Course Introduction

AP® Human Geography is a yearlong college-level course designed to prepare students for the Advanced Placement (AP) Human Geography Exam. The course focuses on the study of human populations and their interaction with one another, as well as with the physical and built environments.

Emphasis is placed on critical and evaluative thinking skills, free-response writing, and research. Students will demonstrate that they can understand and implement skills via written work, project-based activities, and assessments.

Course Organization

The course is divided into seven units. Each unit includes essential questions and key terms for students to master, as well as a regional study of the world to be completed and turned in at the end of the unit. Students complete regional map activities to reinforce their knowledge of regions, political geography, physical geography, cultural geography, and key toponyms.

Acquiring and Demonstrating Knowledge

Students will receive direct instruction though lectures and textbook readings, and a wide variety of projects, class discussions, supplemental readings, and short writing activities are included to promote student inquiry. Throughout the course, students will engage in research-based assignments including, projects, field studies, and data collection and analysis.

Essays

Throughout the course, free-response essays help students to practice for the AP Human Geography Exam. Each unit includes a practice free-response question, and the course's final unit includes full practice exams to help students prepare for the AP exam.

Course Resources [CR1]

Textbook

Rubenstein, James M. *The Cultural Landscape: An Introduction to Human Geography*. 11th ed. New York: Prentice Hall, 2014.

Supplementary Readings and Materials

The course includes a variety of supplementary readings from newspapers, magazines, and journals to expand upon textbook readings. These supplements highlight real-life examples of geographic concepts while providing greater depth of inquiry. Additional materials, including case studies, videos, and aerial photos, will be used to supplement primary course materials.

Online Resources [CR1]

Population Reference Bureau https://www.prb.org/
US Census Bureau https://www.census.gov/
Online mapping websites

Course Activities

Throughout the course, students will engage in activities designed to deepen their understanding of the three "big ideas" of Human Geography: Big Idea 1: Patterns and Spatial Organization (PSO), Big Idea 2: Impacts and Interactions (IMP), and Big Idea 3: Spatial Processes and Societal Change (SPS).

Essential questions provoke thought, while activities will allow students to develop and apply the skills necessary for the successful study of Human Geography. These ideas will converge in a course long-project: Developing Country Portfolio, in which students will build a portfolio on different aspects of a chosen developing country. Students will consider cultural, political, economic, environmental, and historical factors to explain society within that developing country.

Course Organization [CR2]

The course includes seven content units and a review unit. The corresponding AP Curriculum and Exam Description (CED) unit and textbook chapters are as follows:

Course Unit	CED Unit	Text Chapters
1. Geography: Its Nature and Perspectives	1	1
2. Population	2	2 & 3
3. Cultural Patterns and Processes	3	4, 5, 6, & 7
4. Political Organization of Space	4	8
5. Agriculture and Rural Land-Use	5	10
6. Industrial and Economic Development	7	9 & 11
7. Cities and Urban Land-Use	6	12 & 13
8. Exam Preparation and Review	N/A	N/A

Course Outline

Unit 1: Thinking Geographically

***Readings* [CR1]**

Rubenstein, Chapter 1: Basic Concepts

- Key Issue 1.1: How Do Geographers Describe Where Things Are?
- Key Issue 1.2: Why Is Each Point on Earth Unique?
- Key Issue 1.3: Why Are Different Places Similar?
- Key issue 1.4: Why Are Some Human Actions Not Sustainable?

Additional Sources: Academic journals, mapping websites, images, news articles. Examples

include (but are not limited to): “Tribes See Name on Oregon Maps as Being Out of Bounds” by Richard Pérez-Peña and “New Orleans after Hurricane Katrina: Sustainability and Inequality”.

Essential Questions

- What is human geography and what themes are studied?
- What historic and contemporary tools are employed by the geographer?
- How is each unique place on the planet characterized?
- What creates similarity between regions?
- How do humans affect sustainability of the Earth?
- What is spatial perspective?

