periods
	2.1 Population Distribution	3.A Identify the different types of data presented in maps and in quantitative and geospatial data.	~19–20 CLASS PERIODS
PSO-2	2.2 Consequences of Population Distribution	2.C Explain a likely outcome in a geographic scenario using geographic concepts, processes, models, or theories.	
	2.3 Population Composition	2.A Describe spatial patterns, networks, and relationships.	
	2.4 Population Dynamics	3.C Explain patterns and trends in maps and in quantitative and geospatial data to draw conclusions.	
IMP-2	2.5 The Demographic Transition Model	3.B Describe spatial patterns presented in maps and in quantitative and geospatial data.	
	2.6 Malthusian Theory	2.B Explain spatial relationships in a specified context or region of the world, using geographic concepts, processes, models, or theories.	
	2.7 Population Policies	2.C Explain a likely outcome in a geographic scenario using geographic concepts, processes, models, or theories.	
SPS-2	2.8 Women and Demographic Change	3.B Describe spatial patterns presented in maps and in quantitative and geospatial data.	
	2.9 Aging Populations	2.C Explain a likely outcome in a geographic scenario using geographic concepts, processes, models, or theories.	
	2.10 Causes of Migration	2.B Explain spatial relationships in a specified context or region of the world, using geographic concepts, processes, models, or theories.	
IMP-2	2.11 Forced and Voluntary Migration	1.D Describe a relevant geographic concept, process, model, or theory in a specified context.	
	2.12 Effects of Migration	2.B Explain spatial relationships in a specified context or region of the world, using geographic concepts, processes, models, or theories.	



Go to **AP Classroom** to assign the **Personal Progress Check** for Unit 2. Review the results in class to identify and address any student misunderstandings.

SAMPLE INSTRUCTIONAL ACTIVITIES

The sample activities on this page provide ways to integrate the teaching of skills and content from the unit into your classroom instruction. They are completely optional and may be altered to suit the needs of your class. Please refer to the Instructional Approaches section beginning on page 133 for more examples of activities and strategies.

Activity	Topic	Sample Activity
1	2.3	<p>Create Representations</p> <p>Although population pyramids are most often used to illustrate the population composition of countries, they may also be used to illustrate the age-sex population of subnational units. Provide students with scenarios regarding the characteristics of different subnational units. Then have the students draw a population pyramid based on the scenarios and explain their thinking.</p>
2	2.5	<p>Making Connections</p> <p>Give students this list of terms: <i>crude birth rate</i>, <i>crude death rate</i>, <i>rate of natural increase</i>, and <i>total population</i>. Allow students a few minutes to gather and recall information about the terms or concepts and then pair students to discuss how the relationships among the terms are represented in the demographic transition model. Then, ask students to take different population pyramids and place them at the appropriate stage of the demographic transition model. Have them justify their choice of stage.</p>
3	2.12	<p>Jigsaw</p> <p>Assign students different countries, some with negative net migration rates and others with positive net migration rates, and have them use a variety of resources to examine the effects of migration on their assigned country. Then, create two groups—one with countries with positive net migration rates and one with countries with negative net migration rates—and have them discuss and compile information gathered on migration effects. Lastly, create groups with mixed positive and negative net migration rate countries and have students summarize and present information on the impacts for these different countries.</p>

Unit Planning Notes


Use the space below to plan your approach to the unit. Consider how you want to pace your course and your methods of instruction and assessment.

.....

.....

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SUGGESTED SKILL

 *Data Analysis*

3.A

Identify the different types of data presented in maps and in quantitative and geospatial data.



AVAILABLE RESOURCES

- Classroom Resources > Maps and Spatial Thinking Skills in the AP Human Geography Classroom

TOPIC 2.1

Population Distribution

Required Course Content

ENDURING UNDERSTANDING

PSO-2

Understanding where and how people live is essential to understanding global cultural, political, and economic patterns.

LEARNING OBJECTIVE

PSO-2.A

Identify the factors that influence the distribution of human populations at different scales.

PSO-2.B

Define methods geographers use to calculate population density.

PSO-2.C

Explain the differences between and the impact of methods used to calculate population density.

ESSENTIAL KNOWLEDGE

PSO-2.A.1

Physical factors (e.g., climate, landforms, water bodies) and human factors (e.g., culture, economics, history, politics) influence the distribution of population.

PSO-2.A.2

Factors that illustrate patterns of population distribution vary according to the scale of analysis.

PSO-2.B.1

The three methods for calculating population density are arithmetic, physiological, and agricultural.

PSO-2.C.1

The method used to calculate population density reveals different information about the pressure the population exerts on the land.

TOPIC 2.2

Consequences of Population Distribution

Required Course Content

ENDURING UNDERSTANDING

PSO-2

Understanding where and how people live is essential to understanding global cultural, political, and economic patterns.

LEARNING OBJECTIVE

PSO-2.D

Explain how population distribution and density affect society and the environment.

ESSENTIAL KNOWLEDGE


PSO-2.D.1

Population distribution and density affect political, economic, and social processes, including the provision of services such as medical care.

PSO-2.D.2

Population distribution and density affect the environment and natural resources; this is known as carrying capacity.

SUGGESTED SKILL

 *Spatial Relationships*

2.C


Explain a likely outcome in a geographic scenario using geographic concepts, processes, models, or theories.



AVAILABLE RESOURCES

- Classroom Resources > Maps and Spatial Thinking Skills in the AP Human Geography Classroom

SUGGESTED SKILL

 *Spatial Relationships*

2.A

Describe spatial patterns, networks, and relationships.



AVAILABLE RESOURCES

- Classroom Resources > Maps and Spatial Thinking Skills in the AP Human Geography Classroom

TOPIC 2.3
Population Composition

Required Course Content

ENDURING UNDERSTANDING

PSO-2

Understanding where and how people live is essential to understanding global cultural, political, and economic patterns.

LEARNING OBJECTIVE

PSO-2.E

Describe elements of population composition used by geographers.

PSO-2.F

Explain ways that geographers depict and analyze population composition.

ESSENTIAL KNOWLEDGE

PSO-2.E.1

Patterns of age structure and sex ratio vary across different regions and may be mapped and analyzed at different scales.


PSO-2.F.1

Population pyramids are used to assess population growth and decline and to predict markets for goods and services.

TOPIC 2.4

Population Dynamics

SUGGESTED SKILL

 *Data Analysis*

3.C

Explain patterns and trends in maps and in quantitative and geospatial data to draw conclusions.

Required Course Content

ENDURING UNDERSTANDING

IMP-2

Changes in population are due to mortality, fertility, and migration, which are influenced by the interplay of environmental, economic, cultural, and political factors.

LEARNING OBJECTIVE

IMP-2.A

Explain factors that account for contemporary and historical trends in population growth and decline.

ESSENTIAL KNOWLEDGE

IMP-2.A.1

Demographic factors that determine a population's growth and decline are fertility, mortality, and migration.


IMP-2.A.2

Geographers use the rate of natural increase and population-doubling time to explain population growth and decline.

IMP-2.A.3

Social, cultural, political, and economic factors influence fertility, mortality, and migration rates.

SUGGESTED SKILL

 *Data Analysis*

3.B

Describe spatial patterns presented in maps and in quantitative and geospatial data.



AVAILABLE RESOURCES

- Classroom Resources > Maps and Spatial Thinking Skills in the AP Human Geography Classroom

TOPIC 2.5

The Demographic Transition Model

Required Course Content

ENDURING UNDERSTANDING

IMP-2

Changes in population are due to mortality, fertility, and migration, which are influenced by the interplay of environmental, economic, cultural, and political factors.

LEARNING OBJECTIVE

IMP-2.B

Explain theories of population growth and decline.

ESSENTIAL KNOWLEDGE

IMP-2.B.1

The demographic transition model can be used to explain population change over time.


IMP-2.B.2

The epidemiological transition explains causes of changing death rates.

TOPIC 2.6

Malthusian Theory

SUGGESTED SKILL

 *Spatial Relationships*

2.B

Explain spatial relationships in a specified context or region of the world, using geographic concepts, processes, models, or theories.

Required Course Content

ENDURING UNDERSTANDING

IMP-2

Changes in population are due to mortality, fertility, and migration, which are influenced by the interplay of environmental, economic, cultural, and political factors.

LEARNING OBJECTIVE

IMP-2.B


Explain theories of population growth and decline.

ESSENTIAL KNOWLEDGE

IMP-2.B.3

Malthusian theory and its critiques are used to analyze population change and its consequences.

SUGGESTED SKILL

 *Spatial Relationships*

2.C

Explain a likely outcome in a geographic scenario using geographic concepts, processes, models, or theories.

TOPIC 2.7
Population Policies

Required Course Content

ENDURING UNDERSTANDING

SPS-2

Changes in population have long- and short-term effects on a place's economy, culture, and politics.

LEARNING OBJECTIVE

SPS-2.A

Explain the intent and effects of various population and immigration policies on population size and composition.

ESSENTIAL KNOWLEDGE

SPS-2.A.1

Types of population policies include those that promote or discourage population growth, such as pronatalist, antinatalist, and immigration policies.

TOPIC 2.8

Women and Demographic Change

Required Course Content

ENDURING UNDERSTANDING

SPS-2

Changes in population have long- and short-term effects on a place's economy, culture, and politics.

LEARNING OBJECTIVE

SPS-2.B

Explain how the changing role of females has demographic consequences in different parts of the world.

ESSENTIAL KNOWLEDGE


SPS-2.B.1

Changing social values and access to education, employment, health care, and contraception have reduced fertility rates in most parts of the world.

SPS-2.B.2

Changing social, economic, and political roles for females have influenced patterns of fertility, mortality, and migration, as illustrated by Ravenstein's laws of migration.

SUGGESTED SKILL

 *Data Analysis*

3.B


Describe spatial patterns presented in maps and in quantitative and geospatial data.



AVAILABLE RESOURCES

- Classroom Resources > Maps and Spatial Thinking Skills in the AP Human Geography Classroom

SUGGESTED SKILL

 *Spatial Relationships*

2.C

Explain a likely outcome in a geographic scenario using geographic concepts, processes, models, or theories.



AVAILABLE RESOURCES

- Classroom Resources > Maps and Spatial Thinking Skills in the AP Human Geography Classroom
- Classroom Resources > Scale

TOPIC 2.9

Aging Populations

Required Course Content

ENDURING UNDERSTANDING

SPS-2

Changes in population have long- and short-term effects on a place’s economy, culture, and politics.

LEARNING OBJECTIVE

SPS-2.C

Explain the causes and consequences of an aging population.

ESSENTIAL KNOWLEDGE

SPS-2.C.1

Population aging is determined by birth and death rates and life expectancy.


SPS-2.C.2

An aging population has political, social, and economic consequences, including the dependency ratio.

TOPIC 2.10

Causes of Migration

SUGGESTED SKILL

 *Spatial Relationships*

2.B

Explain spatial relationships in a specified context or region of the world, using geographic concepts, processes, models, or theories.

Required Course Content

ENDURING UNDERSTANDING

IMP-2

Changes in population are due to mortality, fertility, and migration, which are influenced by the interplay of environmental, economic, cultural, and political factors.

LEARNING OBJECTIVE

IMP-2.C

Explain how different causal factors encourage migration.

ESSENTIAL KNOWLEDGE


IMP-2.C.1

Migration is commonly divided into push factors and pull factors.

IMP-2.C.2

Push/pull factors and intervening opportunities/obstacles can be cultural, demographic, economic, environmental, or political.

SUGGESTED SKILL

 *Concepts and Processes***1.D**

Describe a relevant geographic concept, process, model, or theory in a specified context.

TOPIC 2.11

Forced and Voluntary Migration

Required Course Content

ENDURING UNDERSTANDING

IMP-2

Changes in population are due to mortality, fertility, and migration, which are influenced by the interplay of environmental, economic, cultural, and political factors.

LEARNING OBJECTIVE

IMP-2.D

Describe types of forced and voluntary migration.

ESSENTIAL KNOWLEDGE

IMP-2.D.1

Forced migrations include slavery and events that produce refugees, internally displaced persons, and asylum seekers.

IMP-2.D.2

Types of voluntary migrations include transnational, transhumance, internal, chain, step, guest worker, and rural-to-urban.

TOPIC 2.12

Effects of Migration

SUGGESTED SKILL

 *Spatial Relationships*

2.B

Explain spatial relationships in a specified context or region of the world, using geographic concepts, processes, models, or theories.

Required Course Content

ENDURING UNDERSTANDING

IMP-2

Changes in population are due to mortality, fertility, and migration, which are influenced by the interplay of environmental, economic, cultural, and political factors.

LEARNING OBJECTIVE

IMP-2.E

Explain historical and contemporary geographic effects of migration.

ESSENTIAL KNOWLEDGE

IMP-2.E.1

Migration has political, economic, and cultural effects.

AP HUMAN GEOGRAPHY

UNIT 3

Cultural Patterns and Processes



12–17%
AP EXAM WEIGHTING



~19–20
CLASS PERIODS

AP

1.1

Remember to go to **AP Classroom** to assign students the online **Personal Progress Check** for this unit.

Whether assigned as homework or completed in class, the **Personal Progress Check** provides each student with immediate feedback related to this unit's topics and skills.

Personal Progress Check 3

Multiple-choice: ~25 questions

Free-response: 1 question

- 2 stimuli

Cultural Patterns and Processes

↔ Developing Understanding

BIG IDEA 1 *Patterns and Spatial Organization* **PSO**

- How does where people live and what resources they have access to impact their cultural practices?

