

Course Description

AP[®] Human Geography is a yearlong course that contains seven units of study as outlined in the 2020 Course and Exam Description (CED) published by the College Board. The units in the CED focus on topics including thinking geographically, population and migration, culture, political geography, agriculture, urban geography, and development and industrialization. Students will have multiple opportunities to apply the information addressed in each unit in activities including note-taking, current events, projects, and formative and summative assessments.

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

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

Course Objectives

The AP[®] Human Geography curriculum introduces students to a set of big ideas. These big ideas are:

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

In addition, this course emphasizes the use of geographic thinking practices for effective learning experiences and problem-solving. These practices include skills:

- Concepts and Processes (SC1)
- Spatial Relationships (SC2)
- Data Analysis (SC3)
- Source Analysis (SC4)
- Scale Analysis (SC5)

Resources

Course Overview and Syllabus (continued)

Textbook

- David Dorrell, Joseph Henderson, Todd Lindley, and Georgetta Connor. *Introduction to Human Geography*, 2nd edition. (GALILEO, University System of Georgia, 2019), <https://opentext.wsu.edu/introtohumangeography/front-matter/introduction-to-human-geography/>.

Examples of Map, Data, and Text-Based Resources

- Puyallup School District. *Human Geography: An open textbook for Advanced Placement*, (Puyallup, WA: Puyallup School District, 2017).
- US Census Bureau <https://www.census.gov/>
- Population Reference Bureau <https://www.prb.org/>
- ArcGIS Online – Human Geography GeoInquiries <https://www.arcgis.com/apps/MapAndAppGallery/index.html>
- Newspaper and magazine articles
- Custom and public domain maps
- Video case studies and scenarios

Student Expectations

This course requires the same level of commitment from the student as a traditional classroom course.

Students are expected to spend approximately five to seven hours per week online on:

- interactive lessons that include a mixture of instructional videos and tasks
- assignments in which students apply and extend learning in each lesson
- assessments, including quizzes, tests, and cumulative exams

Communication

Teachers will communicate with students regularly through discussions, emails, chats, and system announcements. Students will also communicate with classmates, either via online tools or face to face, to collaborate on projects, ask and answer questions in peer groups, and develop speaking and listening skills.

Course Overview and Syllabus (continued)

Grading Policy

Students will be graded on the work completed online and the work submitted electronically to the teacher. The weighting for each category of graded activity is listed below:

Grading Category	Weight
Quiz	20%
Test	20%
Exam	20%
Assignment	10%
Projects	30%

Scope and Sequence

When students log on to Edgenuity, they can view the entire course map—an interactive scope and sequence of all topics under study. The units of study are listed on the following page:

Human Geography A

Human Geography B

<ul style="list-style-type: none">• Thinking Geographically <i>This first unit teaches students how geographers approach the study of places. Students apply a spatial perspective when reading and analyzing qualitative and quantitative data. Students learn the ways information from data sources informs policy decisions. They also learn about how people influence and are influenced by their environment. Finally, students are introduced to the language of geography, learning discipline-specific terminology and applying that language to contemporary, real-world scenarios.</i>	<ul style="list-style-type: none">• Agriculture and Rural Land-Use Patterns and Processes <i>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. In addition, they examine the consequences of agricultural practices and consider the differences in what foods or resources are produced and where they are produced.</i>
<ul style="list-style-type: none">• Population and Migration Patterns and Processes <i>This unit addresses the patterns associated with human populations. Students examine population distributions at different scales. Students learn about factors that influence changes in population as well as the long- and short-term effects of those population changes. 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.</i>	<ul style="list-style-type: none">• Cities and Urban Land-Use Patterns and Processes <i>This unit addresses the origins and influences of urban settlements as students explore world cities and these cities' role in globalization. They examine the spatial distribution of the world's largest cities, identify development patterns, and make inferences about their economic and political influences. Students study the hierarchy of urban settlements on the landscape and patterns of change over time and modern challenges to sustainability from urban growth.</i>
<ul style="list-style-type: none">• Cultural Patterns and Processes <i>The main focus of this unit is on cultural patterns and processes that create recognized cultural identities. Students consider the physical environment to</i>	<ul style="list-style-type: none">• Industrial and Economic Development Patterns and Processes <i>This unit addresses the origins and influences of industrial development, along with the role</i>