Instructional Concepts **[CR2] [CR3]**

1. The study of geography
    a. Fundamental questions of geography (where, why there)
    b. Branches and categories of study
        i. Human geography
        ii. Physical geography
    c. Uses of geography
2. Fundamental concepts of geography
    a. Thinking geographically
    b. Geographic concepts
    c. Fundamental themes and elements of geography
3. Fundamental geographic skills
    a. Mapping and spatial thinking
    b. Regionalization
    c. Place
4. A geographer’s toolset
    a. GIS and mapping
    b. Remote sensing
    c. GPS
    d. Mapping and cartography
5. Regional studies: Oceania, Australia, and Antarctica

Activities

- Map and Source Analysis: Students evaluate maps, and explain how this information communicates economic, social, and environmental-information (and inequality) in New Orleans following Hurricane Katrina. **Skills:** 3.A, 3.E
- In a short essay, students explain the difference between historic and spatial perspectives, and provide examples of each. **Skill:** 1.A, 1.C
- After reading an article, “Tribes See Name on Oregon Maps as Being Out of Bounds” By Richard Pérez-Peña, students explain reasons American Indians have proposed toponym

changes to landmarks on Oregon maps, and how that relates to the sense of place. **Skills:** 1.D

- Students analyze a photograph of Copenhagen, Denmark to identify and describe three properties of distribution. **Skills:** 1.D, 4.B
- In a short essay, students explain the relationship of Earth's physical systems and three pillars of sustainability.
    - Explain the cultural ecology theories of cultural Possibilism, and environmental determination, and provide examples of each. **Skills:** 1.B, 1.C
- Students create physical and political maps of Australia and Oceania. **Skills:** 3.A, 5.A
- Students create world maps. **Skills:** 3.A, 5.A

Big Ideas Featured Examples [CR3]

- *Geographer's Tools: GIS & MPI Data Analysis*
  (**Big Idea 2: IMP/ Skills 3.B, 3.C, 5.A**) **[CR6] [CR8]**
    - To understand scale, density, and distribution, students will use a GIS (geographic information system) website to analyze a map showing the dot density of New York's senior population.
    - In part two of the assignment, students will use an MPI (multidimensional poverty index) website to analyze data and maps and draw conclusions about poverty within a country, identify the areas that are most and least at risk, and describe steps the country must take to improve.
- *Globalization Choropleth Map*
  (Big Idea 1: PSO/ Skills 3.B, 5.A, 5.B) **[CR4] [CR8]**
    - In order to explain patterns in geospatial data, students will create a choropleth map to demonstrate the relationship between and draw conclusions about household items and globalization.

Unit 2: Population and Migration Patterns and Processes

Readings **[CR1]**

Rubenstein, Chapter 2: Population and Health

- Key Issue 2.1: Where Is the World's Population Distributed?
- Key Issue 2.2: Why Is Global Population Increasing?
- Key Issue 2.3: Why Does Population Growth Vary among Regions?
- Key Issue 2.4: Why Do Some Regions Face Health Threats?

Rubenstein, Chapter 3: Migration

- Key Issue 3.1: Where Are Migrants Distributed?
- Key Issue 3.2: Where Do People Migrate within a Country?
- Key Issue 3.3: Why Do People Migrate?
- Key Issue 3.4: Why Do Migrants Face Obstacles?

Additional Sources: Academic journals, maps, population data websites, and news articles. Examples include (but are not limited to): “A World with 11 Billion People? New Population Projections Shatter Earlier Estimates” by Robert Kunzig, “The Changing Face of West Africa Has Fueled the Ebola Crisis” by Jason Beaubien, and "Flood of Desperate Refugees Tests Spaniards’ Tolerance” by Lauren Frayer.

Essential Questions

- How is population measured?
- What factors change the global population?
- How is population growth modeled?
- How do population stages relate to health?
- What patterns are seen in migration?
- Why has migration within large countries changed?
- What models and theories of migration exist?
- What issues do international migrants face?

Instructional Concepts **[CR2] [CR3]**

1. Population
    a. Measuring population
    b. Population distribution
        i. Population density maps
        ii. Aerial photographs
    c. Population density
    d. Population composition
        i. Demographic transition model
        ii. Population pyramids
2. Population patterns
    a. Global and regional population distribution
    b. Historical trends
3. Factors affecting population
    a. Fertility and mortality
    b. Health care and disease
    c. Population policies
    d. Eugenics and genocide
4. Migration and population
    a. Types of migration
    b. Reasons for migration
    c. Consequences and challenges surrounding migration
5. Regional studies: South Asia and East Asia

Topics **[CR2]**

- Population Distribution

- Recognizing Population Patterns and Historical Trends
- Patterns of Fertility and Mortality
- Health Care and Disease
- Politics, Policies, and Population
- Immigration: Refugees and Asylees