BIG IDEA 2 *Impacts and Interactions* **IMP**

- How does the interaction of people contribute to the spread of cultural practices?

BIG IDEA 3 *Spatial Patterns and Societal Change* **SPS**

- How and why do cultural ideas, practices, and innovations change or disappear over time?

The main focus of this unit is on cultural patterns and processes that create recognized cultural identities. Students consider the physical environment to determine the effects of geographical location and available resources on cultural practices. Visuals representing artifacts, mentifacts and sociofacts all shed light on cultural landscapes and how they change over time. Practice in analyzing images of different places at different times for evidence of their ethnicity, language, religion, gender roles and attitudes, and other cultural attributes builds students' understanding of cultural patterns and processes.

This unit also considers from a temporal and spatial perspective how culture spreads, through traditional forces such as colonialism and imperialism and through contemporary influences such as social media. Rather than emphasize the details of cultural practices associated with specific languages and religions, this unit instead focuses on the distribution of cultural practices and on the causes and effects of their diffusion. For example, students might study the distribution of Chinese versus English languages or the diffusion patterns of religions such as Hinduism and Islam, at local, national, or global scales.

An understanding of the diffusion of cultural practices provides a foundation for the study of political patterns and processes in the next unit.

UNIT AT A GLANCE

Enduring Understanding	Topic	Suggested Skill	Class Periods ~19–20 CLASS PERIODS
	3.1 Introduction to Culture	1.A Identify the different types of information presented in visual sources.	
PSO-3	3.2 Cultural Landscapes	1.B Describe the spatial patterns presented in visual sources.	
	3.3 Cultural Patterns	1.C Explain patterns and trends in visual sources to draw conclusions.	
IMP-3	3.4 Types of Diffusion	1.D Describe a relevant geographic concept, process, model, or theory in a specified context.	
SPS-3	3.5 Historical Causes of Diffusion	2.C Explain a likely outcome in a geographic scenario using geographic concepts, processes, models, or theories.	
	3.6 Contemporary Causes of Diffusion	5.B Explain spatial relationships across various geographic scales using geographic concepts, processes, models, or theories.	
IMP-3	3.7 Diffusion of Religion and Language	4.E Explain how maps, images, and landscapes illustrate or relate to geographic principles, processes, and outcomes.	
SPS-3	3.8 Effects of Diffusion	2.B Explain spatial relationships in a specified context or region of the world, using geographic concepts, processes, models, or theories.	
AP	Go to AP Classroom to assign the Personal Progress Check for Unit 3. Review the results in class to identify and address any student misunderstandings.		

SAMPLE INSTRUCTIONAL ACTIVITIES

The sample activities on this page provide ways to integrate the teaching of skills and content from the unit into your classroom instruction. They are completely optional and may be altered to suit the needs of your class. Please refer to the Instructional Approaches section beginning on page 133 for more examples of activities and strategies.

Activity	Topic	Sample Activity
1	3.2	<p>Discussion Group</p> <p>Arrange students into small groups (4–6 students per group is recommended) and have them analyze a set of images from a place. Have groups look for evidence of different languages, religions, and ethnicities in the landscape. If students are not accustomed to “reading” images, you may first want to demonstrate reading the cultural landscape with a set of images from the community surrounding the school and walk students through the analytical process as a whole class. If student groups are given different places to analyze, you may ask each group to share with the rest of the class.</p>
2	3.3	<p>Look for a Pattern</p> <p>Using different data sets, have students analyze regional patterns associated with religions and languages. Have students hypothesize as to the reasons behind the existence of the patterns they identify along with the consequences of the observed patterns. Students will confirm or alter their reasons and consequences as they progress through the unit. They can also reflect back on Topic 3.2 and predict how the cultural landscape would reflect the identified patterns.</p>
3	3.6	<p>Fishbowl</p> <p>Using secondary sources about the current spread of different phenomena and the process of globalization, ask students to discuss how we became so connected globally. The inner group models discussion while the outer group listens, responds, and evaluates. Then the groups switch roles. You might also ask students to reflect back on Topic 3.5 and explain why the historical causes of diffusion have changed.</p>

Unit Planning Notes


Use the space below to plan your approach to the unit. Consider how you want to pace your course and your methods of instruction and assessment.

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SUGGESTED SKILL

 *Source Analysis*



Identify the different types of information presented in visual sources.



AVAILABLE RESOURCES

- Classroom Resources > Understanding Land Use Patterns

TOPIC 3.1

Introduction to Culture

Required Course Content

ENDURING UNDERSTANDING

PSO-3

Cultural practices vary across geographical locations because of physical geography and available resources.

LEARNING OBJECTIVE

PSO-3.A

Define the characteristics, attitudes, and traits that influence geographers when they study culture.

ESSENTIAL KNOWLEDGE

PSO-3.A.1

Culture comprises the shared practices, technologies, attitudes, and behaviors transmitted by a society.

PSO-3.A.2


Cultural traits include such things as food preferences, architecture, and land use.

PSO-3.A.3

Cultural relativism and ethnocentrism are different attitudes toward cultural difference.

TOPIC 3.2 Cultural Landscapes

SUGGESTED SKILL

 *Source Analysis*

4.B

Describe the spatial patterns presented in visual sources.



Required Course Content

ENDURING UNDERSTANDING

PSO-3

Cultural practices vary across geographical locations because of physical geography and available resources.

LEARNING OBJECTIVE

PSO-3.B

Describe the characteristics of cultural landscapes.

ESSENTIAL KNOWLEDGE

PSO-3.B.1

Cultural landscapes are combinations of physical features, agricultural and industrial practices, religious and linguistic characteristics, evidence of sequent occupancy, and other expressions of culture including traditional and postmodern architecture and land-use patterns.

PSO-3.C

Explain how landscape features and land and resource use reflect cultural beliefs and identities.


PSO-3.C.1

Attitudes toward ethnicity and gender, including the role of women in the workforce; ethnic neighborhoods; and indigenous communities and lands help shape the use of space in a given society.

AVAILABLE RESOURCES

- Classroom Resources > Understanding Land Use Patterns
- Classroom Resources > Cultural Landscape Study

SUGGESTED SKILL

 *Source Analysis*



Explain patterns and trends in visual sources to draw conclusions.



AVAILABLE RESOURCES

- Classroom Resources > Cultural Landscape Study
- Classroom Resources > Maps and Spatial Thinking Skills in the AP Human Geography Classroom

TOPIC 3.3
Cultural Patterns

Required Course Content

ENDURING UNDERSTANDING

PSO-3

Cultural practices vary across geographical locations because of physical geography and available resources.

LEARNING OBJECTIVE

PSO-3.D

Explain patterns and landscapes of language, religion, ethnicity, and gender.

ESSENTIAL KNOWLEDGE

PSO-3.D.1

Regional patterns of language, religion, and ethnicity contribute to a sense of place, enhance placemaking, and shape the global cultural landscape.


PSO-3.D.2

Language, ethnicity, and religion are factors in creating centripetal and centrifugal forces.

TOPIC 3.4

Types of Diffusion

SUGGESTED SKILL

 *Concepts and Processes*

1.D

Describe a relevant geographic concept, process, model, or theory in a specified context.

Required Course Content

ENDURING UNDERSTANDING

IMP-3

The interaction of people contributes to the spread of cultural practices.

LEARNING OBJECTIVE

IMP-3.A

Define the types of diffusion.

ESSENTIAL KNOWLEDGE

IMP-3.A.1

Relocation and expansion—including contagious, hierarchical, and stimulus expansion—are types of diffusion.

SUGGESTED SKILL
✕ *Spatial Relationships*

2.C
Explain a likely outcome in a geographic scenario using geographic concepts, processes, models, or theories.

TOPIC 3.5

Historical Causes of Diffusion

Required Course Content

ENDURING UNDERSTANDING

SPS-3

Cultural ideas, practices, and innovations change or disappear over time.

LEARNING OBJECTIVE

SPS-3.A

Explain how historical processes impact current cultural patterns.

ESSENTIAL KNOWLEDGE

SPS-3.A.1


Interactions between and among cultural traits and larger global forces can lead to new forms of cultural expression; for example, creolization and lingua franca.

SPS-3.A.2

Colonialism, imperialism, and trade helped to shape patterns and practices of culture.

TOPIC 3.6
Contemporary Causes of Diffusion

SUGGESTED SKILL

 *Scale Analysis*

5.B

Explain spatial relationships across various geographic scales using geographic concepts, processes, models, or theories.



AVAILABLE RESOURCES

- Classroom Resources > Scale
- Classroom Resources > Globalization

Required Course Content

ENDURING UNDERSTANDING

SPS-3

Cultural ideas, practices, and innovations change or disappear over time.

LEARNING OBJECTIVE

SPS-3.A

Explain how historical processes impact current cultural patterns.

ESSENTIAL KNOWLEDGE


SPS-3.A.3

Cultural ideas and practices are socially constructed and change through both small-scale and large-scale processes such as urbanization and globalization. These processes come to bear on culture through media, technological change, politics, economics, and social relationships.

SPS-3.A.4

Communication technologies, such as the internet and the time-space convergence, are reshaping and accelerating interactions among people; changing cultural practices, as in the increasing use of English and the loss of indigenous languages; and creating cultural convergence and divergence.

SUGGESTED SKILL

 *Source Analysis*



Explain how maps, images, and landscapes illustrate or relate to geographic principles, processes, and outcomes.



AVAILABLE RESOURCES

- Classroom Resources > Maps and Spatial Thinking Skills in the AP Human Geography Classroom
- Classroom Resources > Cultural Landscape Study

TOPIC 3.7

Diffusion of Religion and Language

Required Course Content

ENDURING UNDERSTANDING

IMP-3

The interaction of people contributes to the spread of cultural practices.

LEARNING OBJECTIVE

IMP-3.B

Explain what factors lead to the diffusion of universalizing and ethnic religions.

ESSENTIAL KNOWLEDGE

IMP-3.B.1

Language families, languages, dialects, world religions, ethnic cultures, and gender roles diffuse from cultural hearths.

IMP-3.B.2

Diffusion of language families, including Indo-European, and religious patterns and distributions can be visually represented on maps, in charts and toponyms, and in other representations.

IMP-3.B.3

Religions have distinct places of origin from which they diffused to other locations through different processes. Practices and belief systems impacted how widespread the religion diffused.

IMP-3.B.4

Universalizing religions, including Christianity, Islam, Buddhism, and Sikhism, are spread through expansion and relocation diffusion.


IMP-3.B.5

Ethnic religions, including Hinduism and Judaism, are generally found near the hearth or spread through relocation diffusion.

TOPIC 3.8

Effects of Diffusion

SUGGESTED SKILL

 *Spatial Relationships*

2.B

Explain spatial relationships in a specified context or region of the world, using geographic concepts, processes, models, or theories.



AVAILABLE RESOURCES

- Classroom Resources > Scale

Required Course Content

ENDURING UNDERSTANDING

SPS-3

Cultural ideas, practices, and innovations change or disappear over time.

LEARNING OBJECTIVE

SPS-3.B

Explain how the process of diffusion results in changes to the cultural landscape.

ESSENTIAL KNOWLEDGE

SPS-3.B.1

Acculturation, assimilation, syncretism, and multiculturalism are effects of the diffusion of culture.

AP HUMAN GEOGRAPHY

UNIT 4

**Political
Patterns and
Processes**



12–17%
AP EXAM WEIGHTING



~19–20
CLASS PERIODS

AP

Remember to go to **AP Classroom** to assign students the online **Personal Progress Check** for this unit.

Whether assigned as homework or completed in class, the **Personal Progress Check** provides each student with immediate feedback related to this unit's topics and skills.

Personal Progress Check 4

Multiple-choice: ~30 questions

Free-response: 1 question

- 1 stimulus

Political Patterns and Processes



Developing Understanding

BIG IDEA 1

Patterns and Spatial Organization **PSO**

- How do historical and current events influence political structures around the world?

BIG IDEA 2

Impacts and Interactions **IMP**

- How are balances of power reflected in political boundaries and government power structures?

BIG IDEA 3

Spatial Patterns and Societal Change **SPS**

- How can political, economic, cultural, or technological changes challenge state sovereignty?

This unit addresses the political organization of the world. Building on knowledge of populations and cultural patterns learned in previous units, students examine the contemporary political map and the impact of territoriality on political power and on issues of identity for peoples. Students also look at the different types of political boundaries, how they function, and their scale, as they consider both internal and international boundaries. The interplay of political and cultural influences may cause tensions over boundaries to arise, such as sovereign states making claims on what other states consider to be international waters.

Students also examine forms of government and how forces such as devolution may alter the functioning of political units and cause changes to established political boundaries. Separatist and independence movements that challenge the sovereignty of political states may arise from economic and nationalistic forces, as seen in Scotland, Northern Ireland, and Spain. The influence of supranational organizations such as the United Nations or European Union and their role in global affairs presents another challenge to nationalist sovereignty. Student understanding of cultural patterns and processes helps inform their understanding of the consequences of centrifugal and centripetal forces.