Course Overview and Syllabus (continued)

<p><i>determine the effects of geographical location and available resources on cultural practices. This unit also considers from a temporal and spatial perspective how culture spreads, the distribution of cultural practices, and the causes and effects of their diffusion.</i></p>	<p><i>industrialization plays in economic development and globalization. Students examine contemporary spatial patterns of industrialization and the resulting geography of uneven development. They explore changes to places resulting from the growth or loss of industry and the role of industry in the world economy. Students explore strategies for sustainable development. This final unit 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.</i></p>
<p>• Political Patterns and Processes</p> <p><i>This unit addresses the world's political organization. Students examine the contemporary political map and the impact of territoriality. Students examine different types of political boundaries and study forms of government. Students explore how forces may alter the functioning of political units and cause changes to established political boundaries.</i></p>	<p>• Course Review / Exam</p> <p><i>Students review the course and take at least one AP Practice Exam.</i></p>
<p>• Human Geography A Review and Exam</p> <p><i>Students review the previous four units and take an exam.</i></p>	<p>• AP Practice Exam</p> <p><i>Students take two Practice Exams.</i></p>

See full Course Outline below.

Technology Requirements

Students are expected to have a basic understanding of how to access the internet and use a keyboard and mouse; no additional prerequisite technology skills are required.

All course materials are provided through the student portal. You will become familiar with them through an orientation video and the student handbook. These resources are available within the Student Help Center, where you can also check the status of your operating system, processor speed, plug-ins, and connection speed.

The course is designed for accessibility to all students. The system provides features and accommodations to meet the needs of English language learners and students with Individualized Learning Plans (IEPs), 504 Plans, and Section 508. These accommodations include addressing multiple learning styles, accommodations for assessments, video caption/transcripts, read-aloud and translation tools, and many other features/accommodations.

Course Outline

Unit: Thinking Geographically

This unit sets the foundation for the course by teaching students how geographers approach the study of places. Students apply a spatial perspective when reading and analyzing qualitative and quantitative data. Students learn the ways information from data sources informs policy decisions. They also learn about how people influence and are influenced by their environment. Finally, students are introduced to the language of geography, learning discipline-specific terminology and applying that language to contemporary, real-world scenarios.

Big Ideas:

- 1.) Patterns and Spatial Organization (PSO): Why do geographers study relationships and patterns among and between places?
- 2.) Impacts and Interactions (IMP): How do geographers use maps to help them discover patterns and relationships in the world?
- 3.) Spatial Patterns and Societal Change (SPS): How do geographers use a spatial perspective to analyze complex issues and relationships?

Topics: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7

Lesson Outline:

- Maps: An Introduction—Identify and explain types of maps and data to investigate spatial relationships. **3.A**
- Different Types of Geographic Data—Identify different types of data collection methods such as geospatial technologies, field observations, and land analysis. **3.A**
- The Capability of Geographic Data—Explain how geographers use maps and data to show relationships and to make decisions based on data. **3.B**
- Spatial Concepts—Define spatial concepts including absolute and relative location, space, place, flows, distance decay, time-space compression, and patterns. **3.B**
- Human-Environmental Interaction (HEI)—Explain concepts that show human-environment interaction. **1.B**
- Geographic Scales of Analysis—Define scales of analysis and how they help geographers learn about patterns and processes at the local and global scales. **5.A**
- Regional Analysis—Describe ways that geographers break up the world into regions. **1.A**

Projects:

The unit has two formal projects:

- Exploring Human and Environment Interactions (HEI): Human-environment interaction is a major pillar of human geography. In order to understand patterns of human activity on Earth, their impact and interaction with the environment are paramount. Different regions show different impacts and consequences from human-environmental interactions. For this assignment, students explore the effects of human-environment interaction in three distinct regions of the globe. (IMP)
- Defining Geographic Scales: How does human geography apply to your home community? Many places discussed in the course are larger international cities, so what we have discussed does not always apply to every person's experiences in their own hometown. For this assignment,

Course Overview and Syllabus (continued)

students place their own community in the context of human geography, applying many of the key elements of human geography to their community as well as seeing how their community functions on different geographic scales. (PSO)

Unit: Population and Migration—Processes and Patterns

This unit addresses the patterns associated with human populations. Students examine population distributions at different scales. Students learn about factors that influence changes in population as well as the long- and short-term effects of those population changes. 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 Ideas:

- 1.) Patterns and Spatial Organization (PSO): How does where and how people live impact global cultural, political, and economic patterns?
- 2.) Impacts and Interactions (IMP): How does the interplay of environmental, economic, cultural, and political factors influence changes in population?
- 3.) Spatial Patterns and Societal Change (SPS): How do changes in population affect a place's economy, culture, and politics?

Topics: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12

Lesson Outline:

- Population Distribution—Identify and explain population distribution on Earth. **3.A**
- Population Density—Define the three methods used to calculate population density and explain the significance of high and low values in each density calculation method. **3.A**
- Consequences of Population Distribution— Explain the impact of population distribution and connect population density and land pressure to society. **2.C**
- Population Composition—Describe population composition and explain the use of population pyramids. **2.A**
- Population Dynamics—Explain what demographic factors lead to population growth and decline. **3.C**
- The Demographic Transition Model—Describe each stage of the DTM and explain how this model is used to further understand population change. **3.B**
- The Epidemiological Transition—Explain the different stages of epidemiological transition and how it is aligned with the demographic transition model. **3.B**
- Malthusian Theory—Explain how Malthus's theory explains population change and the efficacy of his theory in modern times. **2.B**
- Population Policies—Identify policies of population and immigration and explain their effects on population. **2.C**
- Women and Demographic Change and Ravenstein's Laws of Migration—Explain how the role of women has impacted demographic change, with a concentration in fertility and mortality rates around the world and how Ravenstein's Laws of Migration have explained human migration patterns. **3.B**

Course Overview and Syllabus (continued)

- Aging Populations—Identify policies of population and immigration and explain their effects on population. **2.C**
- Push and Pull Factors—Identify and describe reasons for migrations of populations through either push or pull factors. **2.B**
- Forced Migration—Describe the different forms of involuntary migration and how each form is categorized. **1.D**
- Voluntary Migration—Describe the different forms of voluntary migration and how each form is categorized. **1.D**
- Effects of Migration—Explain historical and contemporary geographic effects of migration. **2.B**

Projects:

The unit has two formal projects:

- Population Composition Project:

Skills: 2.C, 3.C, 3.D, 3.E

Sources: Population data from the CIA World Factbook: <https://www.cia.gov/the-worldfactbook/>

For this assignment, students analyze both demographic data and population pyramids to make predictions about population pyramid shapes and the social characteristics of countries. (PSO)

- The Demographic Transition Model (DTM) Project:

Skills: 1.A, 3.A, 3.C, 3.D, 3.E

Sources: Population pyramids for Greece, Yemen, and Jamaica from CIA World Factbook: <https://www.cia.gov/the-world-factbook/>

For this assignment, students identify the Demographic Transition Model Stage of countries based on their population pyramid shape, while also discussing and analyzing different demographic indicators. (IMP)

Unit: Cultural Patterns and Processes

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 geographic location and available resources on cultural practices. This unit also considers from a temporal and spatial perspective how culture spreads, the distribution of cultural practices, and the causes and effects of their diffusion.