Activities

- In a short essay, students explain how economics contributes to migration to Europe, and describe the social, economic, and political effects of migration on a single European country. **Skills:** 1.A, 1.C, 2.B
- In a short essay, students compare internal migration in Brazil and China. **Skill:** 2.D
- In a short essay, students explain the causes and consequences of the spread of Ebola from rural to urban areas in West Africa. **Skill:** 2.E
- Students will conduct research to create a map to illustrate the migration history of their own family or someone close to them.
- Students create physical and political maps of East Asia and South Asia.
- Students complete a free response question by responding to the following prompt: *Study the graphic provided. Then, a) Identify each of the three population pyramid shapes by describing the demographic features it represents. Then, give an example of a country that could currently be plausibly represented by it and b) Explain how a population pyramid can be used to: demonstrate demographic transition, identify migration transition patterns, and project a country's future needs.* **Skills:** 3.A, 3.B, 3.C, 3.F, 4.F, 5.A, **[CR6] [CR7] [CR8]**

Big Ideas Featured Examples **[CR3]**

- Constructing a Population Superlatives Map
  (**Big Idea 2:IMP/ Skills 2.A, 3.A**) **[CR5] [CR6]**
  In this activity, students will access the World Population Data Sheet to research information on population superlatives around the world. Using that data, students will create five world maps to represent data and describe patterns.
- Population Growth Predictions
  (**Big Idea 1:PSO/ Skills 3.D, 3.F, 4F**) **[CR6] [CR7]**
  In this activity, students will read articles about population growth predictions from different organizations. Then students will answer in depth questions to compare the data, identify factors that led to different predicted outcomes, and explain the possible limitations of the data.

Unit 3: Cultural Patterns and Processes

Readings **[CR1]**

Rubenstein, Chapter 4: Folk and Popular Culture

- Key Issue 4.1: Where Are Folk and Popular Leisure Activities Distributed?

- Key Issue 4.2: Where Are Folk and Popular Material Culture Distributed?
- Key Issue 4.3: Why Is Access to Folk and Popular Culture Unequal?
- Key Issue 4.4: Why Do Folk and Popular Culture Face Sustainability Challenges?

Rubenstein, Chapter 5: Languages

- Key Issue 5.1: Where Are Languages Distributed?
- Key Issue 5.2: Why Is English Related to Other Languages?
- Key Issue 5.3: Why Do Individual Languages Vary among Places?
- Key Issue 5.4: Why Do People Preserve Local Languages?

Rubenstein, Chapter 6: Religions

- Key Issue 6.1: Where Are Religions Distributed?
- Key Issue 6.2: Why Do Religions Have Different Distributions?
- Key Issue 6.3: Why Do Religions Organize Space in Distinctive Patterns?
- Key Issue 6.4: Why Do Territorial Conflicts Arise among Religious Groups?

Additional Sources: Academic journals, maps, videos, and news articles. Examples include (but are not limited to): Frontline's *Bhutan - The Last Place*.

Essential Questions

- How is culture characterized and distributed?
- Why is material culture different around the world?
- How do cultures sustain practices, and what obstacles exist?
- How does globalization impact cultures?
- How are languages classified, modeled, and distributed?
- Why are languages related?
- How do variations within a language family develop?
- Why do language differences remain in a globalized world?
- How are religions characterized and distributed?
- What are the origins and diffusions of major religions?
- How do religions alter cultural landscape?
- Why do religious conflicts occur?

Instructional Concepts **[CR2] [CR3]**

1. Introduction to culture
    a. Components of culture and culture traits
    b. Diffusion of culture
    c. Factors affecting culture
2. Cultural differences and diffusion patterns
    a. Cultural differences and diffusion
        i. Language
        ii. Religion
        iii. Race and ethnicity
        iv. Gender

        v. Popular cultures and subcultures
        vi. Regional and local cultures
    b. Cultural conflicts
        i. Eugenics and genocide
3. Factors shaping culture
    a. Culture and place
    b. Environmental effects on culture
    c. Cultural effects on the environment
4. Regional studies: the Middle East, Russia, and Central Asia

Topics **[CR2]**

- Exploring Culture: Concepts of Culture
- The Environment: Shaping Cultures
- Exploring Culture: Language
- Exploring Culture: World Religions
- Exploring Culture: Diffusion of Religion
- Exploring Culture: Race, Ethnicity, and Gender
- Controlling Population: Eugenics and Genocide