UNIT 4

Political Patterns and Processes

UNIT AT A GLANCE

Enduring Understanding	Topic	Suggested Skill	Class Periods <small>AP Classroom</small> ~19–20 CLASS PERIODS
PSO-4	4.1 Introduction to Political Geography	4.A Identify the different types of information presented in visual sources.	
	4.2 Political Processes	5.E Explain what maps or data imply or illustrate about geographic principles, processes, and outcomes.	
	4.3 Political Power and Territoriality	5.B Explain spatial relationships across various geographic scales using geographic concepts, processes, models, or theories.	
IMP-4	4.4 Defining Political Boundaries	1.D Describe a relevant geographic concept, process, model, or theory in a specified context.	
	4.5 The Function of Political Boundaries	5.D Explain the degree to which a geographic concept, process, model, or theory effectively explains geographic effects across various geographic scales.	
	4.6 Internal Boundaries	6.A Identify the scales of analysis presented by maps, quantitative and geospatial data, images, and landscapes.	
	4.7 Forms of Governance	2.A Describe spatial patterns, networks, and relationships.	
SPS-4	4.8 Defining Devolutionary Factors	3.E Explain what maps or data imply or illustrate about geographic principles, processes, and outcomes.	
	4.9 Challenges to Sovereignty	5.C Compare geographic characteristics and processes at various scales.	
	4.10 Consequences of Centrifugal and Centripetal Forces	5.C Compare geographic characteristics and processes at various scales.	



Go to AP Classroom to assign the **Personal Progress Check** for Unit 4. Review the results in class to identify and address any student misunderstandings.

SAMPLE INSTRUCTIONAL ACTIVITIES

The sample activities on this page provide ways to integrate the teaching of skills and content from the unit into your classroom instruction. They are completely optional and may be altered to suit the needs of your class. Please refer to the Instructional Approaches section beginning on page 133 for more examples of activities and strategies.

Activity	Topic	Sample Activity
1	4.6	<p>Think-Pair-Share</p> <p>Have students individually think through the question, How can the way voting district boundaries are drawn impact election outcomes? Then have students gather evidence/examples to refine and/or support their thoughts. Students can then discuss their response with a peer. A whole-class discussion can follow focused on the issue of scale and how, due to internal political boundaries, it can appear that a subnational unit is in support of one candidate or party when in fact changing the scale may reveal variation in candidate or party loyalties.</p>
2	4.8	<p>Guided Discussion</p> <p>This umbrella strategy allows a teacher to use multiple techniques with students in a lesson. For this topic, use brainstorming and quickwrite as strategies to help students understand how division of groups by physical geography, ethnic separatism, ethnic cleansing, terrorism, economic and social problems, and irredentism may prompt devolutionary movements in a state.</p>
3	4.10	<p>Graphic Organizer</p> <p>Students should use a cause-and-effect graphic organizer to learn about the differing potential results of centrifugal and centripetal forces. Once students have identified the consequences of each, you can then ask them to look for contemporary examples of the consequences, which may be negative or positive. Ask students to discuss how different groups might have different interpretations of the nature of the consequences. For example, the breakup of a state will be viewed negatively by the formal state government but positively by separatists.</p>

Unit Planning Notes


Use the space below to plan your approach to the unit. Consider how you want to pace your course and your methods of instruction and assessment.

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.....

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SUGGESTED SKILL

 *Source Analysis*



Identify the different types of information presented in visual sources.



AVAILABLE RESOURCES

- Classroom Resources > Scale

TOPIC 4.1

Introduction to Political Geography

Required Course Content

ENDURING UNDERSTANDING

PSO-4

The political organization of space results from historical and current processes, events, and ideas.

LEARNING OBJECTIVE

PSO-4.A

For world political maps:

- Define the different types of political entities.
- Identify a contemporary example of political entities.

ESSENTIAL KNOWLEDGE


PSO-4.A.1

Independent states are the primary building blocks of the world political map.

PSO-4.A.2

Types of political entities include nations, nation-states, stateless nations, multinational states, multistate nations, and autonomous and semiautonomous regions, such as American Indian reservations.

TOPIC 4.2 Political Processes

SUGGESTED SKILL
 *Data Analysis*

3.E
Explain what maps or data imply or illustrate about geographic principles, processes, and outcomes.



AVAILABLE RESOURCES

- Classroom Resources > Maps and Spatial Thinking Skills in the AP Human Geography Classroom

Required Course Content

ENDURING UNDERSTANDING

PSO-4

The political organization of space results from historical and current processes, events, and ideas.

LEARNING OBJECTIVE

PSO-4.B

Explain the processes that have shaped contemporary political geography.

ESSENTIAL KNOWLEDGE


PSO-4.B.1

The concepts of sovereignty, nation-states, and self-determination shape the contemporary world.

PSO-4.B.2

Colonialism, imperialism, independence movements, and devolution along national lines have influenced contemporary political boundaries.

SUGGESTED SKILL

 *Scale Analysis*

5.B
Explain spatial relationships across various geographic scales using geographic concepts, processes, models, or theories.



AVAILABLE RESOURCES

- Classroom Resources > Scale

TOPIC 4.3
Political Power and Territoriality

Required Course Content

ENDURING UNDERSTANDING

PSO-4

The political organization of space results from historical and current processes, events, and ideas.

LEARNING OBJECTIVE

PSO-4.C

Describe the concepts of political power and territoriality as used by geographers.

ESSENTIAL KNOWLEDGE

PSO-4.C.1

Political power is expressed geographically as control over people, land, and resources, as illustrated by neocolonialism, shatterbelts, and choke points.


PSO-4.C.2

Territoriality is the connection of people, their culture, and their economic systems to the land.

TOPIC 4.4

Defining Political Boundaries

SUGGESTED SKILL

 *Concepts and Processes*

1.D

Describe a relevant geographic concept, process, model, or theory in a specified context.

Required Course Content

ENDURING UNDERSTANDING

IMP-4

Political boundaries and divisions of governance, between states and within them, reflect balances of power that have been negotiated or imposed.

LEARNING OBJECTIVE

IMP-4.A


Define types of political boundaries used by geographers.

ESSENTIAL KNOWLEDGE

IMP-4.A.1

Types of political boundaries include relic, superimposed, subsequent, antecedent, geometric, and consequent boundaries.

SUGGESTED SKILL

 *Scale Analysis*

5.D

Explain the degree to which a geographic concept, process, model, or theory effectively explains geographic effects across various geographic scales.



AVAILABLE RESOURCES

- Classroom Resources > Scale

TOPIC 4.5

The Function of Political Boundaries

Required Course Content

ENDURING UNDERSTANDING

IMP-4

Political boundaries and divisions of governance, between states and within them, reflect balances of power that have been negotiated or imposed.

LEARNING OBJECTIVE

IMP-4.B

Explain the nature and function of international and internal boundaries.

ESSENTIAL KNOWLEDGE

IMP-4.B.1

Boundaries are defined, delimited, demarcated, and administered to establish limits of sovereignty, but they are often contested.

IMP-4.B.2

Political boundaries often coincide with cultural, national, or economic divisions. However, some boundaries are created by demilitarized zones or policy, such as the Berlin Conference.

IMP-4.B.3

Land and maritime boundaries and international agreements can influence national or regional identity and encourage or discourage international or internal interactions and disputes over resources.

IMP-4.B.4

The United Nations Convention on the Law of the Sea defines the rights and responsibilities of nations in the use of international waters, established territorial seas, and exclusive economic zones.

TOPIC 4.6

Internal Boundaries

Required Course Content

ENDURING UNDERSTANDING

IMP-4

Political boundaries and divisions of governance, between states and within them, reflect balances of power that have been negotiated or imposed.

LEARNING OBJECTIVE

IMP-4.B


Explain the nature and function of international and internal boundaries.

ESSENTIAL KNOWLEDGE

IMP-4.B.5

Voting districts, redistricting, and gerrymandering affect election results at various scales.

SUGGESTED SKILL

 *Scale Analysis*

5.A


Identify the scales of analysis presented by maps, quantitative and geospatial data, images, and landscapes.



AVAILABLE RESOURCES

- Classroom Resources > Scale
- Classroom Resources > Maps and Spatial Thinking Skills in the AP Human Geography Classroom

SUGGESTED SKILLS

 *Spatial Relationships***2.A**

Describe spatial patterns, networks, and relationships.



AVAILABLE RESOURCES

- Classroom Resources > Scale

TOPIC 4.7

Forms of Governance

Required Course Content

ENDURING UNDERSTANDING

IMP-4

Political boundaries and divisions of governance, between states and within them, reflect balances of power that have been negotiated or imposed.

LEARNING OBJECTIVE

IMP-4.C

Define federal and unitary states.

IMP-4.D

Explain how federal and unitary states affect spatial organization.

ESSENTIAL KNOWLEDGE

IMP-4.C.1

Forms of governance include unitary states and federal states.

IMP-4.D.1

Unitary states tend to have a more top-down, centralized form of governance, while federal states have more locally based, dispersed power centers.

TOPIC 4.8

Defining Devolutionary Factors

Required Course Content

ENDURING UNDERSTANDING

SPS-4

Political, economic, cultural, or technological changes can challenge state sovereignty.

LEARNING OBJECTIVE

SPS-4.A


Define factors that lead to the devolution of states.

ESSENTIAL KNOWLEDGE

SPS-4.A.1

Factors that can lead to the devolution of states include the division of groups by physical geography, ethnic separatism, ethnic cleansing, terrorism, economic and social problems, and irredentism.

SUGGESTED SKILL

 *Data Analysis*

3.E

Explain what maps or data imply or illustrate about geographic principles, processes, and outcomes.



AVAILABLE RESOURCES

- Classroom Resources > Maps and Spatial Thinking Skills in the AP Human Geography Classroom

SUGGESTED SKILL

 Scale Analysis

5.C

Compare geographic characteristics and processes at various scales.

TOPIC 4.9

Challenges to Sovereignty

Required Course Content

ENDURING UNDERSTANDING

SPS-4

Political, economic, cultural, or technological changes can challenge state sovereignty.

LEARNING OBJECTIVE

SPS-4.B

Explain how political, economic, cultural, and technological changes challenge state sovereignty.

ESSENTIAL KNOWLEDGE

SPS-4.B.1

Devolution occurs when states fragment into autonomous regions; subnational political-territorial units, such as those within Spain, Belgium, Canada, and Nigeria; or when states disintegrate, as happened in Sudan and the former Soviet Union.

SPS-4.B.2

Advances in communication technology have facilitated devolution, supranationalism, and democratization.

SPS-4.B.3

Global efforts to address transnational and environmental challenges and to create economies of scale, trade agreements, and military alliances help to further supranationalism.

SPS-4.B.4

Supranational organizations—including the United Nations (UN), North Atlantic Treaty Organization (NATO), European Union (EU), Association of Southeast Asian Nations (ASEAN), Arctic Council, and African Union—can challenge state sovereignty by limiting the economic or political actions of member states.

TOPIC 4.10

Consequences of Centrifugal and Centripetal Forces

SUGGESTED SKILL

 *Scale Analysis*

5.C

Compare geographic characteristics and processes at various scales.

Required Course Content

ENDURING UNDERSTANDING

SPS-4

Political, economic, cultural, or technological changes can challenge state sovereignty.

LEARNING OBJECTIVE

SPS-4.C

Explain how the concepts of centrifugal and centripetal forces apply at the state scale.

ESSENTIAL KNOWLEDGE

SPS-4.C.1

Centrifugal forces may lead to failed states, uneven development, stateless nations, and ethnic nationalist movements.

SPS-4.C.2

Centripetal forces can lead to ethnonationalism, more equitable infrastructure development, and increased cultural cohesion.

AP HUMAN GEOGRAPHY

UNIT 5

Agriculture and Rural Land-Use Patterns and Processes



12–17%
AP EXAM WEIGHTING



~19–20
CLASS PERIODS

AP

Remember to go to **AP Classroom** to assign students the online **Personal Progress Check** for this unit.

Whether assigned as homework or completed in class, the **Personal Progress Check** provides each student with immediate feedback related to this unit's topics and skills.

Personal Progress Check 5

Multiple-choice: ~35 questions

Free-response: 1 question

- 2 stimuli

Agriculture and Rural Land-Use Patterns and Processes

↔ Developing Understanding

BIG IDEA 1

Patterns and Spatial Organization **PSO**

- How do a people's culture and the resources available to them influence how they grow food?

BIG IDEA 2

Impacts and Interactions **IMP**

- How does what people produce and consume vary in different locations?

BIG IDEA 3

Spatial Patterns and Societal Change **SPS**

- What kind of cultural changes and technological advances have impacted the way people grow and consume food?

This unit examines the origins of agriculture and its subsequent diffusion. Students learn about the ways agricultural practices have changed over time as a result of technological innovations, such as equipment mechanization and improvements in transportation that create global markets. In addition, they examine the consequences of agricultural practices such as the use of high-yield seeds and chemicals, revisiting the human–environmental relationships studied in Unit 1.

Course emphasis on spatial patterns is evident in this unit as students consider the differences in what foods or resources are produced and where they are produced. These agricultural production regions are impacted by economic and technological forces that increase the size of agricultural operations and the carrying capacity of the land. This has in turn created a global system of agriculture and the interdependence of regions of agricultural consumption and production.

Student understanding of this global system of agriculture based on government cooperation lays the foundation for a deeper understanding of economic development in the final unit of the course.

