

# High School Course Description for AP Human Geography

**Course Title:** AP Human Geography

**Curricular Area:** Social Studies

**Course Number:** SOC061

**Length:** One year

**Grade Level:** 9-12

**Prerequisites:** None

**Meets a UC a-g Requirement:** pending UC a-g approval as a “G” elective

**Meets NCAA Requirement:** No, not a core academic course

**Meets High School Graduation Requirement for:**  
Elective Credit

## Course Description

AP Human Geography is designed to provide the high school student with the equivalent of an introductory college-level human geography course. This course is designed to introduce high school freshmen to the rigors of an Advanced Placement course. The student will have to read a college level textbook, write essays at a level to allow them to pass the AP exam, and perform research on Human Geography projects. The course will provide an opportunity for the student to take the AP Human Geography exam for possible college credit. While this course is designed for ninth graders, it will be open to all grade levels.

## Alignment

This course is aligned using three sets of standards:

- California History Social Science Content Standards
- CCSS English Language Arts and Literacy for History/ Social Studies—students will develop mastery in the Historical and Social Science Analysis Skills as defined in the State of California History Social Science Content Standards
  1. **Chronological and Spatial Thinking-** Students will use a variety of maps and documents to interpret human movement, major patterns of migration, environmental preferences and settlement patterns, diffusion of ideas, goods and innovations, and issues that arise as a result of migration patterns between existing and new peoples in a region.
  2. **Historical Research, Evidence and Point of View-** Students will evaluate major debates during studies of various human geography issues through the use of primary source documents, pictures, political cartoons, statistical data and apply them to both oral and written presentations.
  3. **Historical Interpretation-** Students will be able to show connection, causal or otherwise, between social, economic, and political trends and developments around the world. Students will analyze the ways in which humans have modified landscapes and examine the resulting environmental issues that occur as a result of those modifications.
- National Geography Standards
 

**THE WORLD IN SPATIAL TERMS:**

  - Standard 1: How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information.
  - Standard 2: How to use mental maps to organize information about people, places, and environments.
  - Standard 3: How to analyze the spatial organization of people, places, and environments on Earth's surface.

**PLACES AND REGIONS:**

  - Standard 4: The physical and human characteristics of places.
  - Standard 5: That people create regions to interpret Earth's complexity.
  - Standard 6: How culture and experience influence people's perception of places and regions.

# High School Course Description for AP Human Geography

## PHYSICAL SYSTEMS:

- Standard 7: The physical processes that shape the patterns of Earth's surface.  
 Standard 8: The characteristics and spatial distribution of ecosystems on Earth's surface.

## HUMAN SYSTEMS:

- Standard 9: The characteristics, distribution, and migration of human populations on Earth's surface.  
 Standard 10: The characteristics, distributions, and complexity of Earth's cultural mosaics.  
 Standard 11: The patterns and networks of economic interdependence on Earth's surface.  
 Standard 12: The process, patterns, and functions of human settlement.  
 Standard 13: How forces of cooperation and conflict among people influence the division and control of Earth's surface.

## ENVIRONMENT AND SOCIETY:

- Standard 14: How human actions modify the physical environment.  
 Standard 15: How physical systems affect human systems.  
 Standard 16: The changes that occur in the meaning, use, distribution, and importance of resources.

## THE USES OF GEOGRAPHY:

- Standard 17: How to apply geography to interpret the past.  
 Standard 18: To apply geography to interpret the present and plan for the future.

## Instructional Materials

### Required Textbook(s)

- Human Geography: people, place and culture. Erin H. Fouberg, Alexander B. Murphy, H.J. de Blij. 10<sup>th</sup> ed. Wiley 2012
- Goode's World Atlas. 22 ed. Rand McNally, 2013

### Supplemental Materials

- The Princeton Review: Cracking the AP Human Geography exam. Jon Moore. 2012.
- 5 steps to a 5: AP Human Geography 2014-2015. Carol Ann Gillespie, PHD. McGraw-Hill Education. 2013. [Class sets only]

### Software & Websites

- Access to GIS Software through computer labs on campus

## Exit Criteria

### Activities

20%	Assessments (Tests, Quizzes, Exit Tickets)
40%	Projects (Mapping, Lab Activities, GIS), Products [Essays, Notebook], and Presentations
30%	Guided Practice (Data Analysis, Writing and Research, Discussions, Homework, Classwork)
<u>10%</u>	End of Semester Finals
<b>100%</b>	<b>Total</b>

## Development Team

This Course of Study was developed in 2013-14 by Russell Levine and Dan Johnson

# Instructional Guide for AP Human Geography—Unit I

## Unit I

### OVERVIEW

#### I. Geography: Its Nature and Perspectives

The AP Human Geography course emphasizes the importance of geography as a field of inquiry. The course introduces students to the importance of spatial organization — the location of places, people, and events; environmental relationships; and interconnections between places and across landscapes — in the understanding of human life on Earth.

Geographic concepts emphasized throughout the course are location, space, place, scale, pattern, regionalization, and globalization. These concepts are basic to students' understanding of spatial interaction and spatial behavior, the dynamics of human population growth and movement, patterns of culture, economic activities, political organization of space, social issues, and human settlement patterns, particularly urbanization. Students learn how to use and interpret maps. They also learn to apply mathematical formulas, interpret models, and analyze quantitative and qualitative geographic data.

The course teaches the concepts of space, place, and region; enables students to consider the regional organization of various phenomena; and encourages geographical imagination in order to understand processes in a changing world. For example, geographical perspectives on nature and society examine human alterations to the global and local environment, including impacts on land, water, and atmosphere, as well as effects on population, biodiversity, and climate. A significant outcome of the course is students' awareness of geographic methods and the relevance of geospatial technologies to everyday life, planning and public policy, professional decision making, and problem solving at scales from local to global. This combination of the conceptual and the applied helps give students a sophisticated view of the world and an appreciation of the practical applications they have learned in the course.

### ESSENTIAL/GUIDING QUESTIONS

- Q. How does the concept of scale change perceptions of geography?
- Q. How has geography as a course of study changed the way humans view their activity space and the activity space of others?
- Q. Why is the concept of regions, whether functional, formal, or perceptual inherent in the understanding of human geography?
- Q. How do humans develop a sense of place?
- Q. What technology contributes to human understanding and further knowledge of data and its spatial distribution?