Activities

- In a comparative analysis, students explain modern challenges to folk and popular cultures. **Skills:** 2.B, 2.E
- In a short essay, students explain the diffusion of Indo-European language: Kurgan warrior theory vs. Renfrew. **Skills:** 2.E, 4.E
- In a short essay, students explain the persistence of isolated languages overtime, and provide two examples. **Skills:** 2.D
- Students create a religion and beliefs graphic organizer to compare 6 major world religions. **Skill:** 2.B
- Students begin a long-term project to create a Developing Country Portfolio. Students document information and analysis about elements of culture, including ethnicities, age, gender, religion, and language. **Skills:** 2.A, 4.A, 4.E
- Students create physical and political maps of Southwest Asia and Central Asia. **Skills:** 4.A, 4.B
- Students complete a free response question by responding to the following prompt*: a) Define folk culture and popular culture. Then, give an example of each. b) Identify and explain ways folk culture and popular culture spread to new places and regions. c) Describe the reasons for the establishment of English as a widely spoken language in relation to global popular culture. Include an example.* **Skills:** 1.A, 2.A, 2.B, 5.B

Big Ideas Featured Examples [CR3]

- Cultural Landscape Analysis
  (**Big Idea 1: PSO** / **Skills 2.B, 4.B**) **[CR5] [CR7]**

    - In order to explain spatial relationships and describe spatial patterns, students will conduct a cultural landscape analysis by traveling to a public space, such as a shopping mall, market, or public park. Students will analyze the space as designed, monitor how the space is being used, and discover the extent of the cultural landscape that has been created.
- Change in Bhutan
  (**Big Idea 3: SPS/ Skill 1.B, 2.E, 5.C**) **[CR4] [CR5] [CR8]**
    - To understand contemporary causes and effects diffusion, students will watch the Frontline Report "Bhutan: The Last Place," and then will complete a series of short answer questions asking them to analyze the economic, social, political, and environmental changes occurring in Bhutan as a result of the growing influence of popular culture with the introduction of television.

Unit 4: Political Patterns and Processes

Readings **[CR1]**

Rubenstein, Chapter 7: Ethnicities

- Key Issue 7.1: Where Are Ethnicities Distributed?
- Key Issue 7.2: Why Do Ethnicities Have Distinctive Distributions?
- Key Issue 7.3: Why Do Conflicts Arise among Ethnicities?
- Key Issue 7.4: Why Do Ethnicities Engage in Ethnic Cleansing and Genocide?

Rubenstein, Chapter 8: Political Geography

- Key Issue 8.1: Where Are States Distributed?
- Key Issue 8.2: Why Are Nation-States Difficult to Create?
- Key Issue 8.3: Why Do Boundaries Cause Problems?
- Key Issue 8.4: Why Do States Cooperate and Compete with Each Other?

Additional Sources: Academic journals, maps, videos, and news articles. Examples include (but are not limited to): "From Kurdistan to Texas, Scots Spur Separatists" by Katrin Bennhold.

Essential Questions

- How are ethnicities distributed at varying scales?
- Why do spatial patterns of ethnic distribution exist?
- What geographic factors may cause conflicts between ethnic groups?
- What historic and recent conflicts were results of ethnic cleansing?
- How are political states defined and where are they distributed?
- Why are nation-states rare?
- What are boundaries and how do they function within or between states?
- What theories of economic and political power do geographers examine?
- How do states form alliances and why do conflicts occur?

Instructional Concepts **[CR2] [CR3]**

1. Organization of space
    a. Territory and boundaries
        i. Nature of boundaries
        ii. Types of boundaries (internal and external)
    b. Factors affecting the creation of boundaries
    c. Influences of boundaries on culture
2. Types of political organization
    a. Forms of governance and organization
    b. Regional and local organization
3. History of political boundaries and territorial organization
    a. Formation of nation-states
    b. Colonialism
    c. Imperialism
    d. Post-colonialism
    e. Communism and democratization
4. Challenges and changes affecting territorial arrangements and organization
    a. Globalization and territorial organization
        i. Unification, fragmentation, and devolution in modern states
        ii. Modern supranational organizations
    b. Politics and organization
    c. Threats to organization and territorial arrangements
5. Regional studies: Africa