Big Ideas:

- 1.) Patterns and Spatial Organization (PSO): How does where people live and what resources they have access to impact their cultural practices?
- 2.) Impacts and Interactions (IMP): How does the interaction of people contribute to the spread of cultural practices?
- 3.) Spatial Patterns and Societal Change (SPS): How and why do cultural ideas, practices, and innovations change or disappear over time?

Topics: 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8

Course Overview and Syllabus (continued)

Lesson Outline:

Introduction to Culture—Identify and describe culture traits across locations as well as cultural differences and attitudes toward those differences. **4.A**

Cultural Landscape—Describe characteristics of the cultural landscape and how they reflect beliefs or customs of a group of people. **4.B**

Cultural Patterns of Ethnicity and Gender—Identify patterns of ethnicity and gender and explain how land use in the global cultural landscape can be shaped by the role of women, ethnic neighborhoods, and indigenous communities. **4.C**

Types of Diffusion—Define the ways culture traits can spread by the interaction of people and influence a change in cultural practices. **1.D**

Historical Causes of Diffusion: Political—Explain how past colonialism, imperialism, and trade have impacted the current world culture. **2.C**

Historical Causes of Diffusion: Cultural—Explain how past cultural interactions and influences of people have created new cultural patterns and expressions. **2.C**

Contemporary Causes of Diffusion—Explain the impact of urbanization and globalization on the diffusion of culture. **5.B**

Diffusion of Language—Explain the origin and diffusion of language from the language families/tree. **4.E**

Cultural Patterns of Language—Interpret the language tree to show how geographers organize and categorize language development and build connections to places and locations. **4.E**

Effects of Language Diffusion—Explain the effects of language diffusion including acculturation, assimilation, syncretism, and multiculturalism. **2.B**

Diffusion of Religion—Explain the origin and diffusion of religion by analyzing patterns of religious adherents worldwide. **4.E**

Cultural Patterns of Religion—Identify patterns of religions through diffusion characteristics of either universalizing or ethnic religions. **4.E**

Effects of Religion Diffusion—Explain the effects of religion diffusion including acculturation, assimilation, syncretism, and multiculturalism. **2.B**

Projects:

The unit has two formal projects:

- Cultural Patterns Project:

Skills: 2.C, 3.A, 3.B, 3.C

Sources: Data table with cultural patterns for Chad, Brazil, and Iceland

How does culture affect the landscape around you? How can aspects of culture, such as language and religion, help to alter and form cultural landscapes? Cultural traits form cultural patterns in different regions and countries that help to make places unique. For this assignment,

Course Overview and Syllabus (continued)

students analyze the cultural patterns associated with the religions and languages of Chad, Brazil, and Iceland. Then, students predict how the cultural landscape would reflect these patterns. (PSO)

- Contemporary Causes of Diffusion:

Skill: 2.D

Why do trends travel so much more rapidly now than they did in the past? Globalization has caused innumerable changes to our world. How cultural aspects diffuse has changed substantially as the world has become more connected. For this assignment, students identify the pattern of diffusion found in an aspect of culture, such as a well-known coffee chain, a fashion trend, or a particular language like esperanto. Identifying the role of globalization and how diffusion has changed from the past. (SPS)

Unit: Political Organization of Space

This unit addresses the political organization of the world. Students examine the contemporary political map and the impact of territoriality. Students also look at the different types of political boundaries and examine forms of government and how forces may alter the functioning of political units and cause changes to established political boundaries.

Big Ideas:

- 1.) Patterns and Spatial Organization (PSO): How do historical and current events influence political structures around the world?
- 2.) Impacts and Interactions (IMP): How are balances of power reflected in political boundaries and government power structures?
- 3.) Spatial Patterns and Societal Change (SPS): How can political, economic, cultural, or technological changes challenge state sovereignty?