### CONCEPTS AND SKILLS

Geography: Its Nature and Perspectives [Unit comprises 5–10% of material assessed on AP exam]

- A. *Geography as a field of inquiry*
- B. *Major geographical concepts underlying the geographical perspective: location, space, place, scale, pattern, nature and society, regionalization, globalization, and gender issues*
- C. *Key geographical skills*
  1. How to use and think about maps and geospatial data
  2. How to understand and interpret the implications of associations among phenomena in places
  3. How to recognize and interpret at different scales the relationships among patterns and processes
  4. How to define regions and evaluate the regionalization process
  5. How to characterize and analyze changing interconnections among places
- D. *Use of geospatial technologies, such as GIS, remote sensing, global positioning systems (GPS), and online maps*
- E. *Sources of geographical information and ideas: the field, census data, online data, aerial photography, and satellite imagery*
- F. *Identification of major world regions and discussion on overlaps depending upon focus of study*

### UNIT OBJECTIVES TO BE ASSESSED

- Identify/define key vocabulary terms and apply to demonstrating mastery of Unit I Concepts and Skills
- Interpret maps and data to draw conclusions about relationships between places including recognizing changes that have occurred over time as technology has allowed greater accuracy
- Identify and evaluate the reasons why regions and peoples are grouped together in various ways
- Use resources to locate information in text and online and then use the information to draw conclusions
- Correctly identify regions and countries around the world

# Instructional Guide for AP Human Geography—Unit I

## KEY ASSIGNMENTS AND ASSESSMENTS

### All Units:

Text and Map annotation  
 Readings, Maps, Charts, Graphic Organizers and Data Interpretation  
 Comparing/ Contrasting Points of View and Change over Time  
 Cornell Notes  
 Notebook to organize coursework  
 Writing assignments that demonstrate mastery of unit objectives

### Assessments

Tests/ Projects/ Essays will be used to demonstrate mastery of curriculum

**Culminating Project-** Students will select a map from a series of teacher choices and examine the map to analyze the choices made by the cartographer who created the map. Students must consider all aspects of the map including but not limited to projection, colors, symbols, data classifications, scale, and design. Students will write an essay evaluating the map's usefulness by stressing both its advantages and its limitations.

## TEXTS

- Human Geography: people, place and culture. Fouberg, Murphy, Blij Chapter 1
- World Atlas

## PACING

[20 days]-Physical and Human Geography Introduction

## CONTENT-SPECIFIC VOCABULARY

Cartography	Region	Situation	- Perceptual region
- Generalized map	Site	Isotherm	- Functional region
- Thematic maps	- Mercator projection	- Absolute location	- Formal region
- Mental map	- Peter's projection	- Relative location	Location theory
- Reference maps	- Robinson projection	Geocaching	Medical geography
Longitude	Distortion	Global Positioning system	- Cultural ecology
Latitude	- Physical geography	Remote sensing geographic information systems	- Political ecology
Parallel	- Human geography	Possibilism	Movement
Sequent	Place	Environmental determinism	Occupance
Meridian	Sense of place	Activity space	Space-time compression
Equator	Perception of place	Connectivity	Spatial interaction
Toponym	- Spatial	- Culture	Time-distance decay
Fieldwork	- Spatial perspective	- Cultural barrier	Diffusion
Grid pattern	- Spatial distribution	- Culture complex	• Contagious
Location	Globalization	- Cultural hearth	• Stimulus
Distance	Epidemic	Landscape(s)	• Expansion
Pattern	Pandemic	- Cultural landscape	• Cultural
Geographic concept	Human environment	- Culture trait	• Hierarchical
Rescale	Accessibility	Five themes	• Relocation
	Independent invention		

## STANDARDS

<i>AP Human Geography Standards</i>	<i>Ca History-Social Science Content Standards</i>	<i>CCCSS ELA/Literacy for History/SS</i>
C2: The course teaches the use of spatial concepts and landscape analysis to examine human organization of space.	1. Chronological and Spatial Thinking 2. Historical Research 3. Historical Interpretation	RH9-10.2 RH9-10.4 WHST9-10.1c

# Instructional Guide for AP Human Geography—Unit II

## Unit II

### OVERVIEW

#### II. Population and Migration

An understanding of the ways in which the human population is organized geographically provides AP students with the tools they need to make sense of cultural, political, economic, and urban systems. Thus many of the concepts and theories encountered in this part of the course connect with other course units.

In addition the course themes of scale, pattern, place, and interdependence can all be illustrated with population topics. For example, students may analyze the distribution of the human population at different scales: global, regional, national, state or provincial, and local.

Explanations of why population is growing or declining in some places center on understanding the patterns and trends of fertility, mortality, and migration. In stressing the relevance of place context, for example, students may assess why fertility rates have dropped in some parts of the developing world, examine how age–sex structures (shown in population pyramids) vary from one country to another, and comprehend the social, political, and economic implications of an aging population. Analysis of refugee flows, immigration, internal migration, and residential mobility helps students appreciate the interconnections between population phenomena and other topics. For example, environmental degradation and natural hazards may prompt population redistribution at various scales, which in turn creates new pressures on the environment.

This part of the course also enhances students' critical understanding of population trends across space and over time by considering models of population growth and decline, including Malthusian theory, the demographic transition, and the epidemiological (mortality) transition model. For example, as a country develops, the economic, social, and political roles of women in society change and influence levels of fertility, mortality rates, and migration trends. Given these kinds of understandings, students are in a position to evaluate the role, strengths, and weaknesses of major population policies, which attempt to either promote or restrict population growth.

### ESSENTIAL/GUIDING QUESTIONS

- Q. What factors will influence growth rates?
- Q. What scales are population densities used to determine growth and carrying capacity?
- Q. How is natural increase different from actual increase and how do geographers determine each?
- Q. What factors indicate where a population is grouped according to the demographic transition model?
- Q. How do populations move stages in the demographic transition model and how is the knowledge of this data used?
- Q. Why is it important to understand the factors that lead to the changes that signify shifts of population from one stage to another in the demographic transition mode?
- Q. Which populations are growing the fastest and what are the concerns embedded in the growth of those populations?
- Q. How does education play a role in the growth and movement of population?
- Q. What distinguishes a refugee either internally or internationally and why are their different data sets to explain this?
- Q. How does the gravity model and distance decay play a role in migration and the demography of cities?