Topics **[CR2]**

- Territory and Boundaries in Geography
- Geographer's Perspective: The Influence of Boundaries on Culture
- Geographer's Perspective: Types of Government and Political Systems
- Geography and Internal Boundaries
- Changing Geography: Colonialism
- Colonialism in Africa, Asia, and the Americas
- Changing Geography: Creating the Nation-State
- Post-Colonial Governments in Asia
- Post-Colonial Governments in Africa
- Post-Colonial Governments in the Americas
- Changing Geography: Changing Politics
- Terrorism: The Global Threat
- Modern Global Concerns

Activities

- In a short essay, students explain the roles of nationalism, self-determination, and ethnicity in ethnic conflicts, and give at least three examples. **Skill:** 5.D

- In a short essay, students explain the local and global impact of the results of the Scottish independence vote. **Skill:** 5.D
- In a short essay, students compare similarities and differences in the World Systems, Heartland, and Rimland geopolitical theories. **Skills:** 1.C, 4.B
- Students construct a graphic organizer to compare similarities and differences in the purpose, goals, and memberships of supranational organizations and describe each's effects on the sovereignty of states. **Skill:** 5.C
- Students continue work on their long-term project of creating a Developing Country Portfolio by providing information and analysis about ethnicities and political geography. **Skills:** 2.A, 3.E
- Students create physical and political maps of Africa. **Skills:** 4.A, 4.B
- Students complete a free response question by responding to the following prompt: *a) Define terrorism. b) Explain how terrorism has changed global understandings of the meaning of warfare and the process of conducting warfare. c) Explain how military operations against terrorism have affected understandings about the meaning of sovereignty.* **Skills:** 2.E, 5.C

Big Ideas Featured Examples [CR3]

- Scale and Patterns of Migration
  (**Big Idea 1:PSO / Skill 5.C**) **[CR8]**
  - Students will conduct research to identify the distribution of African Americans, Hispanics, and Asians in the United States across regional, state, and urban scales. Then, in a short essay, students will explain how scale reveals distinctive patterns of migration and settlement of ethnic groups.

- Boundary Analysis
  (**Big Idea 1:PSO / Skill 1.C, 2.E**) **[CR4] [CR5]**
  - Using maps to identify trends and geographic principles students will research different types of boundaries, including, political, cultural, and physical boundaries. They will construct graphic organizers and respond to short answer questions to explain the factors that influence boundary organization and the benefits and challenges associated with each type.

- The Debate over the One China Policy
  (**Big Idea 3:SPS / Skills 2.A, 5.B**) **[CR5] [CR8]**
  - In order to understand the complex relationship between China and Taiwan, students will read an article about the One China Policy, then in a short answer response, will explain the debate over China's territoriality and Taiwan's sovereignty.

Unit 5: Agricultural and Rural Land Use Patterns and Processes

Readings **[CR1]**

Rubenstein, Chapter 10: Food and Agriculture

- Key Issue 10.1: Where Did Agriculture Originate?
- Key Issue 10.2: Why Do People Consume Different Foods?
- Key Issue 10.3: Where Is Agriculture Distributed?
- Key Issue 10.4: Why Do Farmers Face Economic Difficulties?

Additional Sources: Academic journals, maps, videos, and news articles. Examples include (but are not limited to): "How the Potato Changed the World" by Charles C. Mann.

Essential Questions

- What is the origin and diffusion of agriculture?
- What role does climate play in agriculture?
- Why is production and consumption of food different around the world?
- How is agriculture in developed regions different from agriculture in developing regions?
- What challenges do farmers face in developed regions and developing regions?

Instructional Concepts **[CR2] [CR3]**

1. Development of modern agriculture
    a. Neolithic Agricultural Revolution
    b. Agricultural hearths
    c. Second Agricultural Revolution
    d. Green Revolution
2. Land use and settlement patterns
    a. Agricultural land use
    b. Von Thünen model
    c. Agriculture and modern settlement patterns
3. Production and consumption
    a. Agricultural production regions
    b. Altering the land
    c. Consumption
    d. Modern commercial agriculture
        i. Effects of mechanization and new technologies
        ii. Effects of the growth of commercial agriculture
        iii. Biotechnology and its effects
            1. GM Foods – production and consumption
            2. Organic farming
            3. Criticisms
    e. Challenges in agriculture
        i. Land and water resources
        ii. Limited resource farming

iii. Famine and population growth

4. Environmental impact of agriculture
    a. Deforestation
    b. Desertification
    c. Damming and its effects
    d. Erosion
5. Regional Studies: The United States and Canada