UNIT AT A GLANCE

Enduring Understanding	Topic	Suggested Skill	Class Periods ~19–20 CLASS PERIODS
PSO-5	5.1 Introduction to Agriculture	2.D Explain the significance of geographic similarities and differences among different locations and/or at different times.	
	5.2 Settlement Patterns and Survey Methods	4.D Compare patterns and trends in visual sources to draw conclusions.	
SPS-5	5.3 Agricultural Origins and Diffusions	2.B Explain spatial relationships in a specified context or region of the world, using geographic concepts, processes, models, or theories.	
	5.4 The Second Agricultural Revolution	4.D Compare patterns and trends in visual sources to draw conclusions.	
	5.5 The Green Revolution	2.D Explain the significance of geographic similarities and differences among different locations and/or at different times.	
PSO-5	5.6 Agricultural Production Regions	2.E Explain the degree to which a geographic concept, process, model, or theory effectively explains geographic effects in different contexts and regions of the world.	
	5.7 Spatial Organization of Agriculture	2.D Explain the significance of geographic similarities and differences among different locations and/or at different times.	
	5.8 Von Thünen Model	6.B Explain spatial relationships across various geographic scales using geographic concepts, processes, models, or theories.	
	5.9 The Global System of Agriculture	6.D Explain the degree to which a geographic concept, process, model, or theory effectively explains geographic effects and across various geographic scales.	
IMP-5	5.10 Consequences of Agricultural Practices	2.E Explain the degree to which a geographic concept, process, model, or theory effectively explains geographic effects in different contexts and regions of the world.	
	5.11 Challenges of Contemporary Agriculture	4.D Compare patterns and trends in visual sources to draw conclusions.	
	5.12 Women in Agriculture	6.D Compare patterns and trends in maps and in quantitative and geospatial data to draw conclusions.	



Go to AP Classroom to assign the **Personal Progress Check** for Unit 5. Review the results in class to identify and address any student misunderstandings.

SAMPLE INSTRUCTIONAL ACTIVITIES

The sample activities on this page provide ways to integrate the teaching of skills and content from the unit into your classroom instruction. They are completely optional and may be altered to suit the needs of your class. Please refer to the Instructional Approaches section beginning on page 133 for more examples of activities and strategies.

Activity	Topic	Sample Activity
1	5.3	<p>Close Reading</p> <p>Have students read materials regarding the Columbian Exchange and the subsequent diffusion of plants and animals across the world. In their reading, students can highlight claims of changes to agriculture as a result of the Columbian Exchange. Next, have students hypothesize how their diets would be different than they are today had the Columbian Exchange not occurred.</p>
2	5.8	<p>Shared Inquiry</p> <p>Have students read “Understanding Land Use Patterns” by Robert Bednarz, available under Classroom Resources on the AP Central site. Have students discuss the factors of land-use patterns identified by Bednarz in his article and how and why they have changed from Von Thünen’s time.</p>
3	5.10	<p>Socratic Seminar</p> <p>By holding a focused discussion around the essential question, <i>How does society change as agricultural practices change?</i> you can provide students with an opportunity to illustrate their understanding in depth. Students can be encouraged to address environmental, social, economic, and cultural opportunities and challenges for both commercial and subsistence agriculture.</p>

Unit Planning Notes


Use the space below to plan your approach to the unit. Consider how you want to pace your course and your methods of instruction and assessment.

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SUGGESTED SKILL

 *Spatial Relationships*

2.D

Explain the significance of geographic similarities and differences among different locations and/or at different times.



AVAILABLE RESOURCES

- Classroom Resources > Understanding Land Use Patterns

TOPIC 5.1
Introduction to Agriculture

Required Course Content

ENDURING UNDERSTANDING

PSO-5

Availability of resources and cultural practices influence agricultural practices and land-use patterns.

LEARNING OBJECTIVE

PSO-5.A

Explain the connection between physical geography and agricultural practices.

ESSENTIAL KNOWLEDGE

PSO-5.A.1

Agricultural practices are influenced by the physical environment and climatic conditions, such as the Mediterranean climate and tropical climates.

PSO-5.A.2

Intensive farming practices include market gardening, plantation agriculture, and mixed crop/livestock systems.


PSO-5.A.3

Extensive farming practices include shifting cultivation, nomadic herding, and ranching.

TOPIC 5.2

Settlement Patterns and Survey Methods

SUGGESTED SKILL

 *Source Analysis*

4.D

Compare patterns and trends in visual sources to draw conclusions.

Required Course Content

ENDURING UNDERSTANDING

PSO-5

Availability of resources and cultural practices influence agricultural practices and land-use patterns.

LEARNING OBJECTIVE

PSO-5.B

Identify different rural settlement patterns and methods of surveying rural settlements.

ESSENTIAL KNOWLEDGE

PSO-5.B.1

Specific agricultural practices shape different rural land-use patterns.


PSO-5.B.2

Rural settlement patterns are classified as clustered, dispersed, or linear.

PSO-5.B.3

Rural survey methods include metes and bounds, township and range, and long lot.

SUGGESTED SKILL

 *Spatial Relationships*

2.B

Explain spatial relationships in a specified context or region of the world, using geographic concepts, processes, models, or theories.



AVAILABLE RESOURCES

- Classroom Resources > Scale

TOPIC 5.3
Agricultural Origins and Diffusions

Required Course Content

ENDURING UNDERSTANDING

SPS-5

Agriculture has changed over time because of cultural diffusion and advances in technology.

LEARNING OBJECTIVE

SPS-5.A

Identify major centers of domestication of plants and animals.

SPS-5.B

Explain how plants and animals diffused globally.

ESSENTIAL KNOWLEDGE

SPS-5.A.1

Early hearths of domestication of plants and animals arose in the Fertile Crescent and several other regions of the world, including the Indus River Valley, Southeast Asia, and Central America.


SPS-5.B.1

Patterns of diffusion, such as the Columbian Exchange and the agricultural revolutions, resulted in the global spread of various plants and animals.

TOPIC 5.4

The Second Agricultural Revolution

SUGGESTED SKILL

 *Source Analysis*

4.D

Compare patterns and trends in visual sources to draw conclusions.

Required Course Content

ENDURING UNDERSTANDING

SPS-5

Agriculture has changed over time because of cultural diffusion and advances in technology.

LEARNING OBJECTIVE

SPS-5.C

Explain the advances and impacts of the second agricultural revolution.

ESSENTIAL KNOWLEDGE

SPS-5.C.1

New technology and increased food production in the second agricultural revolution led to better diets, longer life expectancies, and more people available for work in factories.

SUGGESTED SKILL

 *Spatial Relationships*

2.D

Explain the significance of geographic similarities and differences among different locations and/or at different times.

TOPIC 5.5

The Green Revolution

Required Course Content

ENDURING UNDERSTANDING

SPS-5

Agriculture has changed over time because of cultural diffusion and advances in technology.

LEARNING OBJECTIVE

SPS-5.D

Explain the consequences of the Green Revolution on food supply and the environment in the developing world.

ESSENTIAL KNOWLEDGE

SPS-5.D.1


The Green Revolution was characterized in agriculture by the use of high-yield seeds, increased use of chemicals, and mechanized farming.

SPS-5.D.2

The Green Revolution had positive and negative consequences for both human populations and the environment.

TOPIC 5.6
Agricultural
Production Regions

SUGGESTED SKILL

 *Spatial Relationships*

2.E

Explain the degree to which a geographic concept, process, model, or theory effectively explains geographic effects in different contexts and regions of the world.



AVAILABLE RESOURCES

- Classroom Resources > Understanding Land Use Patterns

Required Course Content

ENDURING UNDERSTANDING

PSO-5

Availability of resources and cultural practices influence agricultural practices and land-use patterns.

LEARNING OBJECTIVE

PSO-5.C

Explain how economic forces influence agricultural practices.

ESSENTIAL KNOWLEDGE


PSO-5.C.1

Agricultural production regions are defined by the extent to which they reflect subsistence or commercial practices (monocropping or monoculture).

PSO-5.C.2

Intensive and extensive farming practices are determined in part by land costs (bid-rent theory).

SUGGESTED SKILL

 *Spatial Relationships*

2.D

Explain the significance of geographic similarities and differences among different locations and/or at different times.

TOPIC 5.7

Spatial Organization of Agriculture

Required Course Content

ENDURING UNDERSTANDING

PSO-5

Availability of resources and cultural practices influence agricultural practices and land-use patterns.

LEARNING OBJECTIVE

PSO-5.C

Explain how economic forces influence agricultural practices.

ESSENTIAL KNOWLEDGE

PSO-5.C.3

Large-scale commercial agricultural operations are replacing small family farms.

PSO-5.C.4

Complex commodity chains link production and consumption of agricultural products.


PSO-5.C.5

Technology has increased economies of scale in the agricultural sector and the carrying capacity of the land.

TOPIC 5.8

Von Thünen Model

SUGGESTED SKILL

 *Scale Analysis*

5.B

Explain spatial relationships across various geographic scales using geographic concepts, processes, models, or theories.



AVAILABLE RESOURCES

- Classroom Resources > Understanding Land Use Patterns
- Classroom Resources > Scale

Required Course Content

ENDURING UNDERSTANDING

PSO-5

Availability of resources and cultural practices influence agricultural practices and land-use patterns.

LEARNING OBJECTIVE

PSO-5.D


Describe how the von Thünen model is used to explain patterns of agricultural production at various scales.

ESSENTIAL KNOWLEDGE

PSO-5.D.1

Von Thünen's model helps to explain rural land use by emphasizing the importance of transportation costs associated with distance from the market; however, regions of specialty farming do not always conform to von Thünen's concentric rings.

SUGGESTED SKILL

 *Scale Analysis*

5.D

Explain the degree to which a geographic concept, process, model, or theory effectively explains geographic effects across various geographic scales.



AVAILABLE RESOURCES

- Classroom Resources > Scale

TOPIC 5.9
The Global System of Agriculture

Required Course Content

ENDURING UNDERSTANDING

POS-5

Availability of resources and cultural practices influence agricultural practices and land use patterns.

LEARNING OBJECTIVE

PSO-5.E

Explain the interdependence among regions of agricultural production and consumption.

ESSENTIAL KNOWLEDGE

PSO-5.E.1

Food and other agricultural products are part of a global supply chain.

PSO-5.E.2

Some countries have become highly dependent on one or more export commodities.

PSO-5.E.3

The main elements of global food distribution networks are affected by political relationships, infrastructure, and patterns of world trade.

TOPIC 5.10
Consequences of Agricultural Practices

Required Course Content

ENDURING UNDERSTANDING

IMP-5

Agricultural production and consumption patterns vary in different locations, presenting different environmental, social, economic, and cultural opportunities and challenges.

LEARNING OBJECTIVE

IMP-5.A

Explain how agricultural practices have environmental and societal consequences.

ESSENTIAL KNOWLEDGE

IMP-5.A.1

Environmental effects of agricultural land use include pollution, land cover change, desertification, soil salinization, and conservation efforts.


IMP-5.A.2

Agricultural practices—including slash and burn, terraces, irrigation, deforestation, draining wetlands, shifting cultivation, and pastoral nomadism—alter the landscape.

IMP-5.A.3

Societal effects of agricultural practices include changing diets, role of women in agricultural production, and economic purpose.

SUGGESTED SKILL

 *Spatial Relationships*

2.E


Explain the degree to which a geographic concept, process, model, or theory effectively explains geographic effects in different contexts and regions of the world.



AVAILABLE RESOURCES

- Classroom Resources > Understanding Land Use Patterns

SUGGESTED SKILL

 *Source Analysis*

4.D

Compare patterns and trends in visual sources to draw conclusions.



AVAILABLE RESOURCES

- Classroom Resources > Understanding Land Use Patterns

TOPIC 5.11
Challenges of Contemporary Agriculture

Required Course Content

ENDURING UNDERSTANDING

IMP-5

Agricultural production and consumption patterns vary in different locations, presenting different environmental, social, economic, and cultural opportunities and challenges.

LEARNING OBJECTIVE

IMP-5.B

Explain challenges and debates related to the changing nature of contemporary agriculture and food-production practices.

ESSENTIAL KNOWLEDGE

IMP-5.B.1

Agricultural innovations such as biotechnology, genetically modified organisms, and aquaculture have been accompanied by debates over sustainability, soil and water usage, reductions in biodiversity, and extensive fertilizer and pesticide use.

IMP-5.B.2

Patterns of food production and consumption are influenced by movements relating to individual food choice, such as urban farming, community-supported agriculture (CSA), organic farming, value-added specialty crops, fair trade, local-food movements, and dietary shifts.

IMP-5.B.3

Challenges of feeding a global population include lack of food access, as in cases of food insecurity and food deserts; problems with distribution systems; adverse weather; and land use lost to suburbanization.


IMP-5.B.4

The location of food-processing facilities and markets, economies of scale, distribution systems, and government policies all have economic effects on food-production practices.

TOPIC 5.12

Women in Agriculture

SUGGESTED SKILL

 *Data Analysis*

3.D

Compare patterns and trends in maps and in quantitative and geospatial data to draw conclusions.

Required Course Content

ENDURING UNDERSTANDING

IMP-5

Agricultural production and consumption patterns vary in different locations, presenting different environmental, social, economic, and cultural opportunities and challenges.

LEARNING OBJECTIVE

IMP-5.C

Explain geographic variations in female roles in food production and consumption.

ESSENTIAL KNOWLEDGE

IMP-5.C.1

The role of females in food production, distribution, and consumption varies in many places depending on the type of production involved.