### CONCEPTS AND SKILLS

Geographical analysis of population [Unit comprises 13 – 17% of material assessed on AP exam]

- A. *Density, distribution, and scale*
  1. Implications of various densities and distributions
  2. Composition: age, sex, income, education, and ethnicity
  3. Patterns of fertility, mortality, and health
- B. *Population growth and decline over time and space*
  1. Historical trends and projections for the future
  2. Theories of population growth and decline, including the Demographic Transition Model
  3. Regional variations of demographic transition
  4. Effects of national population policies: promoting population growth in some countries or reducing fertility rates in others
  5. Environmental impacts of population change on water use, food supplies, biodiversity, the atmosphere, and climate
  6. Population and natural hazards: impacts on policy, economy, and society

## Instructional Guide for AP Human Geography—Unit II

### C. *Migration*

1. Types of migration: transnational, internal, chain, step, seasonal agriculture (e.g., transhumance), and rural to urban
2. Major historical migrations
3. Push and pull factors, and migration in relation to employment and quality of life
4. Refugees, asylum seekers, and internally displaced persons
5. Consequences of migration: socioeconomic, cultural, environmental, and political; immigration policies; remittances

### UNIT OBJECTIVES TO BE ASSESSED

- Identify/define key vocabulary terms and apply to demonstrating mastery of Unit II Concepts and Skills
- Describe various patterns of population growth, migratory shifts, and analyze why these movements occurred
- Evaluate the different types of human migration and how they impacted both the society of origin and the new region of settlement
- Justify trends in population growth and decline including making predictions about future implications
- Analyze the positive and negative impacts of different migratory patterns on the physical environment, resources, and other consequences [identified above] that were impacted by the migrations

### KEY ASSIGNMENTS AND ASSESSMENTS

#### All Units:

Text and Map annotation  
 Readings, Maps, Charts, Graphic Organizers and Data Interpretation  
 Comparing/ Contrasting Points of View and Change over Time  
 Cornell Notes  
 Notebook to organize coursework  
 Writing assignments that demonstrate mastery of unit objectives

#### Assessments

Tests/ Projects/ Essays will be used to demonstrate mastery of curriculum

**Culminating Project-** Students will create a portfolio of regional maps of the world and identify key factors such as population distribution and other criteria established by the teacher. Maps shall be colored and labeled appropriately. Students will take the information on their maps and create lists of characteristics for key region. Students will use the information to create a visual project and write a comparative essay that demonstrates an understanding of ecumene, why this occurs, and what methods have been used by humanity to shape these areas over time.

### TEXTS

- Human Geography: people, place and culture. Fouberg, Murphy, Blij Chapter 2 and 3
- World Atlas

### PACING

[25 days] Population and Migration Unit II

## Instructional Guide for AP Human Geography—Unit II

<b>CONTENT-SPECIFIC VOCABULARY</b>			
Population density	Immigration	Periodic movement	Transhumance
• Physiological	Immigration wave	Nomadism	Gravity model
• Arithmetic	<b>Migration</b>	Megalopolis	Explorers
Dot maps	- Forced migration	Doubling time	Regional scale
Census	- Laws of migration	Natural increase	Remittances
Population explosion	- International migration	Infectious diseases	Activity spaces
Population distribution	- Internal migration	Genetic or inherited diseases	Military service
Population composition	- Voluntary migration	Chronic or Degenerative diseases	Distance decay
Demographic transition model	- Chain migration	Endemic AIDS expansive population policies	Intervening opportunity
Stationary population level	- Step migration	Eugenic population policies	Kinship links
Population pyramids	Migrant labor	Restrictive population policies	Colonization
Life expectancy	Internally displaced persons	One child policy	Islands of development
Total fertility rate	Refugees	Cyclic movements	
Infant mortality rate	Asylum	Push factors	
Newborn mortality rate	Deportation	Pull factors	
Child mortality rate	Quotas		
Crude birth rate	Guest workers		
Genocide	Repatriation		
	Immigration laws		
	Selective immigration		
<b>STANDARDS</b>			
<i>Human Geography Standards</i>	<i>Ca History-Social Science Content Standards</i>	<i>CCCSS ELA/Literacy for History/SS</i>	
C2: The course teaches the use of spatial concepts and landscape analysis to examine human organization of space. C4: The Course teaches students how to use and interpret maps, data sets, and geographic models. GIS, aerial photographs, and satellite images, though not required, can be used effectively in the course.	1. Chronological and Spatial Thinking 2. Historical Research 3. Historical Interpretation	RH9-10.2 RH9-10.6 WHST9-10.8 WHST9-10.9	

# Instructional Guide for AP Human Geography—Unit III

## Unit III

### OVERVIEW

#### III. Cultural Patterns and Processes

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

A central concern is to comprehend how cultural patterns are represented at a variety of geographic scales from local to global. Diffusion is a key concept in understanding how culture traits (e.g., agricultural practices, language, technology) move through time and space to new locations, where interactions between global and local forces result in new forms of cultural expression. Students learn that the concept of region is central to understanding the spatial distribution of cultural attributes.

The course explores cultural interaction at various scales, along with the conflicts that may result. The geographies of language, religion, ethnicity, and gender are studied to illustrate patterns and processes of cultural differences. Students learn to distinguish between languages and dialects, ethnic and universalizing religions, ethnic political movements, and popular and folk cultures, and to understand why each has a different geographic pattern. Another important emphasis of the course is the way culture shapes relationships between humans and the environment. Students learn how culture is expressed in landscapes, and how land use in turn represents cultural identity. Built environments enable the geographer to interpret cultural values, tastes, symbolism, and sets of beliefs. For example, both folk and contemporary architecture are rich and readily available means of comprehending the cultural landscape and how different cultures view it in separate ways.

### ESSENTIAL/GUIDING QUESTIONS

- Q. How is popular culture differentiated from local culture?
- Q. How has globalization created “placelessness”?
- Q. How has authenticity of place been challenged by commodification?
- Q. How do local cultures define themselves and protect their identity?
- Q. What are the similarities of rural local cultures and urban local cultures?
- Q. In what ways does cultural appropriation and assimilation threaten local cultures?
- Q. How has identity been shaped by place and vice-versa?
- Q. What is the role of ethnic neighborhoods and diffusion in creating a sense of place?
- Q. How do people define themselves by observing “the other” and how does this help to create cultural identity?
- Q. In what ways are the concepts of race and ethnicity misunderstood and used to perpetuate power relationships that may be unequal?
- Q. Why are some states linguistically diverse compared to others that are not linguistically diverse?
- Q. What countries share a common language and how is this related to the concept of language groups and diffusion?
- Q. What are the major factors that have influenced and continue to influence the diffusion of religion?
- Q. What relationships are shared by various religions?
- Q. What is the primary difference in the concept of evangelizing faiths and hereditary faiths?
- Q. How does religion shift focus as scales shift?