Topics **[CR2]**

- Physical Geography of the United States and Canada
- Cultural Geography of the United States and Canada
- Evolution of Geographic Theories and Ideas
- Early Agrarian Societies
- Revolutions in Agriculture
- Land Use: Settlement Patterns
- Agri-Zones: Regions of Production
- Agriculture: Products and Consumption
- Economic Factors of Agricultural Production
- Modern Agriculture: Changing Landscapes
- Changing Face of Farm
- Changing Technology, Changing Agriculture

Activities

- In a short essay, students compare commercial and subsistence agriculture in the modern world. **Skills:** 3.D, 5.C
- In a short essay, students explain the influence of the Potato on agriculture. **Skills:** 2.D, 5.C
- In a short essay, students explain the differences in food consumption in developed vs developing countries and identify factors that contribute to disparities between dietary needs and nutrient consumption. **Skills:** 2.D, 4.D, 5.C
- Students continue work on their long-term project of creating a Developing Country Portfolio by providing information and analysis about nutrition, food production, role of women in agricultural practices, socioeconomics of food production and agriculture. **Skills:** 2.A, 2.E, 3.C
- Project: Students create physical and political maps of the United States and Canada **Skills:** 4.A, 4.B
- Students complete a free response question by responding to the following prompt: *Some subsistence agriculture practices in least developed countries (LDCs) include shifting cultivation, pastoral nomadism, and intensive subsistence. Choose one of these practices and respond to the following. a) Define the agricultural practice and describe three of its characteristics. b) Describe the geographic distribution of the agricultural practice. c) Discuss in detail two future challenges for the agricultural practice.* **Skills:** 1.A, 1.D

Big Ideas Featured Examples **[CR3]**

- Von Thünen Model Analysis
  (**Big Idea 1: PSO Skills 5.C, 1.C, 1.E**) **[CR4] [CR8]**
  - In this activity, students will describe the location of dairy farming, animal grazing, grain fields, and forests and explain how rural land use corresponds with the assumptions and econometrics of relative location.
- Food Product and Market Relationship Analysis
  (**Big Idea 2:IMP, Big Idea 3:SPS Skills: 2.A, 3.E, 4.A, 5.B**) **[CR5][CR6 [CR7][CR8]**
  - In order to understand the impact of globalization on farming and spatial relationship across locations and place, students will conduct field research, create a graphic organizer, and summarize their findings to demonstrate understanding of the economic relationship between food production and market location. Students will consider farming practices, country of origin, environmental consequences and their relationship to market price.

Unit 6: Industrialization and Economic Development Patterns and Processes

Readings **[CR1]**

Rubenstein, Chapter 9: Development

- Key Issue 9.1: Why Does Development Vary among Countries?
- Key Issue 9.2: Why Does Development Vary by Gender?
- Key Issue 9.3: Why Are Energy Resources Important for Development?
- Key Issue 9.4: Why Do Countries Face Obstacles to Development?

Rubenstein, Chapter 11: Industry and Manufacturing

- Key Issue 11.1: Where Is Industry Distributed?
- Key Issue 11.2: Why Are Situation and Site Factors Important?
- Key Issue 11.3: Where Does Industry Cause Pollution?
- Key Issue 11.4: Why Are Situation and Site Factors Changing?

Additional Sources: Academic journals, videos, maps, development indexes, and news articles.

Essential Questions

- How is development measured and what patterns are seen?
- Why is gender considered in development?
- How does sustainability of resources relate to development?
- What theories apply to development and what obstacles may exist?
- How did industrialization begin and diffuse?
- What factors are determinants for distribution of industries?
- How have human advancements with industrialization impacted the environment?

- What shifts are occurring with the new international division of labor?

Instructional Concepts **[CR2] [CR3]**

1. Economic and social development
    a. What is development?
        i. How is development measured?
        ii. Models of economic development
            1. Rostow's Modernization model
            2. Neocolonialism
            3. The Brandt Line
            4. World Systems Theory
    b. Economic development
        i. Economic sectors
        ii. Comparative advantage and specialization
        iii. Economic systems
        iv. Formal and informal sectors
    c. Factors affecting development and economic growth
    d. Increasing development and economic growth
        i. Export processing zones (maquiladoras)
        ii. Outsourcing
        iii. Government incentives
        iv. NGOs
2. Economics of industrialization
    a. First and Second Industrial Revolutions
    b. Global financial resources
        i. IMF
        ii. World Bank
        iii. NGOs
        iv. Successes and criticisms
    c. Gender and economic development
3. Global economic issues
    a. Westernization
    b. World-systems theory (core, periphery)
    c. World Trade Organization
    d. Multinational organizations
    e. Challenges of industrialization
    f. Labor issues
    g. Environmental issues
4. Regional Studies: Europe