AP HUMAN GEOGRAPHY

UNIT 6

Cities and Urban Land- Use Patterns and Processes



12–17%
AP EXAM WEIGHTING



~19–20
CLASS PERIODS

AP

Remember to go to **AP Classroom** to assign students the online **Personal Progress Check** for this unit.

Whether assigned as homework or completed in class, the **Personal Progress Check** provides each student with immediate feedback related to this unit's topics and skills.

Personal Progress Check 6

Multiple-choice: ~30 questions

Free-response: 1 question

- no stimulus

Cities and Urban Land-Use Patterns and Processes

Developing Understanding

BIG IDEA 1 *Patterns and Spatial Organization* **PSO**

- How do physical geography and resources impact the presence and growth of cities?

BIG IDEA 2 *Impacts and Interactions* **IMP**

- How are the attitudes, values, and balance of power of a population reflected in the built landscape?

BIG IDEA 3 *Spatial Patterns and Societal Change* **SPS**

- How are urban areas affected by unique economic, political, cultural, and environmental challenges?

Unit 6 addresses the origins and influences, particularly site and situation, of urban settlements as students explore cities across the world and the role of those cities in globalization. They examine the spatial distribution of the world's largest cities, comparing them across regions and analyzing patterns of connectivity and accessibility. Within cities, students identify patterns of development and make inferences about their economic and political influences at regional, national, and international levels of scale. Students examine the hierarchy of urban settlements on the landscape, applying the rank-size rule and central place theory at regional and national scales to evaluate mobility patterns and economic and political relationships. Statistics such as census data are used to reveal the challenges of urban places, including density, sprawl, demands of infrastructure, and mobility.

Students examine patterns of change over time and modern challenges to sustainability from urban growth. On both local and global scales, they look at the ways that cities are improving sustainability through new approaches to growth, such as mixed-land-use zoning, smart growth policies, and public transportation-oriented development at local and international scales.

This unit reinforces what students learned in the units on politics and culture as they consider the role cities play as key centers of global markets, culture, and politics and contrast the roles of urban and rural areas.

UNIT AT A GLANCE

Enduring Understanding	Topic	Suggested Skill	Class Periods ~19–20 CLASS PERIODS
	6.1 The Origin and Influences of Urbanization	2.D Explain the significance of geographic similarities and differences among different locations and/or at different times.	
	6.2 Cities Across the World	2.D Explain the significance of geographic similarities and differences among different locations and/or at different times.	
PSO-6	6.3 Cities and Globalization	5.B Explain spatial relationships across various geographic scales using geographic concepts, processes, models, or theories.	
	6.4 The Size and Distribution of Cities	2.C Explain a likely outcome in a geographic scenario using geographic concepts, processes, models, or theories.	
	6.5 The Internal Structure of Cities	1.E Explain the strengths, weaknesses, and limitations of different geographic models and theories in a specified context.	
	6.6 Density and Land Use	3.D Compare patterns and trends in maps and in quantitative and geospatial data to draw conclusions.	
IMP-6	6.7 Infrastructure	3.C Explain patterns and trends in maps and in quantitative and geospatial data to draw conclusions.	
	6.8 Urban Sustainability	2.C Explain a likely outcome in a geographic scenario using geographic concepts, processes, models, or theories.	
	6.9 Urban Data	3.E Explain what maps or data imply or illustrate about geographic principles, processes, and outcomes.	
SPS-6	6.10 Challenges of Urban Changes	4.E Explain how maps, images, and landscapes illustrate or relate to geographic principles, processes, and outcomes.	
	6.11 Challenges of Urban Sustainability	2.D Explain the significance of geographic similarities and differences among different locations and/or at different times.	



Go to **AP Classroom** to assign the **Personal Progress Check** for Unit 6. Review the results in class to identify and address any student misunderstandings.

SAMPLE INSTRUCTIONAL ACTIVITIES

The sample activities on this page provide ways to integrate the teaching of skills and content from the unit into your classroom instruction. They are completely optional and may be altered to suit the needs of your class. Please refer to the Instructional Approaches section beginning on page 133 for more examples of activities and strategies.

Activity	Topic	Sample Activity
1	6.5	<p>Discussion Groups</p> <p>Small groups of students can engage in discussions about the similarities and differences of different urban models, along with reasons behind those similarities and differences. A graphic organizer might help students organize their thoughts. Then, as a class, students should explore the limitations of the urban models in predicting the internal structure of cities.</p>
2	6.9	<p>Fishbowl</p> <p>Divide the class in half, with one group gathering quantitative data on urban areas and the other gathering qualitative data. Depending on the size of the class you may wish to have data focusing on one city or several cities. Have them take turns being in the inner circle, leading the discussion and bringing evidence to support their opinions, and being in the outer circle, listening, responding, and evaluating. After students have participated in both the inner and outer circles, you can lead a whole-class discussion on the differences between and the importance of both qualitative and quantitative data.</p>
3	6.10	<p>Debate</p> <p>A debate gives students the opportunity to collect evidence in support of their position and then orally present and defend it. Be sure to direct students to uncover both the affirming and contradictory evidence toward their position. For this topic, you could have students debate the pros and cons of gentrification or how governments should address squatter settlements—but it is important for students to recognize that these issues are more complex than a simple pro or con.</p>

Unit Planning Notes


Use the space below to plan your approach to the unit. Consider how you want to pace your course and your methods of instruction and assessment.

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SUGGESTED SKILL

 *Spatial Relationships*

2.D

Explain the significance of geographic similarities and differences among different locations and/or at different times.



AVAILABLE RESOURCES

- Classroom Resources > Urban Geography

TOPIC 6.1

The Origin and Influences of Urbanization

Required Course Content

ENDURING UNDERSTANDING

PSO-6

The presence and growth of cities vary across geographical locations because of physical geography and resources.

LEARNING OBJECTIVE

PSO-6.A

Explain the processes that initiate and drive urbanization and suburbanization.

ESSENTIAL KNOWLEDGE

PSO-6.A.1


Site and situation influence the origin, function, and growth of cities.

PSO-6.A.2

Changes in transportation and communication, population growth, migration, economic development, and government policies influence urbanization.

TOPIC 6.2
Cities Across the World

SUGGESTED SKILL

 *Spatial Relationships*

2.D

Explain the significance of geographic similarities and differences among different locations and/or at different times.



AVAILABLE RESOURCES

- Classroom Resources > Urban Geography
- Classroom Resources > Understanding Land Use Patterns

Required Course Content

ENDURING UNDERSTANDING

PSO-6

The presence and growth of cities vary across geographical locations because of physical geography and resources.

LEARNING OBJECTIVE

PSO-6.A

Explain the processes that initiate and drive urbanization and suburbanization.

ESSENTIAL KNOWLEDGE

PSO-6.A.3

Megacities and metacities are distinct spatial outcomes of urbanization increasingly located in countries of the periphery and semiperiphery.

PSO-6.A.4

Processes of suburbanization, sprawl, and decentralization have created new land-use forms—including edge cities, exurbs, and boomburbs—and new challenges.

SUGGESTED SKILL

 *Scale Analysis*

6.B
Explain spatial relationships across various geographic scales using geographic concepts, processes, models, or theories.



AVAILABLE RESOURCES

- Classroom Resources > Urban Geography
- Classroom Resources > Scale
- Classroom Resources > Globalization

TOPIC 6.3
Cities and Globalization

Required Course Content

ENDURING UNDERSTANDING

PSO-6

The presence and growth of cities vary across geographical locations because of physical geography and resources.

LEARNING OBJECTIVE

PSO-6.B

Explain how cities embody processes of globalization.

ESSENTIAL KNOWLEDGE

PSO-6.B.1

World cities function at the top of the world's urban hierarchy and drive globalization.

PSO-6.B.2

Cities are connected globally by networks and linkages and mediate global processes.

TOPIC 6.4

The Size and Distribution of Cities

Required Course Content

ENDURING UNDERSTANDING

PSO-6

The presence and growth of cities vary across geographical locations because of physical geography and resources.

LEARNING OBJECTIVE

PSO-6.C

Identify the different urban concepts such as hierarchy, interdependence, relative size, and spacing that are useful for explaining the distribution, size, and interaction of cities.

ESSENTIAL KNOWLEDGE

PSO-6.C.1

Principles that are useful for explaining the distribution and size of cities include rank-size rule, the primate city, gravity, and Christaller's central place theory.

SUGGESTED SKILL

 *Spatial Relationships*

2.C


Explain a likely outcome in a geographic scenario using geographic concepts, processes, models, or theories.



AVAILABLE RESOURCES

- Classroom Resources > Urban Geography

SUGGESTED SKILL

 *Concepts and Processes*

1.E
Explain the strengths, weaknesses, and limitations of different geographic models and theories in a specified context.



AVAILABLE RESOURCES

- Classroom Resources > Urban Geography

TOPIC 6.5
The Internal Structure of Cities

Required Course Content

ENDURING UNDERSTANDING

PSO-6

The presence and growth of cities vary across geographical locations because of physical geography and resources.

LEARNING OBJECTIVE

PSO-6.D

Explain the internal structure of cities using various models and theories.

ESSENTIAL KNOWLEDGE

PSO-6.D.1

Models and theories that are useful for explaining internal structures of cities include the Burgess concentric-zone model, the Hoyt sector model, the Harris and Ullman multiple-nuclei model, the galactic city model, bid-rent theory, and urban models drawn from Latin America, Southeast Asia, and Africa.

TOPIC 6.6
Density and Land Use

SUGGESTED SKILL

 *Data Analysis*

3.D

Compare patterns and trends in maps and in quantitative and geospatial data to draw conclusions.



Required Course Content

ENDURING UNDERSTANDING

IMP-6

The attitudes and values of a population, as well as the balance of power within that population, are reflected in the built landscape.

LEARNING OBJECTIVE

IMP-6.A

Explain how low-, medium-, and high-density housing characteristics represent different patterns of residential land use.

ESSENTIAL KNOWLEDGE

IMP-6.A.1

Residential buildings and patterns of land use reflect and shape the city's culture, technological capabilities, cycles of development, and infilling.

AVAILABLE RESOURCES

- Classroom Resources > Urban Geography
- Classroom Resources > Understanding Land Use Patterns
- Classroom Resources > Maps and Spatial Thinking Skills in the AP Human Geography Classroom

SUGGESTED SKILL

 *Data Analysis*

3.C

Explain patterns and trends in maps and in quantitative and geospatial data to draw conclusions.



AVAILABLE RESOURCES

- Classroom Resources > Urban Geography
- Classroom Resources > Maps and Spatial Thinking Skills in the AP Human Geography Classroom

TOPIC 6.7

Infrastructure

Required Course Content

ENDURING UNDERSTANDING

IMP-6

The attitudes and values of a population, as well as the balance of power within that population, are reflected in the built landscape.

LEARNING OBJECTIVE

IMP-6.B

Explain how a city's infrastructure relates to local politics, society, and the environment.

ESSENTIAL KNOWLEDGE

IMP-6.B.1

The location and quality of a city's infrastructure directly affects its spatial patterns of economic and social development.

TOPIC 6.8

Urban Sustainability

SUGGESTED SKILL

 *Spatial Relationships*

2.C

Explain a likely outcome in a geographic scenario using geographic concepts, processes, models, or theories.



Required Course Content

ENDURING UNDERSTANDING

IMP-6

The attitudes and values of a population, as well as the balance of power within that population, are reflected in the built landscape.

LEARNING OBJECTIVE

IMP-6.C

Identify the different urban design initiatives and practices.

IMP-6.D

Explain the effects of different urban design initiatives and practices.

ESSENTIAL KNOWLEDGE

IMP-6.C.1

Sustainable design initiatives and zoning practices include mixed land use, walkability, transportation-oriented development, and smart-growth policies, including New Urbanism, greenbelts, and slow-growth cities.

IMP-6.D.1

Praise for urban design initiatives includes the reduction of sprawl, improved walkability and transportation, improved and diverse housing options, improved livability and promotion of sustainable options. Criticisms include increased housing costs, possible de facto segregation, and the potential loss of historical or place character.

AVAILABLE RESOURCES

- Classroom Resources > Urban Geography
- Classroom Resources > Understanding Land Use Patterns

SUGGESTED SKILL

 Data Analysis

3.E

Explain what maps or data imply or illustrate about geographic principles, processes, and outcomes.



AVAILABLE RESOURCES

- Classroom Resources > Urban Geography
- Classroom Resources > Maps and Spatial Thinking Skills in the AP Human Geography Classroom

TOPIC 6.9

Urban Data

Required Course Content

ENDURING UNDERSTANDING

IMP-6

The attitudes and values of a population, as well as the balance of power within that population, are reflected in the built landscape.

LEARNING OBJECTIVE

IMP-6.E

Explain how qualitative and quantitative data are used to show the causes and effects of geographic change within urban areas.

ESSENTIAL KNOWLEDGE

IMP-6.E.1

Quantitative data from census and survey data provide information about changes in population composition and size in urban areas.


IMP-6.E.2

Qualitative data from field studies and narratives provide information about individual attitudes toward urban change.

TOPIC 6.10

Challenges of Urban Changes

SUGGESTED SKILL

 *Source Analysis*

4.E

Explain how maps, images, and landscapes illustrate or relate to geographic principles, processes, and outcomes.