### CONCEPTS AND SKILLS

#### III. Cultural Patterns and Processes [Unit comprises 13 – 17% of material assessed on AP exam]

- A. *Concepts of culture*
  1. Culture traits
  2. Diffusion patterns
  3. Acculturation, assimilation, and multiculturalism
  4. Cultural region, vernacular regions, and culture hearths
  5. Globalization and the effects of technology on cultures
- B. *Cultural differences and regional patterns*
  1. Language and communications
  2. Religion and sacred space
  3. Ethnicity and nationalism
  4. Cultural differences in attitudes toward gender



## Instructional Guide for AP Human Geography—Unit III

5. Popular and folk culture
6. Cultural conflicts, and law and policy to protect culture

*C. Cultural landscapes and cultural identity*

1. Symbolic landscapes and sense of place
2. The formation of identity and place making
3. Differences in cultural attitudes and practices toward the environment
4. Indigenous peoples

### UNIT OBJECTIVES TO BE ASSESSED

- Identify/define key vocabulary terms and apply to demonstrating mastery of Unit III Concepts and Skills
- Explain the ways that culture impacts various regions around the world
- Compare and contrast various cultures, ethnicities, and nationalities around the world based upon similarities and differences
- Explain the origins, development, and distribution of languages and religions around the world including analysis of similarities and differences between each separately and regionally
- Discuss how different cultures create a sense of place and identity around the world and analyze the factors that contribute to the uniqueness of each culture

### KEY ASSIGNMENTS AND ASSESSMENTS

#### All Units:

Text and Map annotation  
 Readings, Maps, Charts, Graphic Organizers and Data Interpretation  
 Comparing/ Contrasting Points of View and Change over Time  
 Cornell Notes  
 Notebook to organize coursework  
 Writing assignments that demonstrate mastery of unit objectives

#### Assessments

Tests/ Projects/ Essays will be used to demonstrate mastery of curriculum

**Culminating Project-** Students will watch the video A Hot Dog Program as an introduction to the project. The video shows the various ways that hot dogs are prepared and served around the USA. Then students will identify various forms of cultural differences that are found in different regions of the world. Topics could include types of beverages consumed by region, types of music, type of food [pizza toppings etc], modes of transportation languages and or dialects spoken, etc. Students will choose a category, research, and then write an essay about the differences including what may have caused the regional differences and how they impact society (marketing, pop culture, etc.)

### TEXTS

- Human Geography: people, place and culture. Fouberg, Murphy, Blij Chapter 4, 5, 6, and 7
- World Atlas

### PACING

[35 days] *Cultural Patterns and Processes [Culture, Identity, Race Gender, Language, Religion]*  
 [ 5 days] *Semester 1 Review/ Final Exam*

# Instructional Guide for AP Human Geography—Unit III

## CONTENT-SPECIFIC VOCABULARY

<b>Culture</b> - Popular culture - Material culture Hierarchical diffusion Assimilation Cultural appropriation Ethnic neighborhood Authenticity Time-space compression Cultural landscape Global-local continuum Folk-housing regions Gender Identifying against Race Residential segregation Senses of place Space Gendered Dowry deaths Language Multi intelligibility Standard language Dialect chains <b>Language families</b> - Sound shift - European - Extinct language - Nostratic Language divergence	- Renfrew hypothesis - Dispersal hypothesis - Germanic languages - Lingua franca - Creole language - Multilingual states - Global language Toponym <b>Religion</b> - Secularism - Polytheistic religion - Universalizing religion - Hinduism - Buddhism - Taoism - Confucianism - Diaspora - Christianity - Eastern Orthodoxy - Roman Catholic - Protestant - Sunni - Shi'ite - Indigenous religions - Shintoism - Judaism - Islam Sacred sites minarets Interfaith boundaries Ethnic cleansing Religious Religious extremism Jihad	- Folk culture - Local culture - Nonmaterial culture Hearth Custom Neolocalism Commodification Distance decay Re-territorialization Placelessness Globalization Diffusion routes Identity Racism Succession Ethnicity Place Queer theory Barrioization Dialects Isogloss Subfamilies Proto-Indo - Backward reconstruction - Deep reconstruction Language convergence Conquest theory	- Romance languages - Slavic languages - Pidgin language - Monolingual states Official language Place - Monotheistic religion - Animistic religion - Ethnic religion Caste system Feng Shui Zionism Shamanism Pilgrimage Hajj Intrafaith boundaries Activity space fundamentalism Shari'a laws
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## STANDARDS

<i>Human Geography Standards</i>	<i>Ca History-Social Science Content Standards</i>	<i>CCCSS ELA/Literacy for History/SS</i>
C3: The course teaches spatial relationships at different scales ranging from the local to the global.	1. Chronological and Spatial Thinking 2. Historical Research 3. Historical Interpretation	RH9-10.9 WHST9-10.2b WHST9-10.7

# Instructional Guide for AP Human Geography—Unit IV

## Unit IV

### OVERVIEW

#### IV. Political Organization of Space

This section of the course introduces students to the nature and significance of the political organization of territory at different scales. Students learn that political patterns reflect ideas of territoriality — how Earth’s surface should be organized — which in turn affect a wide range of exercises of power over space and boundaries.

Two major themes are the political geography of the modern state and relationships between countries. Students are introduced to the different forces that shaped the evolution of the contemporary world political map. These forces include the rise of nation-states in Europe, the influence of colonialism, the rise of supranational organizations, and devolution of states.

Students learn about the basic structure of the political map, the inconsistencies between maps of political boundaries and maps of ethnic, economic, and environmental patterns. In addition students consider some of the forces that are changing the role of individual countries in the modern world, including ethnic separatism, terrorism, economic globalization, and social and environmental problems that cross national boundaries, such as climate change. This part of the course also focuses on subnational and supranational political units. For example, at the scale above the state, attention is directed to regional alliances, such as NATO, the European Union, ASEAN, and NAFTA. At the scale below the state, students are introduced to the ways in which electoral districts, municipalities, indigenous areas, and autonomous lands affect political, social, and economic processes.

### ESSENTIAL/GUIDING QUESTIONS

- Q. What are the elements of a multinational or unitary country respectively?
- Q. How has the nature of make-up of multinational unions changed over the last century?
- Q. What are the primary similarities and contrasting views of Spykman and Mackinder?
- Q. What is the law of the sea and how has it evolved with time?
- Q. What is the role of technology in globalization?
- Q. What geopolitical regions are most susceptible to the process of devolution?
- Q. What is the New World Order and what major factors played a role in its development?