Topics: 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10

Lesson Outline:

- Introduction to Political Geography—Explain the historical and current processes that impact how the world is organized. **4.A**
- Political Processes—Explain the processes of contemporary political geography influenced by colonialism, imperialism, independence movement, and devolution. **3.E**
- Concepts of Political Power—Describe concepts of political power including neocolonialism, shatterbelts, chokepoints, and the connections between people and their land. **5.B**
- Concepts of Territoriality—Describe concepts of territoriality including neocolonialism, shatterbelts, chokepoints, and the connections between people and their land. **5.B**
- Defining Political Boundaries—Define the different types of political boundaries and the value or limitations for each type of boundary. **1.D**
- The Function of Political Boundaries—Explain the types and functions of boundaries on land and water. **5.D**

Course Overview and Syllabus (continued)

- International and Internal Boundaries—Explain internal boundaries including topics such as the UN Convention on the Law of the Sea, gerrymandering, and redistricting. **5.A**
- Forms of Governance—Define the difference between a unitary and federal state and the impact of governing in the state. **2.A**
- Defining Devolutionary Factors—Define *devolution* and identify factors that contribute to devolution. **3.E**
- Separation, Irredentism, Ethnic Cleansing, and Terrorism—Explain how separation, irredentism, ethnic cleansing, and terrorism are causes of devolution. **3.E**
- Challenges to Sovereignty—Explain challenges to sovereignty such as examples of devolution, supranationalism, and democratization. **5.C**
- Centrifugal Forces and Consequences—Identify the effects of centrifugal forces on states and their impacts. **5.C**
- Centripetal Forces and Consequences—Identify the effects of centripetal forces on states and their impacts. **5.C**

Projects:

The unit has two formal projects:

- International and Internal Boundaries Project:

Skills: 1.E, 3.C, 3.D, 5.A

Sources: Data table with population, geographic size, and election results at different scales (county and state) in Utah
Data table with population, geographic size, and election results at different scales (county and state) in Maryland

Political boundaries, whether international or internal, serve many purposes. Most often they are associated with demarcating the extent of a nation or subnation's sovereignty. Other types of internal political boundaries, such as voting or election districts, are used differently from country borders. Voting districts in the United States help to organize both how voting occurs as well as to determine representation in the House of Representatives. For the Senate, each state is technically its own voting district, regardless of the population number and total area. For this assignment, students examine different counties and states as well as their election results, analyzing how these voting districts and their populations can impact election outcomes. (IMP)

- Consequences of Centrifugal and Centripetal Forces Project:

Skills: 1.B, 1.D

For this assignment, students explore different centrifugal and centripetal forces. They will use a graphic organizer to analyze how these forces can be interpreted from differing points of view. (SPS)

Unit: Agriculture, Food Production, and Rural Land Use

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. In addition, they

Course Overview and Syllabus (continued)

examine the consequences of agricultural practices and consider the differences in what foods or resources are produced and where they are produced.

Big Ideas:

- 1.) Patterns and Spatial Organization (PSO): How do a people's culture and the resources available to them influence how they grow food?
- 2.) Impacts and Interactions (IMP): How does what people produce and consume vary in different locations?
- 3.) Spatial Patterns and Societal Change (SPS): What kinds of cultural changes and technological advances have impacted the way people grow and consume food?

Topics: 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10, 5.11, 5.12

Lesson Outline:

- Introduction to Agriculture—Explain connections between the physical environment and types of agricultural practices around the world. **2.D**
- Intensive and Extensive Agriculture—Analyze the different agricultural practices and connect the practice to either intensive or extensive agriculture. **2.D**
- Settlement Patterns and Survey Methods—Identify and explain rural land-use patterns and rural settlement patterns and the benefits and drawbacks of each. **4.D**
- Agricultural Origins and Diffusions—Explain the origin of the domestication of plants and animals and the diffusion of those practices. **2.B**
- The Second Agricultural Revolution—Explain cause and effect of the second agricultural revolution and the impact of technological advancements on agricultural practices. **4.D**
- The Green Revolution—Define the Green Revolution and explain the positive and negative impacts of the Green Revolution on people and their environment. **2.D**
- Agricultural Production Subsistence and Commercial—Explain connections between practices of subsistence agriculture and commercial agriculture and the economic influences on each practice. **2.E**
- Spatial Organization of Agriculture—Explain topics including commercial agriculture replacing family farms, commodity chains, economies of scale, and carrying capacity. **2.D**
- Von Thünen Model—Describe the Von Thünen Model as it applies to rural land use considering the value of crops and transportation costs to market. **5.B**
- The Global System of Agriculture—Explain how agriculture is a global system including distribution of food, dependency on export commodities, infrastructure, and relationships between countries. **5.D**
- Agricultural Innovations—Describe the purpose of innovations such as biotechnology, GMOs, and aquaculture and the benefits and drawbacks they present to the various levels of agriculture. **2.E**
- Contemporary Agricultural Movements—Define how each of the contemporary agricultural movements has influenced food production and/or consumption. **4.D**

Course Overview and Syllabus (continued)

- Consequences of Agricultural Practices: Environmental—Explain the impact of agricultural practices on the environment and describe each of the environmental effects of agriculture. **2.E**
- Consequences of Agricultural Practices: Social Effects and Cultural Landscape—Describe each of the social effects of agriculture. **2.E**
- Challenges of Feeding the Global Population—Explain how food insecurity and food deserts illustrate lack of food access and connect the impact of adverse weather on agricultural outputs. **4.D**
- Women in Agriculture—Explain the role of women in food production and consumption and connect specific geographic examples from the United States and the world. **3.D**

Projects:

The unit has two formal projects:

- The Green Revolution Case Study:

Skills: 1.D, 1.E, 2.E

Source: “The Green Revolution in India: A Case Study—Why Green Revolution?”
<http://www.doccentre.net/docsweb/WTOAGRICULTURELABOUR/Greenrevolution.htm>

Agricultural revolutions have helped advance agricultural practices and have aided in maintaining global food stability. Most recently, the Green Revolution has improved food yields through new practices and agricultural and scientific technologies. However, despite these high yields, there are some drawbacks and there are mixed opinions on whether the Green Revolution initiative has been a net positive or negative. For this assignment, students examine a real-world example of the impacts of the Green Revolution and analyze whether the positives of the Green Revolution outweigh the negatives. (SPS)

- Changes from the Von Thünen Model Project:

Course Overview and Syllabus (continued)

Skills: 1.B, 2.E

Sources:

"Understanding Land Use Patterns" by Robert Bednarz, available on AP Central at <https://apcentral.collegeboard.org/courses/ap-human-geography/classroomresources/understanding-land-use-patterns>

United States Department of Agriculture, Land Use and Land Cover Estimates for the United States: <https://www.ers.usda.gov/about-ers/partnerships/strengthening-statistics-through-the-icars/land-use-and-land-cover-estimates-for-the-united-states/>

United States Census, Urban and Rural Classification: <https://www.census.gov/programs-surveys/geography/guidance/geo-areas/urban-rural.html>

United States Geological Survey, Land Cover trends: <https://www.usgs.gov/centers/western-geographic-science-center/science/land-cover-trends>

University of Connecticut, "30 Years of Land Cover Change in Connecticut, USA: A Case Study of Long-Term Research, Dissemination of Results, and Their Use in Land Use Planning and Natural Resource Conservation": <https://clear.uconn.edu/publications/journal/30-years-land-cover-changeCT-7-2020.pdf>

J.H von Thünen's land-use model was created in the 19th century in Europe. Over time, there have been significant advances in technology, both in terms of agricultural practices and transportation. These changes have led to shifts in land-use patterns from the time of Von Thunen's model initial creation. For this assignment, students analyze and draw conclusions about how and why agricultural land-use patterns have changed from Von Thunen's model. (IMP)

Unit: Semester Review and Exam

In this unit, students will review the previous Human Geography A units.