AVAILABLE RESOURCES

- Classroom Resources > Urban Geography
- Classroom Resources > Maps and Spatial Thinking Skills in the AP Human Geography Classroom

Required Course Content

ENDURING UNDERSTANDING

SPS-6

Urban areas face unique economic, political, cultural, and environmental challenges.

LEARNING OBJECTIVE

SPS-6.A

Explain causes and effects of geographic change within urban areas.

ESSENTIAL KNOWLEDGE

SPS-6.A.1

As urban populations move within a city, economic and social challenges result, including: issues related to housing and housing discrimination such as redlining, blockbusting, and affordability; access to services; rising crime; environmental injustice; and the growth of disamenity zones or zones of abandonment.

SPS-6.A.2

Squatter settlements and conflicts over land tenure within large cities have increased.

SPS-6.A.3

Responses to economic and social challenges in urban areas can include inclusionary zoning and local food movements.


SPS-6.A.4

Urban renewal and gentrification have both positive and negative consequences.

SPS-6.A.5

Functional and geographic fragmentation of governments—the way government agencies and institutions are dispersed between state, county, city, and neighborhood levels—presents challenges in addressing urban issues.

SUGGESTED SKILL

 *Spatial Relationships*

2.D

Explain the significance of geographic similarities and differences among different locations and/or at different times.



AVAILABLE RESOURCES

- Classroom Resources > Urban Geography

TOPIC 6.11

Challenges of Urban Sustainability

Required Course Content

ENDURING UNDERSTANDING

SPS-6

Urban areas face unique economic, political, cultural, and environmental challenges.

LEARNING OBJECTIVE

SPS-6.B

Describe the effectiveness of different attempts to address urban sustainability challenges.

ESSENTIAL KNOWLEDGE

SPS-6.B.1

Challenges to urban sustainability include suburban sprawl, sanitation, climate change, air and water quality, the large ecological footprint of cities, and energy use.

SPS-6.B.2

Responses to urban sustainability challenges can include regional planning efforts, remediation and redevelopment of brownfields, establishment of urban growth boundaries, and farmland protection policies.

AP HUMAN GEOGRAPHY

UNIT 7

Industrial and Economic Development Patterns and Processes



12–17%

AP EXAM WEIGHTING



~19–20

CLASS PERIODS

AP

Remember to go to **AP Classroom** to assign students the online **Personal Progress Check** for this unit.

Whether assigned as homework or completed in class, the **Personal Progress Check** provides each student with immediate feedback related to this unit's topics and skills.

Personal Progress Check 7

Multiple-choice: ~25 questions

Free-response: 1 question

- no stimulus

Industrial and Economic Development Patterns and Processes



Developing Understanding

BIG IDEA 1 *Patterns and Spatial Organization* **PSO**

- Why does economic and social development happen at different times and rates in different places?

BIG IDEA 2 *Impacts and Interactions* **IMP**

- How might environmental problems stemming from industrialization be remedied through sustainable development strategies?

BIG IDEA 3 *Spatial Patterns and Societal Change* **SPS**

- Why has industrialization helped improve standards of living while also contributing to geographically uneven development?

This unit addresses the origins and influences of industrial development, along with the role industrialization plays in economic development and globalization. Concepts learned in the political unit, such as territoriality, help students build an understanding of the measures of social and economic development and to explain development theories, such as dependency theory and Rostow's Stages of Economic Growth. The theories they explore are in turn useful in explaining spatial variations in development such as core-periphery relationships.

Students examine contemporary spatial patterns of industrialization and the resulting geography of uneven development—for example, the differences between urban and rural China or Brazil. They explore changes to places resulting from the growth or loss of industry and the role of industry in the world economy. Measurements of development provide the quantitative data to analyze the spatial relationships of the global market. Statistics and spatial data reveal the impact of development on individual populations, including the role of women in the labor market. Students explore strategies for sustainable development focused on women, children, health, education, the environment, and global cooperation.


This final unit of the course pulls together those aspects of human geography learned in previous units to help students develop a more complete understanding of local and global geographic patterns and processes and of possibilities for the future.

UNIT 7

Industrial and Economic Development Patterns and Processes

UNIT AT A GLANCE

Enduring Understanding	Topic	Suggested Skill	Class Periods
			~19–20 CLASS PERIODS
SPS-7	7.1 The Industrial Revolution	4.D Compare patterns and trends in visual sources to draw conclusions.	
	7.2 Economic Sectors and Patterns	2.B Explain spatial relationships in a specified context or region of the world, using geographic concepts, processes, models, or theories.	
	7.3 Measures of Development	4.E Explain possible limitations of the data provided.	
	7.4 Women and Economic Development	4.D Compare patterns and trends in maps and in quantitative and geospatial data to draw conclusions.	
	7.5 Theories of Development	1.E Explain the strengths, weaknesses, and limitations of different geographic models and theories in a specified context.	
PSO-7	7.6 Trade and the World Economy	2.B Explain spatial relationships across various geographic scales using geographic concepts, processes, models, or theories.	
	7.7 Changes as a Result of the World Economy	4.E Explain possible limitations of visual sources provided.	
IMP-7	7.8 Sustainable Development	1.D Explain the degree to which a geographic concept, process, model, or theory effectively explains geographic effects across various geographic scales.	

 Go to **AP Classroom** to assign the **Personal Progress Check** for Unit 7. Review the results in class to identify and address any student misunderstandings.

SAMPLE INSTRUCTIONAL ACTIVITIES

The sample activities on this page provide ways to integrate the teaching of skills and content from the unit into your classroom instruction. They are completely optional and may be altered to suit the needs of your class. Please refer to the Instructional Approaches section beginning on page 133 for more examples of activities and strategies.

Activity	Topic	Sample Activity
1	7.3	<p>Look for a Pattern</p> <p>Using maps of different measures of development—both social and economic—have students analyze the patterns present. Have students compare the different measures to see which patterns are similar across multiple measures and the advantages of using multiple measures when addressing levels of development. You may want students to extend the depth of their thinking by having them reflect on what they have learned throughout the course to first predict what patterns of development will be present before they look at the maps.</p>
2	7.5	<p>Graphic Organizer</p> <p>Students use a Venn diagram graphic organizer to compare and contrast different theories of development, such as Rostow's Stages of Economic Growth, Wallerstein's World System theory, dependency theory, and commodity dependence. You may then have students discuss how different countries are classified according to the different theories.</p>
3	7.8	<p>Self/Peer Review</p> <p>Students are asked to read the United Nation's Sustainable Development Goals. After reading the goals, students select the one goal they believe is the most important to achieve, and then justify their response in writing with evidence and reasoning. Students then pass their paper to a peer, who can respond to their piece with challenging questions regarding the choice of goal and with evidence that may contradict the first student's position.</p>

Unit Planning Notes


Use the space below to plan your approach to the unit. Consider how you want to pace your course and your methods of instruction and assessment.

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SUGGESTED SKILL

 *Source Analysis*

4.D

Compare patterns and trends in visual sources to draw conclusions.

TOPIC 7.1

The Industrial Revolution

Required Course Content

ENDURING UNDERSTANDING

SPS-7

Industrialization, past and present, has facilitated improvements in standards of living, but it has also contributed to geographically uneven development.

LEARNING OBJECTIVE

SPS-7.A

Explain how the Industrial Revolution facilitated the growth and diffusion of industrialization.

ESSENTIAL KNOWLEDGE

SPS-7.A.1

Industrialization began as a result of new technologies and was facilitated by the availability of natural resources.

SPS-7.A.2

As industrialization spread it caused food supplies to increase and populations to grow; it allowed workers to seek new industrial jobs in the cities and changed class structures.


SPS-7.A.3

Investors in industry sought out more raw materials and new markets, a factor that contributed to the rise of colonialism and imperialism.

TOPIC 7.2

Economic Sectors and Patterns

SUGGESTED SKILL

 *Spatial Relationships*

2.B

Explain spatial relationships in a specified context or region of the world, using geographic concepts, processes, models, or theories.

Required Course Content

ENDURING UNDERSTANDING

SPS-7

Industrialization, past and present, has facilitated improvements in standards of living, but it has also contributed to geographically uneven development.

LEARNING OBJECTIVE

SPS-7.B

Explain the spatial patterns of industrial production and development.

ESSENTIAL KNOWLEDGE


SPS-7.B.1

The different economic sectors—including primary, secondary, tertiary, quaternary, and quinary—are characterized by distinct development patterns.

SPS-7.B.2

Labor, transportation (including shipping containers), the break-of-bulk point, least cost theory, markets, and resources influence the location of manufacturing such as core, semiperiphery, and periphery locations.

SUGGESTED SKILL

 *Data Analysis*

3.F

Explain possible limitations of the data provided.

TOPIC 7.3

Measures of Development

Required Course Content

ENDURING UNDERSTANDING

SPS-7

Industrialization, past and present, has facilitated improvements in standards of living, but it has also contributed to geographically uneven development.

LEARNING OBJECTIVE

SPS-7.C

Describe social and economic measures of development.

ESSENTIAL KNOWLEDGE

SPS-7.C.1

Measures of social and economic development include Gross Domestic Product (GDP); Gross National Product (GNP); and Gross National Income (GNI) per capita; sectoral structure of an economy, both formal and informal; income distribution; fertility rates; infant mortality rates; access to health care; use of fossil fuels and renewable energy; and literacy rates.

SPS-7.C.2

Measures of gender inequality, such as the Gender Inequality Index (GII), include reproductive health, indices of empowerment, and labor-market participation.

SPS-7.C.3

The Human Development Index (HDI) is a composite measure used to show spatial variation among states in levels of development.

TOPIC 7.4

Women and Economic Development

Required Course Content

ENDURING UNDERSTANDING

SPS-7

Industrialization, past and present, has facilitated improvements in standards of living, but it has also contributed to geographically uneven development.

LEARNING OBJECTIVE

SPS-7.D

Explain how and to what extent changes in economic development have contributed to gender parity.

ESSENTIAL KNOWLEDGE

SPS-7.D.1

The roles of women change as countries develop economically.


SPS-7.D.2

Although there are more women in the workforce, they do not have equity in wages or employment opportunities.

SPS-7.D.3

Microloans have provided opportunities for women to create small local businesses, which have improved standards of living.

SUGGESTED SKILL

 Data Analysis

3.D


Compare patterns and trends in maps and in quantitative and geospatial data to draw conclusions.



AVAILABLE RESOURCES

- Classroom Resources > Maps and Spatial Thinking Skills in the AP Human Geography Classroom

SUGGESTED SKILL

 *Concepts and Processes*

1.E

Explain the strengths, weaknesses, and limitations of different geographic models and theories in a specified context.

TOPIC 7.5
Theories of Development

Required Course Content

ENDURING UNDERSTANDING

SPS-7

Industrialization, past and present, has facilitated improvements in standards of living, but it has also contributed to geographically uneven development.

LEARNING OBJECTIVE

SPS-7.E

Explain different theories of economic and social development.

ESSENTIAL KNOWLEDGE


SPS-7.E.1

Different theories, such as Rostow's Stages of Economic Growth, Wallerstein's World System Theory, dependency theory, and commodity dependence, help explain spatial variations in development.

TOPIC 7.6

Trade and the World Economy

SUGGESTED SKILL

 *Scale Analysis*

5.B

Explain spatial relationships across various geographic scales using geographic concepts, processes, models, or theories.



AVAILABLE RESOURCES

- Classroom Resources > Globalization
- Classroom Resources > Scale

Required Course Content

ENDURING UNDERSTANDING

PSO-7

Economic and social development happen at different times and rates in different places.

LEARNING OBJECTIVE

PSO-7.A

Explain causes and geographic consequences of recent economic changes such as the increase in international trade, deindustrialization, and growing interdependence in the world economy.

ESSENTIAL KNOWLEDGE

PSO-7.A.1

Complementarity and comparative advantage establish the basis for trade.

PSO-7.A.2

Neoliberal policies, including free trade agreements, have created new organizations, spatial connections, and trade relationships, such as the EU, World Trade Organization (WTO), Mercosur, and OPEC, that foster greater globalization.


PSO-7.A.3

Government initiatives at all scales may affect economic development, including tariffs.

PSO-7.A.4

Global financial crises (e.g., debt crises), international lending agencies (e.g., the International Monetary Fund), and strategies of development (e.g., microlending) demonstrate how different economies have become more closely connected, even interdependent.

SUGGESTED SKILL

 *Source Analysis*

4.F

Explain possible limitations of visual sources provided.

TOPIC 7.7
Changes as a Result of the World Economy

Required Course Content

ENDURING UNDERSTANDING

PSO-7

Economic and social development happen at different times and rates in different places.

LEARNING OBJECTIVE

PSO-7.A

Explain causes and geographic consequences of recent economic changes such as the increase in international trade, deindustrialization, and growing interdependence in the world economy.

ESSENTIAL KNOWLEDGE

PSO-7.A.5

Outsourcing and economic restructuring have led to a decline in jobs in core regions and an increase in jobs in newly industrialized countries.

PSO-7.A.6

In countries outside the core, the growth of industry has resulted in the creation of new manufacturing zones—including special economic zones, free-trade zones, and export-processing zones—and the emergence of an international division of labor in which developing countries have lower-paying jobs.

PSO-7.A.7

The contemporary economic landscape has been transformed by post-Fordist methods of production, multiplier effects, economies of scale, agglomeration, just-in-time delivery, the emergence of service sectors, high technology industries, and growth poles.