### CONCEPTS AND SKILLS

#### IV. Political Organization of Space [Unit comprises 13 – 17% of material assessed on AP exam]

- A. *Territorial dimensions of politics*
  1. The concepts of political power and territoriality
  2. The nature, meaning, and function of boundaries
  3. Influences of boundaries on identity, interaction, and exchange
  4. Federal and unitary states, confederations, centralized government, and forms of governance
  5. Spatial relationships between political systems and patterns of ethnicity, economy, and gender
  6. Political ecology: impacts of law and policy on the environment and environmental justice
- B. *Evolution of the contemporary political pattern*
  1. The nation-state concept
  2. Colonialism and imperialism
  3. Democratization
  4. Fall of communism and legacy of the Cold War
  5. Patterns of local, regional, and metropolitan governance
- C. *Changes and challenges to political-territorial arrangements*
  1. Changing nature of sovereignty
  2. Fragmentation, unification, and cooperation
  3. Supranationalism and international alliances
  4. Devolution of countries: centripetal and centrifugal forces
  5. Electoral geography: redistricting and gerrymandering
  6. Armed conflicts, war, and terrorism

## Instructional Guide for AP Human Geography—Unit IV

### UNIT OBJECTIVES TO BE ASSESSED

- Identify/define key vocabulary terms and apply to demonstrating mastery of Unit IV Concepts and Skills
- Identify the key concepts behind the creation of nation-states and the ways in which a nation-state determines its power and influence in the world community
- Analyze the similarities and differences between various political systems and the reasons why these systems developed including where and when they occurred
- Show relationships between various forms of power and the scarcity of resources through analysis of methods that stronger nations used to control less powerful ones including the causality and results of issues that occurred over time

### KEY ASSIGNMENTS AND ASSESSMENTS

#### All Units:

Text and Map annotation  
 Readings, Maps, Charts, Graphic Organizers and Data Interpretation  
 Comparing/ Contrasting Points of View and Change over Time  
 Cornell Notes  
 Notebook to organize coursework  
 Writing assignments that demonstrate mastery of unit objectives

#### Assessments

Tests/ Projects/ Essays will be used to demonstrate mastery of curriculum

**Culminating Project-** Students will select a current political issue from a teacher generated list (or approved topic) to research. Each student will create a visual presentation using maps, charts, and graphs to demonstrate mastery of the issue. Students will give an oral presentation about their project including writing a one page summary of the issue as a handout to be given to all students in the class.

### TEXTS

- Human Geography: people, place and culture. Fouberg, Murphey, Blij Chapter 8, 9, and 10
- World Atlas

### PACING

[21 days] *Political Organization of Space [Political and Urban Geography- changes and development]*

# Instructional Guide for AP Human Geography—Unit IV

<b>CONTENT-SPECIFIC VOCABULARY</b>			
Political	Geography	Mercantilism	Three pillars
Sovereignty	Territorial integrity	Democracy	Peace of Westphalia
Nation	Nation-state	Colonialism	Multinational state
Multistate nation	Stateless nation	Core	Periphery
Capitalism	Commodification	Centripetal	Centrifugal
Semiperiphery	Ability	Devolution	Territorial representation
Unitary	Federal	Majority/minority districts	Gerrymandering
Reapportionment	Splitting	Physical/ political boundary	Heartland theory
Boundary	Geometric boundary	Supranational organization	Globalization
Critical geopolitics	Unilateralism	Participatory development	Local exchange trading system
Washington consensus (LETS)	Networks	Synergy	Gatekeepers
Horizontal integration	Vertical integration	Command economy	Compact states
Confederal system	Colonies	Cultural boundary	Democratization
Disputes: Positional, territorial, resource, functional	Core area	Electoral geography	Elongated states
Enclaves, exclaves	Economic force	Ethnonationalism	European Constitution
European Monetary Union	Ethnic force	Federal system	Forward capital
Fragmentation	European Union	Frontiers	Geometric boundary
Geopolitics	Fragmented states	Heartland theory	Imperialism
Institutions	Government	Internal boundaries	Irredentism
Landlocked states	Integration	Market economy	Marketization
Microstates	Mackinder	Perforated states	Physical boundary
Political geography	Multicore state	Politicalization of religion	Primate city
Politics	Political culture	Ratzel	Rimland theory
Security	Privatization	Scale	Sovereignty
Spatial force	Council	Separatist movement	Territorial morphology
Territoriality	Spykman	Supranational organization	Unitary state
	State		
	“Third wave” of democratization		
<b>STANDARDS</b>			
<i>AP Human Geography Standards</i>	<i>Ca History-Social Science Content Standards</i>	<i>CCCSS ELA/Literacy for History/SS</i>	
C2: The Course teaches the use of spatial concepts and landscape analysis to examine human organization of space.	<ol style="list-style-type: none"> <li>1. Chronological and Spatial Thinking</li> <li>2. Historical Research</li> <li>3. Historical Interpretation</li> </ol>	RH9-10.1b WHST9-10.7	

# Instructional Guide for AP Human Geography—Unit V

## Unit V

### OVERVIEW

#### V. Agriculture, Food Production, and Rural Land Use

This section of the course explores four themes: the origin and diffusion of agriculture; the characteristics and processes of the world's agricultural production systems and land use; the impact of agricultural change on quality of life and the environment; and issues in contemporary agriculture. Students examine centers where domestication originated and study the processes by which domesticated crops and animals spread. This diffusion process makes clear why distinct regional patterns emerge in terms of diet, energy use, and the adaptation of biotechnology.

The course also covers the major agricultural production regions of the world. Extensive activity (fishing, forestry, nomadic herding, ranching, shifting cultivation) and intensive activity (plantation agriculture, mixed crop/livestock systems, market gardening, horticulture, large-scale commercial agriculture) are examined, as are settlement patterns and landscapes typical of each major agriculture type. Students learn about land survey systems, environmental conditions, sustainability, global food supply problems, and the cultural values that shape agricultural patterns. In addition this section presents the roles of women in agricultural production, particularly in subsistence farming and market economies in the developing world.

Explanations for patterns of rural land use and associated settlements (e.g., von Thünen's land use model) are major concerns. Also important are the impacts of large-scale agribusiness on food production and consumption. The effects of economic and cultural globalization on agriculture and the need to increase food supplies and production capacity conclude this section.

### ESSENTIAL/GUIDING QUESTIONS

- Q. What developments would help lead to the second agricultural revolution?
- Q. What are the main elements of the third agricultural revolution and how did these elements develop?
- Q. What is the impact of the Green Revolution on developing countries and the future development all countries?
- Q. What is the role of vertical and horizontal integration in making agriculture more profitable and leading away from the family farm and towards the expansion of agribusiness?
- Q. What are the effects of globalization on agriculture on different scales?