Unit: Cities and Urban Land Use

This unit 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 and identify patterns of development and make inferences about their economic and political influences. Students examine the hierarchy of urban settlements on the landscape and patterns of change over time and modern challenges to sustainability from urban growth.

Big Ideas:

- 1.) Patterns and Spatial Organization (PSO): How do physical geography and resources impact the presence and growth of cities?
- 2.) Impacts and Interactions (IMP): How are the attitudes, values, and balance of power of a population reflected in the built landscape?
- 3.) Spatial Patterns and Societal Change (SPS): How are urban areas affected by unique economic, political, cultural, and environmental challenges?

Topics: 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7, 6.8, 6.9, 6.10, 6.11

Course Overview and Syllabus (continued)

Lesson Outline:

- The Origin and Influences of Urbanization—Explain how site and situation play important roles in the growth of cities and location and what factors influence urbanization. **2.D**
- Megacity and Metacity—Using population growth forecasts, explain the changing impact and characteristics of megacities and metacities around the world. **2.D**
- Suburbanization, Sprawl, and Decentralization—Describe the process of suburbanization and explain new land-use patterns that have emerged alongside suburbanization, including edge cities, exurbs, and boomburbs. **2.D**
- Cities and Globalization—Explain world cities and urban hierarchy as well as the connections between cities. **5.B**
- The Size of Cities—Define and apply rank size rule and primate city rule with example populations and the advantages and disadvantages to each. **2.C**
- The Distribution of Cities—Connect the range and threshold to Christaller's Central Place theory and explain how this theory relates to city distribution and size. **2.C**
- The Internal Structure of Cities—Describe the models and theories used to organize the structure of cities: Burgess concentric-zone model, Hoyt sector model, Harris and Ullman multiple-nuclei model, and galactic city model with real-world examples. **1.E**
- Density and Land Use—Explain the different patterns of land use and how they are applied in residential areas. **3.D**
- Urban Sustainability Initiatives: New Urbanism and Greenbelts—Identify the characteristics that make an infrastructure either strong or weak by determining the impact on a city's economic and social development. **3.E**
- Urban Sustainability Initiatives: Smart Growth and Slow Growth—Define sustainability-focused urban design plans and determine whether plans are connected to smart-growth or slow-growth cities. **2.C**
- Urban Data—Analyze census and survey data to find quantitative data and analyze field study reports and narratives to find qualitative data about population changes in urban areas. **3.E**
- Economic and Social Challenges to Urbanization—Explain the economic and social complications that arise as a result of urbanization. **4.E**
- Squatter Settlements and Response to Urbanization—Explain why squatter settlements are increasing in large cities and identify how governments respond to urban issues and address governmental shortcomings. **4.E**
- Challenges of Urban Changes: Gentrification and Government Fragmentation at the Local Scale—Define and discuss positives and limitations of urban renewal and gentrification. **4.E**
- Challenges of Urban Sustainability: Sprawl, Water Quality, and Sanitation—Explain challenges to urban sustainability, including suburban sprawl, sanitation, climate change, air and water quality, ecological footprint, and energy use. **2.D**
- Challenges of Urban Sustainability: Planning, Brownfield, and Farmland Protection Policies—Explain responses to urban sustainability, including regional planning, redevelopment/remediation of brownfields, urban growth boundaries, and farmland protection. **2.D**

Course Overview and Syllabus (continued)

Projects:

The unit has two formal projects:

- Megacities Around the World:

Skills: 4.B, 4.C, 4.D, 4.E

Source: The Age of Megacities Story Map, which can be seen at <https://storymaps.arcgis.com/stories/a900831b442e43c79cf9eeb399d5440f>

Cities come in so many different shapes and sizes. Megacities and metacities are examples of the largest cities around the world. While each megacity and metacity is different, they do share some characteristics. For this assignment, students illustrate the similarities and differences in megacities and metacities around the world. (PSO)

- City Structures Project:

Skills: 1.C, 4.C

The internal structures of cities have many similarities, but also many differences. Several models have been created to help understand the formation and geography of cities. Not all models fit all cities, but many of the models contain similar urban land uses in their internal structures. For this assignment, students compare and contrast major urban models and apply them to real world cities around the globe. (SPS)

Unit: Industrialization and Economic Development

This unit addresses the origins and influences of industrial development, along with the role industrialization plays in economic development and globalization. Students examine contemporary spatial patterns of industrialization and the resulting geography of uneven development. They explore changes to places resulting from the growth or loss of industry and the role of industry in the world economy. Students explore strategies for sustainable development. 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.

Big Ideas:

- 1.) Patterns and Spatial Organization (PSO): Why do economic development and social development happen at different times and rates in different places?
- 2.) Impacts and Interactions (IMP): How might environmental problems stemming from industrialization be remedied through sustainable development strategies?
- 3.) Spatial Patterns and Societal Change (SPS): Why has industrialization helped improve standards of living while also contributing to geographically uneven development?

Topics: 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8

Lesson Outline:

The Industrial Revolution—Explain the causes and significant events of the Industrial Revolution that led to the diffusion of technology around the world. **4.D**

Course Overview and Syllabus (continued)

Effects of the Industrial Revolution—Explain how industrialization impacted city growth and class structure and contributed to the rise of colonialism and imperialism. **4.D**

Economic Sectors and Patterns—Define the different economic sectors and describe how an economic sector's role changes as the country becomes more developed. **3.F**

Spatial Patterns of Economic Sectors—Describe the different economic sectors and spatial patterns of industrialization including the core, periphery, and semi-periphery locations. **3.F**

Measures of Development—Describe social and economic measures of development and explain possible limitations of the data provided. **3.F**

Gender Inequality Index—Explain how the Gender Inequality Index is measured, why it is a significant tool in the global world, and how it assists in understanding development. **3.F**

Human Development Index—Explain and identify the different parts of the Human Development Index (HDI) and the significance of the scores being either high or low. **3.F**

Women and Economic Development—Discuss how the roles of women change as a country becomes more economically developed and ways that women still do not have full equity. **3.D**

Rostow's Stages of Economic Development—Identify the parts of Rostow's Stages of Economic Development and explain how this theory determines spatial variations in development. List the parts of Rostow's Stages of Economic Development. **1.E**

Wallerstein's World System Theory—Summarize and discuss how Wallerstein's World Systems explains spatial variation in development. **1.E**

Dependency Theory and Commodity Dependence—Summarize and discuss how dependency theory and commodity dependence both explain spatial variation in development. **1.E**

Trade and the World Economy—Define *complementarity* and *comparative advantage* as they relate to trade and the world economy and explain how government initiatives can impact economic development. **5.B**

New Organizations, Independent Economies, and Outsourcing—Explain how supranational organizations inspire globalization and new spatial connections and how outsourcing shifts jobs from core to periphery countries. **5.B**

Changes as a Result of the World Economy—Explain how 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. **4.F**

Sustainable Development—Explain the issues that sustainable development policies hope to address and relate these ideas to the UN's Sustainable Development Goals (SDGs) and the likelihood of realizing these goals in adequate time. **5.D**

Projects:

The unit has two formal projects:

- The Industrial Revolution and Its Impact:

Course Overview and Syllabus (continued)

Skills: 1.B, 1.C

For this assignment, students conduct guided and independent research to learn about the impacts of the Industrial Revolution. (PSO)

- Sustainable Development Goals Project:

Skills: 1.B, 5.D

Source: Sustainable Development Goals: <https://sdgs.un.org/goals>

For this assignment, students explore the United Nations' Sustainable Development Goals and determine which one you believe is the most important to be achieved. They write a short essay and presentation to support their choice, using evidence from additional sources. (SPS)

Unit: Course Review and AP Practice Exam

In this unit, students will review the course and take an AP Practice Exam.