TOPIC 7.8

Sustainable Development

Required Course Content

ENDURING UNDERSTANDING

IMP-7

Environmental problems stemming from industrialization may be remedied through sustainable development strategies.

LEARNING OBJECTIVE

IMP-7.A

Explain how sustainability principles relate to and impact industrialization and spatial development.

ESSENTIAL KNOWLEDGE

IMP-7.A.1

Sustainable development policies attempt to remedy problems stemming from natural-resource depletion, mass consumption, the effects of pollution, and the impact of climate change.


IMP-7.A.2

Ecotourism is tourism based in natural environments—often environments that are threatened by looming industrialization or development—that frequently helps to protect the environment in question while also providing jobs for the local population.

IMP-7.A.3

The UN's Sustainable Development Goals help measure progress in development, such as small-scale finance and public transportation projects.

SUGGESTED SKILL

 Scale Analysis

5.D

Explain the degree to which a geographic concept, process, model, or theory effectively explains geographic effects across various geographic scales.



AVAILABLE RESOURCES

- Classroom Resources > Scale

Selecting and Using Course Materials

Using a wide array of source materials will help students become proficient with the course skills and develop a conceptual understanding of geography as a field of inquiry. In addition to using a college-level textbook that will provide required course content, it's a good idea to provide regular opportunities for students to examine primary and secondary source material in various forms, including graphic content (maps, graphs, charts, photographs), since many geographic concepts are presented spatially in such formats. Using rich, diverse source materials encourages students to engage in learning about the world they live in and develop the habits of thinking like a geographer that are essential for student success in the course.

Textbooks

The textbook used for this course should be written at the level of an introductory college course. Because skills are fundamental to the teaching of the course, a textbook that focuses on skill instruction would be a plus.

Although nearly all college-level human geography textbooks address the seven units of the AP Human Geography course, no single textbook covers the complete curriculum as described in the framework. It is helpful to obtain and consult multiple textbooks for the introductory human geography course; doing so allows you to better address curricular gaps in the textbook you choose for the AP Human Geography course. College-level human geography textbooks organize content in various ways; if you are following the unit structure of the course framework, you might need to teach the textbook chapters out of order. Ultimately, it is best to select a textbook that closely aligns with the course framework and the course skills.

On the AP Central Course Audit page for this course, you'll find an **example textbook list** of college-level textbooks that meet the resource requirements.

TEXT-BASED QUALITATIVE SOURCES (PRIMARY AND SECONDARY SOURCES)

Students in this AP course are required to analyze primary and secondary source material in order to deepen their understanding of the key concepts addressed by the textbook and to practice the required course skills.

Student success in college also depends on exposure to and analysis of multiple secondary sources in which geographers present and explain their arguments. For secondary sources, share with your students editorials, journal articles, news media articles, and essays and books by geographers, choosing a variety of sources that represent different points of view and that will engage students while enhancing learning. You can add new articles to keep up with rapidly changing events.

QUANTITATIVE SOURCES

Geography courses require students to engage with data in a variety of ways. The analysis, interpretation, and application of quantitative information are vital skills for students in AP Human Geography. New textbooks and publishers' resources often contain quantitative information presented via charts, graphs, or other infographics, but those data can quickly become out of date. Research institutions such as the **Pew Research Center** are good resources for current data with which to practice quantitative skills with students.

VISUAL SOURCES

Students will encounter a variety of visual sources on the AP Human Geography Exam. Some visuals contain data, such as a chart showing aging population by country across time periods. Other visuals may illustrate geographic principles, processes, or behaviors, such as topographical maps that demonstrate differences in scale. It is important to give students practice with a wide variety of visual sources in addition to those maps or cartoons in their textbook. The following resources provide a wealth of visuals to choose from for bell-ringer exercises and skills practice.

- The **National Geologic Map Database** is a national archive of standardized maps.
- **Gapminder** is a “fact tank” that offers free teaching resources based on statistics culled from universities, the United Nations, and non-governmental organizations.
- **Worldmapper** is a collection of world maps called cartograms, on which the size of different areas is scaled in proportion to a particular variable.

Evaluating the Quality and Credibility of Different Sources and Perspectives

Students have unprecedented access to information, so it is more important than ever to help them determine the credibility of sources. The course skills require students to evaluate the quality and credibility of different information sources and perspectives and derive supportable conclusions. Consider providing students with a list of news media websites that offer different perspectives.

The table below explains how the credibility and/or reliability of various sources might be addressed.

Criteria	Considerations	Examples and Illustrations
Credibility	<ul style="list-style-type: none"> ▪ Credibility requires students to obtain information from sources with knowledge and expertise in human geography. Sources can be print, online, or expert interviews. ▪ Because many students are using the internet or database sources, they should consider the following: <ul style="list-style-type: none"> ♦ The domain name extensions, which indicate who publishes and owns the domain ♦ The author(s) of the website ♦ The credibility of sources cited in the materials as well as any websites they link to ▪ Commonly used extensions include: <ul style="list-style-type: none"> ♦ .edu (educational organization); ♦ .com (company); ♦ .org (any organization); ♦ .gov (government agency); ♦ .net (network) ▪ Read past the first slash in the domain name to see if the page might be someone's personal page. A personal page might be less credible or biased. ▪ Investigate who the authors are, their credentials, and the organization(s) they are associated with to determine how the information should be viewed. ▪ An article that includes citations of sources is often more credible. 	<ul style="list-style-type: none"> ▪ Design a lesson to help students identify examples of cultural relativism and ethnocentrism by comparing the perspectives of various sources. ▪ Have students examine the language used in the lead stories, as well as the pictures that accompany them. ▪ Ask students to compare the focus of various sources, such as news accounts or scholarly articles, and how characteristics, attitudes, and traits influence the study of culture. ▪ Have students synthesize their findings in a short paper examining how cultural traits vary across societies.

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Criteria	Considerations	Examples and Illustrations
<i>Reliability and Relevance</i>	<ul style="list-style-type: none"> ▪ Students should examine the content of a source (the evidence) to ensure it supports their claims and provides insight and knowledge that relates to the topic. This means that evidence is only relevant when it addresses both the topic in context and the student's argument. ▪ Because we are investigating geographical processes and outcomes that are changing and evolving, it is important to consider whether the information being provided is the most current. 	<ul style="list-style-type: none"> ▪ A biographical article about the life of Thomas Malthus may not be relevant in supporting a claim about a particular alternative viewpoint on effects of population increase. ▪ A country case study from 2000 might not be relevant in 2018.

Instructional Strategies

The AP Human Geography course framework outlines the concepts and skills students must master in order to be successful on the AP Exam. You can help students develop mastery of the course skills by engaging them in learning activities that allow them to apply their understanding of course concepts. The following strategies, organized in alphabetical order, might help you to plan your instruction.

Strategy	Definition	Purpose	Example
<i>Create Representations</i>	Students create tables, graphs, or other infographics to interpret text or data.	Helps students organize information using multiple ways to present data.	Give students a set of data, such as socioeconomic status and ethnicity in megacities, and have them create a graph that best shows the data and the trends.
<i>Critique Reasoning</i>	Through collaborative discussion, students critique the arguments of others, questioning the author's perspective, evidence presented, and reasoning behind the argument.	Helps students learn from others as they make connections between concepts and learn to support their arguments with evidence and reasoning that make sense to peers.	Have students critique an argument from a secondary source. Ask students to examine the author's perspective and the evidence and reasoning he or she uses to support that position.
<i>Close Reading</i>	Reading, rereading, and analyzing small chunks of text word for word, sentence by sentence, and line by line.	Develops comprehensive understanding of text.	When students are reading primary or secondary sources, such as the <i>National Geographic</i> article "Unique Speak," have them highlight relevant words and passages that support the author's claim. Ask students to connect the key concepts of the article to the big ideas in Unit 3: Cultural Patterns and Processes.
<i>Debate</i>	Presenting 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.	Gives students an opportunity to collect and orally present evidence supporting the arguments for or against a proposition or issue.	Have students debate the advantages and disadvantages of having a nation-state, using evidence and reasoning to support their claims.

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Strategy	Definition	Purpose	Example
Debriefing	Teachers facilitate a discussion that leads to consensus understanding.	Helps students clarify misconceptions and deepen understanding of content.	For complex issues, such as the global system of agriculture and how it is impacted by economic and political structures, lead students in a debrief to ensure understanding.
Discussion Group	Students engage in an interactive small-group discussion.	Helps students gain information and understanding about a concept, idea, or problem.	Use a learning objective, such as <i>Explain how landscape features and land and resource use reflect cultural beliefs and identities</i> , to help students gain information and show their understanding.
Fishbowl	Discussing specific topics within groups: some students form an inner circle and model appropriate discussion techniques, while an outer circle of students listen, respond, and evaluate.	Provides students with an opportunity to engage in a formal discussion and to experience the roles of both participant and active listener. Students also have the responsibility of supporting their opinions and responses using specific textual evidence.	Use this strategy to discuss the arguments presented in secondary sources and how they relate to the big ideas of the course.
Graphic Organizer	Representing ideas and information visually (e.g., Venn diagrams, flowcharts, cluster maps).	Provides students with a visual system for organizing multiple ideas, details, or textual support to be included in a piece of writing.	Graphic organizers can be helpful when comparing global, national, regional, and local geographic patterns. Make sure students use any organizer thoughtfully and do not simply “fill in the blanks.”
Guided Discussion	An umbrella strategy that allows for the use of different techniques to guide students through the lesson.	Helps students see the big picture and builds their confidence when dealing with difficult content or new skills.	Use brainstorming and quickwrite as strategies during a guided discussion to help students understand how language, ethnicity, and religion act as both unifying and divisive forces.
Jigsaw	Each student in a group reads a different text or different passage from one text, taking on the role of “expert” on what was read. Students share the information from that reading with students from other groups and then return to their original groups to share their new knowledge.	Helps students summarize and present information to others in a way that facilitates an understanding of a text (or multiple texts) or issue without having each student read the text in its entirety; by teaching others, they become experts.	Use this strategy to facilitate understanding of high-level readings or readings that incorporate several geographic concepts, such as <i>The Spanish Flu and Its Legacy</i> , which is available on AP Central Human Geography under “Classroom Resources.”

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Strategy	Definition	Purpose	Example
<i>Look for a Pattern</i>	Students evaluate data or create visual representations to find a trend.	Helps students to identify patterns that may be used to draw conclusions.	Using a complex graph (with at least two data sets) or map, have students compare the data to find a trend and draw a conclusion.
<i>Making Connections</i>	Students are given a concept, term, or document and asked to write what they know about it. Then, students are paired and asked to determine, describe, and explain the connection between the two concepts.	Reinforces the fact that course concepts are often connected and provides the opportunity for students to make and explain connections between and among these concepts.	Write concepts related to one of the course big ideas on cards, place them in a box, and have students pick a card at random. Give students a few minutes to gather and recall information about the concept, and then pair students and ask them to find the connection between their concepts. Finally, ask the pairs to write a brief explanation of how the concepts are related.
<i>Quickwrite</i>	Students write for a short, specific amount of time about a designated topic.	Helps generate ideas in a short time.	As preparation for the free-response questions, have students write to describe, explain, or apply a geographic situation or scenario. Over the course of the academic year, add stimuli to these free-response prompts.
<i>Self/Peer Review</i>	Working alone or with a partner to examine a piece of writing for accuracy and clarify.	Provides students with an opportunity to edit a written text to ensure the correctness of identified components.	Students should learn to interpret, evaluate, respond to, and write about a variety of written texts and graphic images. After students have completed a writing assignment, have them perform self and peer revisions of their writing.
<i>Shared Inquiry</i>	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.	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.	Ask students to read Edward Relph's "Sense of Place" and discuss the geographical sense of place and its components. Have students evoke a sense of place within their personal and shared communities.

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Strategy	Definition	Purpose	Example
<i>Socratic Seminar</i>	This is a focused discussion on a topic, essential question, or selected text in which students ask questions of one another. The questions initiate a conversation that continues with a series of responses and additional questions.	Helps students arrive at a new understanding by asking questions that clarify; challenging assumptions; probing perspective and point of view; questioning facts, reasons, and evidence; or examining implications and outcomes.	Initiate a discussion of an essential question, such as <i>What are the consequences, including positive, negative, and unintended, of each type of population policy?</i> during which students can illustrate their understanding of the learning objectives and essential knowledge statements.
<i>Think-Pair-Share</i>	Students think through a question or issue alone, pair with a partner to share ideas, and then share results with the class.	Enables the development of initial ideas that are then tested with a partner in preparation for revising ideas and sharing them with a larger group.	To practice comparing the spatial variations of theories of development, ask students to use Think-Pair-Share to come up with similarities, differences and relevance to geographic processes for Rostow's Stages of Economic Growth, Wallerstein's World System Theory, dependency theory, and commodity dependence.

Developing the Course Skills

Throughout the AP Human Geography course, students will develop skills that are fundamental to the discipline of geography. Since these are the skills that adept geographers demonstrate, students will benefit from multiple opportunities to develop them in a scaffolded manner. Through the use of guided questioning, discussion techniques, and other instructional strategies, students can practice applying these skills in new contexts, providing an important foundation for their college and career readiness.

The skill categories articulated in the course framework equip students to understand, analyze, and apply geographic information in a process similar to that followed by geographers. This process involves the analysis of spatial relationships, quantitative and qualitative sources, and scale.

The unit guides feature a suggested skill that students can practice using the content of each topic. You are free to use that structure or create a system of your own, helping students develop skills throughout the course through the sequencing and scaffolding appropriate for them.