### CONCEPTS AND SKILLS

#### V. Agriculture, Food Production, and Rural Land Use [Unit comprises 13 – 17% of material assessed on AP exam]

- A. *Development and diffusion of agriculture*
  1. Neolithic Agricultural Revolution
  2. Second Agricultural Revolution
  3. Green Revolution
  4. Large-scale commercial agriculture and agribusiness
- B. *Major agricultural production regions*
  1. Agricultural systems associated with major bioclimatic zones
  2. Variations within major zones and effects of markets
  3. Interdependence among regions of food production and consumption
- C. *Rural land use and settlement patterns*
  1. Models of agricultural land use, including von Thünen's model
  2. Settlement patterns associated with major agriculture types: subsistence, cash cropping, plantation, mixed farming, monoculture, pastoralism, ranching, forestry, fishing and aquaculture
  3. Land use/land cover change: irrigation, desertification, deforestation, wetland destruction, conservation efforts to protect or restore natural land cover, and global impacts
  4. Roles of women in agricultural production and farming communities
- D. *Issues in contemporary commercial agriculture*
  1. Biotechnology, including genetically modified organisms (GMO)
  2. Spatial organization of industrial agriculture, including the transition in land use to large-scale commercial farming and factors affecting the location of processing facilities
  3. Environmental issues: soil degradation, overgrazing, river and aquifer depletion, animal wastes, and extensive fertilizer and pesticide use
  4. Organic farming, crop rotation, value-added specialty foods, regional appellations, fair trade, and eat-local-food movements
  5. Global food distribution, malnutrition, and famine

# Instructional Guide for AP Human Geography—Unit V

## UNIT OBJECTIVES TO BE ASSESSED

- Identify/define key vocabulary terms and apply to demonstrating mastery of Unit V Concepts and Skills
- Analyze the similarities and differences between the various bursts of agricultural development over time
- Compare and contrast the agricultural systems around the world through research, maps, charts, etc. including analysis of production and consumption
- Evaluate the different forms of rural land use over time and be able to show benefits and consequences that came with the changes over time
- Assess the benefits and consequences of contemporary agriculture’s use of science as it attempt to feed an ever growing population with less land resources.

## KEY ASSIGNMENTS AND ASSESSMENTS

### All Units:

Text and Map annotation  
 Readings, Maps, Charts, Graphic Organizers and Data Interpretation  
 Comparing/ Contrasting Points of View and Change over Time  
 Cornell Notes  
 Notebook to organize coursework  
 Writing assignments that demonstrate mastery of unit objectives

### Assessments

Tests/ Projects/ Essays will be used to demonstrate mastery of curriculum

**Culminating Project-** Students will research a specific agricultural product, crop, or animal. The student will present their findings in an oral presentation that includes the history of its domestication and diffusion, growth cycles and climatic considerations, a world map that shows production areas and main areas of consumption, and analysis of its utilization by humanity and if there are any cultural differences that might influence the use of the subject matter.

## TEXTS

- Human Geography: people, place and culture. Fouberg, Murphy, Blij Chapter 11
- World Atlas

## PACING

[12 days] *Agriculture and Rural Land Use*

## CONTENT-SPECIFIC VOCABULARY

Agribusiness	“world breadbasket”	Biotechnology	Biodiversity
Cereal grains	Agricultural hearths	Desertification	Extensive agriculture
Dispersed settlement pattern	Columbian exchange	Agriculture	Hamlets, villages
Extensive subsistence agriculture	Enclosure	Commercial agriculture	Intensive subsistence agriculture
Horticulture	Green	Erosion	Location theory
Irrigation	Hunters and gatherers	Revolution	Metes and bounds
Long-lot survey system	Job specialization	Intensive agriculture	Nomadism
Milkshed	Mediterranean agriculture	Labor intensive agriculture	Pastoral
Nucleated settlement pattern	Mixed crop and livestock farming	Mercantilism	Postindustrial societies
nomadism	Organic agriculture	Neolithic Revolution	Rectangular survey system
Primary sector	Patriarchal system	Pampas	Seed drill
Second Agricultural Revolution	Primogeniture	Plantation farming	Subsistence agriculture
Shifting cultivation	Secondary sector	Quaternary sector	Vegetative planting
Tertiary sector	(swidden agriculture)	Seed agriculture	Winter wheat area, spring wheat area,
Von Thunen’s Model	Third Agricultural Revolution	Specialization	Global warming
	Wattle	Truck Farming	
	Soil erosion	Wet (lowland) rice	

## Instructional Guide for **AP Human Geography—Unit V**

<b>STANDARDS</b>		
<i>AP Human Geography Standards</i>	<i>Ca History-Social Science Content Standards</i>	<i>CCCSS ELA/Literacy for History/SS</i>
C4: The course teaches students how to use and interpret maps, data sets, and geographic models. GIS, aerial photographs, and satellite images though not required can be used effectively in the course.	<ol style="list-style-type: none"> <li>1. Chronological and Spatial Thinking</li> <li>2. Historical Research</li> <li>3. Historical Interpretation</li> </ol>	RH9-10.2b WHST9-10.6 WHST9-10.9



# Instructional Guide for AP Human Geography—Unit VI

## Unit VI

### OVERVIEW

#### VI. Industrialization and Economic Development

This section of the course presents the geographic elements of industrialization and economic development, including past and present patterns of industrialization, types of economic sectors, and how places acquire comparative advantage and complementarity. Students also learn how models of economic development, such as Rostow’s stages of economic growth and Wallerstein’s World Systems Theory, and programs like the Millennium Development Goals help to understand why the world is divided into a more-developed economic core and a less-developed periphery. Measures of development (e.g., gross domestic product [GDP] per capita, the Human Development Index [HDI], the Gender Inequality Index [GII], and the Gini coefficient) are tools to understand patterns of economic differences. The analysis of contemporary patterns of industrialization and their impact on development is the third major theme of this section. Topics to be studied include Weber’s industrial location theory and accounts of economic globalization, which accent time–space compression and the international division of labor. As an example, students study them reasons why some Asian economies achieved rapid rates of growth in the mid- to late 20th century, whereas most sub-Saharan African economies did not. In addition, students need to understand patterns of economic growth and deindustrialization in a region such as in North America, where the emergence of service sectors, high technology, and growth poles (e.g., Silicon Valley, the Research Triangle, universities, and medical centers) is transforming the contemporary economic landscape.

Countries, regions, and communities must confront new patterns of economic inequity that are linked to geographies of interdependence in the world economy, including global financial crises, the shift in manufacturing to newly industrialized countries (NICs), imbalances in consumption patterns, and the roles of women in the labor force. Communities also face difficult questions regarding raw material, energy use, the conservation of resources, and the impact of pollution on the environment and quality of life.