Topics **[CR2]**

- Physical Geography of Europe
- Cultural Geography of Europe
- Economic and Social Development

- Global Economic Sectors and Systems
- Barriers to Economic Growth
- Gender and Economic Development
- Revolutions in Technology
- Financial Resources and Global Lending
- Westernization and Commoditization
- Ethics of Industrialization
- Environmental Concerns of Industrialization
- Greening the Globe

Activities

- Students complete a short writing assignment where they analyze relationships between technology and development using the HDI. **Skills:** 4.D, 5.B, 5.C
- Students analyze how the distribution of fuel resources impacts supply and demand of energy and respond to a writing prompt. **Skills:** 4.D, 5.B, 5.C
- Students complete a short essay in which they explain Rostow's Modernization model and analyze challenges countries may face when putting this theory into practice. **Skills:** 1.A, 1.D, 1.oE
- Students analyze the relationship between the "new international division of labor," level of development, and transnational corporations and respond to a short essay prompt. **Skills:** 2.A, 5.C
- Students complete work on their long-term project of creating a Developing Country Portfolio by providing information and analysis about economic and social development. Students present their project to their peers. **Skills:** 2.A, 2.E, 3.C
- Students create physical and political maps of the Europe **Skills:** 4.A, 4.B
- Students complete a free response question by responding to the following prompt: *Globalization of the world's economy continues to have positive and negative consequences, depending on one's perspective. a) Define globalization. b) Discuss in detail an example of one significant economic impact of globalization in a specific country, and examine how this impact may be viewed positively and negatively. c) Discuss in detail an example of one cultural impact of globalization in a specific country, and examine how this impact may be viewed positively and negatively.* **Skills:** 2.A, 2.B, 5.D

Big Ideas Featured Examples **[CR3]**

- Site and Situation Factor Analysis (**Big Idea 3:SPS / Skill 5.B**) **[CR8]**
    - In this activity, students will conduct research of three industries near their location (local, state, or regional) to analyze site and situational factors, and their effects on industry, both on a local and global scale. Students will then develop a graphic organizer to illustrate their findings, and write short answer responses that asks them to analyze their research and make predictions about industrial growth potential at different scales.

- Mapping Industrial Regions
  (**Big Idea 1: PSO / Skill 3.E**) **[CR6]**
  - In this activity, students will identify industrial regions and their products around the world, then map their findings to illustrate geographic principles, patterns and trends.

Unit 7: Cities and Urban Land Use Patterns and Processes

Readings **[CR1]**

Rubenstein, Chapter 12: Services and Settlements

- Key Issue 12.1: Where Are Services Distributed?
- Key Issue 12.2: Where Are Consumer Services Distributed?
- Key Issue 12.3: Where Are Business Services Distributed?
- Key Issue 12.4: Why Do Services Cluster in Settlements?

Rubenstein, Chapter 13: Urban Patterns

- Key Issue 13.1: Why Do Services Cluster Downtown?
- Key Issue 13.2: Where Are People Distributed within Urban Areas?
- Key Issue 13.3: Why Are Urban Areas Expanding?
- Key Issue 13.4: Why Do Cities Face Challenges?

Essential Questions

- What are services and where are they located?
- How do theories explain distribution of services for consumers?
- What are business services and where are they located?
- How do services vary between rural settlements and urban settlements?
- What defines "downtown," and how are cities described?
- How do models explain the distribution of people in urban structures?
- As urban areas expand, how are patterns of transportation, population distribution, and governments changing?
- What challenges do urban areas face—physically, socially, and economically?