The tables on the pages that follow look at each of the skills and provide examples of questions and instructional strategies for incorporating those skills into your instruction.

Skill Category 1: Analyze geographic theories, approaches, concepts, processes, or models in theoretical and applied contexts.

Students should be given ample practice to apply their content knowledge. Geographers practice their discipline by applying their knowledge to different contexts and scenarios.

The table that follows provides examples of activities and instructional strategies for teaching students to analyze geographic theories, approaches, concepts, processes, or models in theoretical and applied contexts.

Skill Category 1: *Concepts and Processes*

Skill	Key Tasks	Sample Activities	Instructional Strategies
1.A: <i>Describe geographic concepts, processes, models, and theories.</i>	<ul style="list-style-type: none"> Describe the characteristics and traits of course aspects, such as economic and social development. 	Before beginning a deeper discussion on theories of development, have students describe some different theories and how they vary.	Graphic Organizer
1.B: <i>Explain geographic concepts, processes, models, and theories.</i>	<ul style="list-style-type: none"> Explain why there are concerns about development and sustainability. Explain how sustainability principles relate to and impact industrialization and spatial development. 	Ask students to explain the interplay of the processes of development and principles of sustainability. What are examples of sustainable development policies?	Debriefing Discussion Group
1.C: <i>Compare geographic concepts, processes, models, and theories.</i>	<ul style="list-style-type: none"> Identify the relevant, specific categories for comparing similarities and differences. Explain the reasons for the relevant similarities and differences. Explain the relevance, implications, and/or significance of the similarities and differences. 	<p>Ask students to identify and explain relevant, specific similarities and differences between federal and unitary states.</p> <p>Make sure students understand that they need to identify relevant and specific similarities and differences. They should compare like factors.</p>	Graphic Organizer Look for a Pattern Think-Pair-Share

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Skill Category 1: Concepts and Processes (cont'd)

Skill	Key Tasks	Sample Activities	Instructional Strategies
<p>1.D: Describe a relevant geographic concept, process, model, or theory in a specified context.</p>	<ul style="list-style-type: none"> ▪ Describe how geographic concepts, processes, models, or theories have changed over time. ▪ Describe the reasons for causes and effects. ▪ Describe the concepts using real-world scenarios. 	<p>Ask students to explain how a geographic process, such as migration, has changed over time.</p> <p>Have students explain the reasons why geographic theories, such as environmental determinism, have changed.</p> <p>Ask students to use real-world scenarios to describe how geographic models, such as the demographic transition model, have changed.</p>	<p>Debriefing</p> <p>Discussion Groups</p> <p>Quickwrite</p>
<p>1.E: Explain the strengths, weaknesses, and limitations of different geographic models and theories in a specified context.</p>	<ul style="list-style-type: none"> ▪ Explain how geographic models and theories have changed over time. ▪ Explain the implications of this change over time. ▪ Identify and explain the reasons for causes and effects. 	<p>Have students examine a geographic model, such as the von Thünen model, and explain its strengths, weaknesses, or limitations. Also, explain how that model has changed over time.</p> <p>Ask students to explain the implications of a geographic theory, such as the Malthusian theory.</p>	<p>Discussion Groups</p> <p>Look for a Pattern</p> <p>Think-Pair-Share</p>

Skill Category 2: Analyze geographic patterns, relationships, and outcomes in applied contexts.

Geographers seek to understand the associations and networks among phenomena in particular places and to explain their implications. You can help students come to understandings about course concepts by giving them ample practice analyzing geographic patterns, relationships, and outcomes.

The table that follows provides examples of questions, activities, and instructional strategies for teaching students to analyze geographic patterns, relationships, and outcomes in different locations or at different times.

Skill Category 2: Spatial Relationships

Skill	Key Questions	Sample Activities	Instructional Strategies
2.A: Describe spatial patterns, networks, and relationships.	<ul style="list-style-type: none"> What are spatial patterns, networks, and relationships? 	Using maps or quantitative or geospatial data about a topic such as population distribution, ask students to describe spatial patterns.	Look for a Pattern
2.B: Explain spatial relationships in a specified context or region of the world, using geographic concepts, processes, models, or theories.	<ul style="list-style-type: none"> How and why do spatial patterns, networks, and relationships occur differently in various parts of the world? 	Ask students to identify general factors that influence migration. Then ask them to categorize the factors. Finally, have students list factors associated with different regions and explain why they are applicable there.	Graphic Organizer Think-Pair-Share
2.C: Explain a likely outcome in a geographic scenario, using geographic concepts, processes, models, or theories.	<ul style="list-style-type: none"> What outcome do you predict in a particular geographic scenario? Why do you think that outcome would occur in that geographic scenario? 	Present students with real-world scenarios from a geographic scenario such as territorial disputes among sovereign states. Ask them to predict and explain outcomes using geographic concepts, processes, models, or theories.	Debriefing
2.D: Explain the significance of geographic similarities and differences among different locations and/or at different times.	<ul style="list-style-type: none"> What are the similarities and/or differences of different locations at different times? How and why do those similarities and/or differences of different locations manifest themselves at different times? Why does the similarity or difference matter? 	Look at the forms of governance, historical and present, for countries in a particular world region. What geographic factors influenced the formation and change of governments? How do these governments reflect geographic concepts, processes, models, or theories?	Graphic Organizer Jigsaw

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Skill Category 2: Spatial Relationships (cont'd)

Skill	Key Questions	Sample Activities	Instructional Strategies
<p>2.E: <i>Explain the degree to which a geographic concept, process, model, or theory effectively explains geographic effects in different contexts and regions of the world.</i></p>	<ul style="list-style-type: none"> ▪ How and why does a geographic concept, process, model, or theory explain geographic effects in different contexts and regions of the world? ▪ To what extent does a geographic concept, process, model, or theory explain geographic effects in different contexts and regions of the world? 	<p>Ask students to discuss population increase and its checks from a Malthusian perspective. What are some alternative viewpoints to Malthusian theory?</p>	<p>Critique Reasoning Debate</p>

Skill Category 3: Analyze and interpret quantitative geographic data represented in maps, tables, charts, graphs, satellite images, and infographics.

The analysis, interpretation, and application of quantitative information are vital skills for students in AP Human Geography. Analysis can be taught using any type of quantitative information, but students should be provided with current data so that they can draw accurate conclusions and apply that knowledge to the enduring understandings and learning objectives in the curriculum.

The table that follows provides examples of questions, activities, and instructional strategies for teaching students to analyze and interpret quantitative geographic data represented in maps, tables, charts, graphs, satellite images, and infographics.

Skill Category 3: Data Analysis

Skill	Key Questions	Sample Activities	Instructional Strategies
3.A: <i>Identify the different types of data presented in maps and in quantitative geospatial data.</i>	What do the data show?	Present students with maps that showcase different variables, such as population by demographics (e.g., age, income, education). Ask them to identify the categories of data presented in the maps.	Debriefing
3.B: <i>Describe spatial patterns presented in maps and in quantitative and geospatial data.</i>	What patterns can you identify from the data?	Ask students to describe patterns in the data, such as land-use patterns and practices in different agricultural production regions.	Look for a Pattern
3.C: <i>Explain patterns and trends in maps and in quantitative and geospatial data to draw conclusions.</i>	How does the trend in the data inform your conclusion? Why does the trend in the data support your conclusion? What is the reasoning behind your conclusion?	Ask students to identify multiple patterns or trends within a data set and then explain how and why they are related.	Debriefing
3.D: <i>Compare patterns and trends in maps and in quantitative and geospatial data to draw conclusions.</i>	What conclusions can you draw by comparing the trends you found in the data? How does the pattern or trend in one data set compare to that in another data set?	Ask students to compare the trends and draw a conclusion about the data. They should also explain their reasoning.	Create Representations Look for a Pattern
3.E: <i>Explain what the data imply or illustrate about geographic principles, processes, behaviors, and outcomes.</i>	How do these data relate to a geographic process?	Have students apply the information gleaned from data sources to a geographic principle, process, behavior, or outcome.	Create Representations Look for a Pattern
3.F: <i>Explain possible limitations of the data provided.</i>	What do the data not tell you?	Lead students in analyzing the possible limitations of the data and what is not revealed.	Create Representations Look for a Pattern

Skill Category 4: Analyze and interpret qualitative geographic information represented in maps, images, and landscapes.

The AP Human Geography course requires students to analyze visual sources in order to understand patterns and trends and how they illustrate geographic principles, behaviors, and outcomes.

The following table provides examples of questions and instructional strategies for teaching students to analyze and interpret qualitative geographic information represented in maps, images (e.g., satellite, photographs, cartoons), and landscapes.

Skill Category 4: Source Analysis

Skill	Sample Activity	Key Questions	Instructional Strategies
4.A: <i>Identify the different types of information presented in visual sources.</i>	Provide students with a map, image, or landscape to address the key questions.	What is being shown in the map, image, or landscape? What perspective is being shown in the map or image?	Debriefing Quickwrite
	Provide students with written accounts to address key questions.	What is being presented in this written account? Who created this written account? What perspective can you identify?	Critique Reasoning Quickwrite
4.B: <i>Describe the spatial patterns presented in visual sources.</i>	Provide students with a map, image, or landscape to address the key questions.	What spatial patterns are depicted in this map, image, or landscape?	Look for a Pattern
	Provide students with written accounts to address key questions.	What spatial pattern is articulated in this written account?	Critique Reasoning
4.C: <i>Explain patterns and trends in visual sources to draw conclusions.</i>	Provide students with a map, image, or landscape to address the key questions.	How and why does this pattern or trend emerge in this map, image, or landscape?	Create Representations Think-Pair-Share
	Provide students with written accounts to address key questions.	How and why does this pattern or trend emerge in this written account?	Create Representations Think-Pair-Share

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Skill Category 4: Source Analysis (cont'd)

Skill	Sample Activity	Key Questions	Instructional Strategies
4.D: Compare patterns and trends in visual sources to draw conclusions.	Provide students with a map, image, or landscape to address the key questions.	How do the patterns and trends in one map, image, or landscape compare to patterns and trends in another map, image, or landscape? What conclusions can you draw about patterns and trends when comparing different maps, images, or landscapes?	Graphic Organizer Quickwrite
	Provide students with written accounts to address key questions.	How does the pattern and trend in one written account compare to patterns and trends in another written account? What conclusions can you draw about patterns and trends when comparing different written accounts?	Jigsaw Debate
4.E: Explain how maps, images, and landscapes illustrate or relate to geographic principles, processes, and outcomes.	Provide students with a map, image, or landscape to address the key questions.	How does what you see relate to a geographic principle, process, or outcome?	Quickwrite Think-Pair-Share
	Provide students with written accounts to address key questions.	How does what you read relate to a geographic principle, process, or outcome?	Critique Reasoning Jigsaw
4.F: Explain possible limitations of visual sources provided.	Provide students with a map, image, or landscape to address the key questions.	What does the map, image, or landscape not show?	Debate Quickwrite
	Provide students with written accounts to address key questions.	What does the written account not say?	Critique Reasoning Debate

Skill Category 5: Analyze geographic theories, approaches, concepts, processes, and models across geographic scales to explain spatial relationships.

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.

The table that follows provides examples of questions, activities, and instructional strategies for teaching students to analyze geographic theories, approaches, concepts, processes, and models across geographic scales to explain spatial relationships.

Skill Category 5: Scale Analysis

Skill	Key Questions	Sample Activities	Instructional Strategies
5.A: <i>Identify the scales of analysis presented by maps, quantitative and geospatial data, images, and landscapes.</i>	<ul style="list-style-type: none"> What are the different scales of analysis? Why is it important to look at data through different scales? 	Take a set of data and show students what the global, national, regional, and local patterns are. Have them repeat the exercise with different data.	Graphic Organizer Look for a Pattern
5.B: <i>Explain spatial relationships across various geographic scales using geographic concepts, processes, models, or theories.</i>	<ul style="list-style-type: none"> What do scales of analysis reveal about spatial relationships? How do geographic concepts, processes, models, or theories impact spatial relationships? 	Ask students to articulate characteristics of spatial relationships at various levels of scale. Ask them to explain why those trends occur.	Quickwrite Think-Pair-Share
5.C: <i>Compare geographic characteristics and processes at various scales.</i>	<ul style="list-style-type: none"> How do geographers apply scale analysis at different levels? How do data at one level of scale analysis compare to the data at a different level? 	Identify several geographic processes. Using associated data, scale up and down to see patterns and trends at the various levels.	Graphic Organizer Look for a Pattern
5.D: <i>Explain the degree to which a geographic concept, process, model, or theory effectively explains geographic effects across various geographic scales.</i>	<ul style="list-style-type: none"> How and why does a geographic concept, process, model, or theory explain geographic processes? To what extent does a geographic concept, process, model, or theory explain geographic processes? 	Present students with real-world scenarios, such as maritime boundary disputes, and ask them to use economic or other data for decision-making purposes. Have students justify their decisions.	Debate Jigsaw

Primary Textbook(s) Used for this Course of Instruction

Name of Textbook: Human Geography- People, Place and Culture AP Edition

Textbook ISBN #: 13: 978-1-119-04314-0

Textbook Publisher &Year of Publication: Wiley 2015

Curriculum Textbook is utilized in (title of course): AP Human Geography

Please complete one sheet for each primary textbook.

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