### ESSENTIAL/GUIDING QUESTIONS

- Q. How do stratifications occur in modern society?
- Q. What postmodern developments have occurred in the core regions of the world?
- Q. How do the theories of Christaller effect modern distribution of goods and services?
- Q. How can you use the multiplier effect to discuss the importance of primary economic activities in a service-based economy?
- Q. How is site differentiated from situation?

### CONCEPTS AND SKILLS

#### VI. Industrialization and Economic Development [Unit comprises 13 – 17% of material assessed on AP exam]

- A. *Growth and diffusion of industrialization*
  1. The changing roles of energy and technology
  2. Industrial Revolution
  3. Models of economic development: Rostow’s Stages of Economic Growth and Wallerstein’s World Systems Theory
  4. Geographic critiques of models of industrial location: bid rent, Weber’s comparative costs of transportation and industrial location in relation to resources, location of retailing and service industries, and local economic development within competitive global systems of corporations and finance
- B. *Social and economic measures of development*
  1. Gross domestic product and GDP per capita
  2. Human Development Index
  3. Gender Inequality Index
  4. Income disparity and the Gini coefficient
  5. Changes in fertility and mortality
  6. Access to health care, education, utilities, and sanitation
- C. *Contemporary patterns and impacts of industrialization and development*
  1. Spatial organization of the world economy
  2. Variations in levels of development (uneven development)
  3. Deindustrialization, economic restructuring, and the rise of service and high technology economies
  4. Globalization, manufacturing in newly industrialized countries (NICs), and the international division of labor

## Instructional Guide for AP Human Geography—Unit VI

5. Natural resource depletion, pollution, and climate change
6. Sustainable development
7. Government development initiatives: local, regional, and national policies
8. Women in development and gender equity in the workforce

### UNIT OBJECTIVES TO BE ASSESSED

- Identify/define key vocabulary terms and apply to demonstrating mastery of Unit VI Concepts and Skills
- Analyze the economic benefits and consequences that developed with the growth and diffusion of industrialization around the world
- Using different forms of data, assess the various ways that economists and social scientists determine the impacts of industrialization on humanity
- Explain why the world is divided into certain regions that are well developed while others remain under developed
- Evaluate the environmental and social issues created by industrialization and, based upon evidence, predict what the future might hold

### KEY ASSIGNMENTS AND ASSESSMENTS

#### All Units:

Text and Map annotation  
 Readings, Maps, Charts, Graphic Organizers and Data Interpretation  
 Comparing/ Contrasting Points of View and Change over Time  
 Cornell Notes  
 Notebook to organize coursework  
 Writing assignments that demonstrate mastery of unit objectives

#### Assessments

Tests/ Projects/ Essays will be used to demonstrate mastery of curriculum

**Culminating Project-** Students will research a specific natural resource or service industry. The student will present their findings in an oral presentation that includes the history of its origins, its uses, diffusion, growth cycles of consumption and depletion, benefits and consequences of its usage including any imbalances that occur between haves and have nots. Students should use charts and graphs where appropriate including a world map that shows production areas and main areas of consumption. Student should also research and analyze utilization of the resource or service by humanity and determine the short and long term issues that are occurring or could occur.

### TEXTS

- Human Geography: people, place and culture. Fouberg, Murphey, Blij Chapter 12
- World Atlas

### PACING

*[20 days] Industrialization and Economic Development*

## Instructional Guide for AP Human Geography—Unit VI

### CONTENT-SPECIFIC VOCABULARY

Acid rain	Capitalist world economy	Dependency theory	Bulk-reducing industries,
Bulk-gaining industries	Deindustrialization	Export oriented	Conglomerate corporations
Deglomeration	Economic geography	industrialization	Distance decay
Economic development	GDP, GDP per capita	Friction of distance	Fossil fuels
Global warming	Industrial Revolution	Infrastructure	Greenhouse effect
Industrialization	Location theory	Locational interdependence	Kanto Plain
Labor intensive industries	Modernization model	(MDC's, LDC's) More	Maquiladora district
Meiji Restoration	New industrialization of	developed country,	less developed country
NAFTA	labor	Newly industrializing	Northeast district (China)
Oligarchs	(Japan) Pacific Rim	country	Primary economic activities,
Primary industry	Secondary industry	Post-Industrial societies	primary sector
Rostow/Rostow's stages	Secondary economic	Proven reserve/potential	Quaternary sector
Site factors	activities, secondary	reserve	Single market manufacturers
Substitution principle	sector	Secondary industrial region	Special Economic Zones
Transnational corporations	Social development	Space-time compression	Trading blocs
Watt Commodity chain	Sustainable development	Tertiary sector	Wallerstein
Structuralist theory	Value added productivity	Variable revenue analysis	Modernization model
Export processing zones	Formal economy	Informal economy	World-systems theory
Offshore	Dependency theory	Dollarization	Technopole
Agglomeration	Islands of development	Microcredit program	
	Break-of-bulk		
	Compressed modernity		

### STANDARDS

<i>Human Geography Standards</i>	<i>Ca History-Social Science Content Standards</i>	<i>CCCSS ELA/Literacy for History/SS</i>
C4: The course teaches students how to use and interpret maps, data sets, and geographic models. GIS, aerial photographs, and satellite images though not required can be used effectively in the course.	<ol style="list-style-type: none"> <li>1. Chronological and Spatial Thinking</li> <li>2. Historical Research</li> <li>3. Historical Interpretation</li> </ol>	RH9-10.3 RH9-10.7 WHST9-10.6 WHST9-10.7

# Instructional Guide for AP Human Geography—Unit VII

## Unit VII

### OVERVIEW

#### VII. Cities and Urban Land Use

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

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

Topics such as economic systems, housing finance, culture, architectural history, and innovations in transportation can be useful in the analysis of spatial patterns of urban landscapes. Although much of the literature in urban geography focuses on the cities of North America, comparative urbanization is an increasingly important topic. The study of European, North African and Middle Eastern, East and South Asian, Latin American, and sub-Saharan African cities serves to illustrate how differing economic systems and cultural values can lead to variations in the spatial structures and urban landscapes.

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

### ESSENTIAL/GUIDING QUESTIONS

- Q. How is a diversified economic base important to cities?
- Q. How does the second agricultural revolution and the industrial revolution form an integrated system for moving the world's population through the demographic transition model?
- Q. What are the different migration patterns to cities and how have they changed over time?
- Q. Why have global cities developed where they have on a regional scale?
- Q. How does the impact of developed countries differ from developing countries?
- Q. In what ways has the global movement towards supranationalism affected environmental activities?
- Q. How does urban planning play a role in urban communities?
- Q. What are the effects of ethnic neighborhoods on the urban landscape?
- Q. How is gentrification an evident and dynamic factor in the cityscape?