Instructional Concepts **[CR2] [CR3]**

1. The urban environment
   a. Early cities
   b. Growth of early cities
   c. Urban planning and design
      i. Models of urban growth
         1. Central place theory
         2. Concentric zone model
         3. Hoyt model (sector model)
         4. Multiple-nuclei model
      ii. Built vs. natural environments

        iii. Organic vs. planned growth
    d. Influence of transportation and infrastructure
    e. The suburban environment
        i. Factors affecting growth
        ii. Commercial landscapes
        iii. Urban sprawl and decay
        iv. Edge cities
        v. Sustainability models
2. Modern urban spaces
    a. Demographic changes
    b. Immigration and migration
        i. Influence on city culture and architecture
        ii. Enclaves
        iii. Assimilation
    c. Factors leading to unequal development
        i. Gentrification
        ii. Segregation
        iii. Ghettoization
        iv. Poverty and economic decline
3. Comparative urban environments
    a. Categorization
        i. Rank-size distribution
        ii. Lower and higher order settlements
        iii. Primate cities
        iv. Influences on planning (colonization, history, political ideology, religion)
    b. Global cities
        i. Influence of globalization and westernization
        ii. Economic and cultural effects
        iii. Megacities
    c. Challenges
        i. Rapid economic development
        ii. Unequal access to resources and services
        iii. Outsourcing, job loss, and unemployment
        iv. Overcrowding and poverty
        v. Insufficient housing
        vi. Environmental issues
            1. Pollution
            2. Endangered species
            3. Water
            4. Climate change
4. Regional Studies: Latin America

Topics **[CR2]**

- Physical Geography of Latin America

- Cultural Geography of Latin America
- Urbanization and the Early City
- Growth of Early Cities
- Urban Planning and Design
- Comparative Urban Environments
- Global Cities
- Altering the Environment
- Transportation and Infrastructure in the Modern Space
- The Suburban Environment in the Modern Space
- Immigration and Urban Enclaves
- Race and Class in the City
- Challenges Facing the Modern Urban Space
- Additional Sources: Academic journals, videos, and news articles
- Short Writing: The Wash Line: Analyze relationships between technology and development using the HDI
- Short Writing: Energy – Supply and Demand: Distribution of fuel resources

Activities

- Additional Sources: Academic journals, videos, online mapping sites, development indexes, and news articles. Examples include (but are not limited to):
- Students respond to a short essay prompt in which they compare similarities and differences between basic and non-basic industries, their sectors, and their role in economic growth. **Skills:** 2.B, 2.C
- Students respond to a short essay prompt in which they compare similarities and differences between central businesses districts (CBDs) in North America and Europe. **Skills:** 1.C, 2.E, 5.D
- Students explain the causes and effects of the segregation of suburbs and the creation of a permanent underclass. **Skills:** 1.D, 4.C
- Students analyze maps to prove or disprove Central Place Theory. **Skills:** 1.D, 1.E, 3.E, 4.C, 4.E

- Students complete a free response question by responding to the following prompt: a) Describe the model of urban structure most often observed in megacities in developing countries. Explain how this model differs from common urban structures in North America. b) Describe at least two factors leading to the growth of megacities in developing or least-developed countries. c) Identify and explain two factors that led to the formation of squatter settlements in megacities in developing countries. **Skills:** 1.B, 1.D, 2.D, 2.E

Big Ideas Featured Examples [CR3]

- Project: Urban Structure Model Poster and Written Analysis (**Big Idea 1: PSO**, **Skills 1.D, 4.E**) **[CR4] [CR7]**
    - In this activity, students will consider how landscapes illustrate geographic principles of land-use to create diagrams and a poster to compare the Concentric Zone, Sector, Multiple Nuclei, and Latin American models of urban structure.

Then students will write an analysis of a North American city that explains its urban structure model.

- Short Writing: Megacities Case Study and Comparative Analysis
  (Big Idea 2: IMP, Skill 1.C, 2.C, 2.D) **[CR4] [CR5]**
    - In order to explain the significance of geographic similarities and differences across places, students will watch two videos, including one from PBS News Hour, to compare and contrast two squatter settlements in, Rio de Janeiro, Brazil and Dhaka, Bangladesh. Then students will analyze the similarities and differences by considering political, social, economic, and environmental issues in the past and present and make predictions about the futures of each city.

<u>Unit 8: AP Exam Review and Prep</u>

- Preparing for the AP Human Geography Exam
- Unit Reviews
    - Unit 1 Review
    - Unit 2 Review
    - Unit 3 Review
    - Unit 4 Review
    - Unit 5 Review
    - Unit 6 Review
    - Unit 7 Review
- Exam Practice
    - AP Practice Exam 1
    - AP Practice Exam 2
    - Free Response Practice Essay 1
    - Free Response Practice Essay 2
    - Free Response Practice Essay 3
    - Free Response Practice Essay 4