### CONCEPTS AND SKILLS

#### VII. Cities and Urban Land Use [Unit comprises 13 – 17% of material assessed on AP exam]

- A. *Development and character of cities*
  1. Origin of cities; site and situation characteristics
  2. Forces driving urbanization
  3. Borchert's epochs of urban transportation development
  4. World cities and megacities
  5. Suburbanization processes
- B. *Models of urban hierarchies: reasons for the distribution and size of cities*
  1. Gravity model
  2. Christaller's central place theory
  3. Rank-size rule
  4. Primate cities

## Instructional Guide for AP Human Geography—Unit VII

- C. *Models of internal city structure and urban development: strengths and limitations of models*
1. Burgess concentric zone model
  2. Hoyt sector model
  3. Harris and Ullman multiple nuclei model
  4. Galactic city model
  5. Models of cities in Latin America, North Africa and the Middle East, sub-Saharan Africa, East Asia, and South Asia
- D. *Built environment and social space*
1. Types of residential buildings
  2. Transportation and utility infrastructure
  3. Political organization of urban areas
  4. Urban planning and design (e.g., gated communities, New Urbanism, and smart-growth policies)
  5. Census data on urban ethnicity, gender, migration, and socioeconomic status
  6. Characteristics and types of edge cities: boomburbs, greenfields, uptowns
- E. *Contemporary urban issues*
1. Housing and insurance discrimination, and access to food stores
  2. Changing demographic, employment, and social structures
  3. Uneven development, zones of abandonment, disamenity, and gentrification
  4. Suburban sprawl and urban sustainability problems: land and energy use, cost of expanding public education services, home financing and debt crises
  5. Urban environmental issues: transportation, sanitation, air and water quality, remediation of brownfields, and farmland protection

### UNIT OBJECTIVES TO BE ASSESSED

- Identify/define key vocabulary terms and apply to demonstrating mastery of Unit VII Concepts and Skills
- Analyze how urban growth impacted the political, economic, and social issues that faced humanity after the industrial revolution
- Determine how the growth of cities was affected by the location, movement, and refining of resources around the globe
- Identify the various methods used to plan urban growth around the world and assess the positive and negative implications of each type
- Identify and analyze the inequalities and environmental issues found within urban regions since World War II and evaluate the political, economic, and social methods used to alleviate these inequalities and environmental issues

### KEY ASSIGNMENTS AND ASSESSMENTS

#### All Units:

Text and Map annotation  
 Readings, Maps, Charts, Graphic Organizers and Data Interpretation  
 Comparing/ Contrasting Points of View and Change over Time  
 Cornell Notes  
 Notebook to organize coursework  
 Writing assignments that demonstrate mastery of unit objectives

#### Assessments

Tests/ Projects/ Essays will be used to demonstrate mastery of curriculum

**Culminating Project-** Students will visit a downtown area of a neighboring city [ex. San Bernardino, Riverside]. Students should walk three blocks North, South, East, and West from their starting point [+ sign] noting [through a student created map] the distribution of types of businesses or land usage including vacancies. Students should research the buildings to determine any historical significance that might be in the area including interesting architectural features. Students will then answer a series of questions about the area and present the findings to the class:

1. What was their impression of the area?
2. Does the area have a “special” name?
3. Where did student feel safe? Unsafe? Explain why.
4. What characteristics can be said about the area? [Ethnicity, Race, Gender bias, etc.]
5. Were homeless people in the area? Where might you look for them?
6. Can student identify any building[s] that have been recently altered? Explain
7. What was the main industry in the area?
8. What legacies of the past glory of the downtown area still remain?

## Instructional Guide for AP Human Geography—Unit VII

9. Was the area safe for pedestrians and bicycles?
10. What did the student not see in the area that would be good to add? Explain
11. If there are national chains in the area, were any modifications made to the design to fit the ambiance of the area? Explain
12. What final thoughts does student have about downtown area? Explain.

### TEXTS

- Human Geography: people, place and culture. Fouberg, Murphy, Blij Chapter 13 and 14
- World Atlas
- The Princeton Review: Cracking the AP Human Geography exam. Jon Moore. 2012.
- 5 steps to a 5: AP Human Geography 2014-2015. Carol Ann Gillespie, PHD. McGraw-Hill Education. 2013. [Class sets only]

### PACING

[15 days] *Globalization- Cities and Urban Land Use*

[15 days] *AP review and AP Test*

[15 days] *Post Test Year End Project*

### CONTENT-SPECIFIC VOCABULARY

Base ratio	Rush hours	Basic, nonbasic sectors	Sector model
Burgess, E.W.	Settlement geography	Bosnywash	Smart growth
Census tract	Social area analysis	Central business district	Special function cities
Center city	Sprawl	(CBD)	States
Christaller, Walter	Suburbs	Central place theory	Town
City-state	Transportation centers	City	- Urban area
Concentric zone model	Urban elite	Complementary regions	- Urban empire
Disamenity sector	Urban geography	Councils of government	- Urban hierarchy
Export activities	Urban influence zone	Edge cities	- Urban renewal
Formative era	Wirth, Louis	Feminization of poverty	- Urban morphology
Ghettos, ghettoization	Zone in transition	Gentrification	World city
Hamlet	Zoning ordinance	Greenbelts	Zone of maturity
Hierarchy of central places	Social stratification	Harris and Ullman	First urban revolution
Infrastructure in	Trade area	Hoyt, Homer	Rank size rule
situaccretion	Griffin-Ford Model	Manufacturing city	Edge cities
Megacity	McGee model	Megalopolis	Shantytowns
Mercantile city	Blockbusting	Metropolitan area	New urbanism
Metropolitan statistical area	Concentric zone model	Micropolitan statistical area	Spaces of consumption
Multiple-nuclei model	Solid waste	Multiplier effect	Sanitary landfills
Nucleated	Toxic waste	Peripheral model	Radioactive waste
Physical city	Montreal protocol	Primate cities	Vienna Convention for the
Public housing	Layer	Rank size rule	Protection of the Ozone

### STANDARDS

<i>Human Geography Standards</i>	<i>Ca History-Social Science Content Standards</i>	<i>CCCSS ELA/Literacy for History/SS</i>
C2: The Course teaches the use of spatial concepts and landscape analysis to examine human organization of space.	1. Chronological and Spatial Thinking	WHST9-10.2b
	2. Historical Research	WHST9-10.7
	3. Historical Interpretation	WHST9-10.8
C4: The course teaches students how to use and interpret maps, data sets, and geographic models. GIS, aerial photographs, and satellite images though not required can be used effectively in the course.		