

AP Human Geography Syllabus

Milford Public Schools

Course description

The Advanced Placement course in human geography gives students the opportunity to earn college credit in geography while still in high school. More importantly, the content of an AP Geography course helps students develop critical thinking skills through the understanding, application and analysis of the fundamental concepts of geography. Through AP Human Geography, students are introduced to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of the Earth's surface. Students will employ spatial concepts and landscape analysis to analyze human social organization and its environmental consequences. Students will meet the four college-level goals as determined by the National Geographic Standards. They also learn the methods and tools geographers use in their science and practice.

In preparation for the AP Human Geography examination, this course will be divided into seven sections: nature & perspectives, population, cultural patterns and processes, political organization of space, agricultural and rural land use, industrialization and economic development, and cities and urban land use. There will be chapter quizzes and unit exams, as well as a semester midterm exam. Grades are accrued on a point basis through test scores, quizzes, projects, and class assignments. Units will be divided by academic cycles, the school district utilizes a 6 day cycle; during a cycle individual classes meet four times each for varying periods of time.

Textbooks and Support Materials

Main Text:

The Cultural Landscape, An Introduction to Human Geography AP Edition
11th Edition, 2014
Pearson
James M. Rubenstein

Support Texts:

Human Geography: People, Place and Culture
Eighth Edition, 2007
Wiley
H. J. de Blij, Alexander B. Murphy and Erin H. Fouberg

Rand McNally Classroom Atlas
Revised 2007 Edition, 2006
Rand McNally

Purpose

The AP Human Geography course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students learn to employ spatial concepts and landscape analysis to examine human socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications

Goals

By the end of the course, students should be more geo-literate, more engaged in contemporary global issues, and more multicultural in their viewpoints. They should have developed 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 should 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.

The particular topics studied in an AP Human Geography course should align with the following college-level goals, which are based on the National Geography Standards developed in 1994 (and revised in 2012). On successful completion of the course, students should have developed skills that enable them to do the following:

- ▶ Interpret maps and analyze geospatial data.
- ▶ Understand the associations and networks among phenomena in particular places and explain their implications.
- ▶ Recognize and interpret the relationships among patterns and processes at different scales of analysis.
- ▶ Define regions and evaluate the regionalization process.

Course Outline

Unit 1-Geography: Its Nature and Perspectives (2 cycles)

Overview

This unit serves as an introduction to the field of human geography and will introduce students to the key questions and vocabulary for the course. This unit will serve as a building block for the units that follow. Students will be able to identify and use the different tools used by geographers, such as maps, map projections, scale, spatial organization, and technology, both old and new.

Reading

- Rubenstein, Chapter 1
- Blij, Murphy and Fouberg, Chapter 1

Topics

What is geography?

- Evolution of key geographic concepts
- Early contributors to the field
- Key vocabulary
- Technology-GPS, navigational tools, maps, , globes, and map projections.
- Types of maps, political, thematic, flow-line, choropleth, and cartograms.

- Map scale and distortion.

Five themes of geography

- Location-where is it?
- Place-what is it like?
- Region-how are places similar or different?
- Human environment interaction-how do people relate to the physical world?
- Movement-how do goods, people, and ideas from one location to another?

Assignments and Activities

- Introduction to human geography. Students will be divided into groups to create a working definition of human geography. They will create a list of ten factors that relate to the field of study and present their work.
- Key concepts and terms for unit 1.
- Map projections, students will draw a world map on an orange and then take the peel of the orange and create their own map projection.
- Mapping the school-students will work in small groups to create a scale map of the school. Each group will first decide the scale you wish to use. Then the group will begin mapping the various buildings. The map will be graded based on accuracy of building placement and use of scale.
- Map type scavenger hunt-students will use the Goode's Atlas to find examples of political, topographic, flow line, choropleth, cartograms, qualitative, thematic and topographic maps
- Major map projection quiz.
- Introduction free response questions.

Assessments

- Unit test-AP format multiple choice and short response questions.
- Quizzes-Multiple choice or short response questions for practice.

Unit 2-Population and Migration (3 Cycles)

Overview

This unit focuses on understanding the ways human population is organized geographically. Students are introduced to cultural, political, urban, and economic systems as well as the themes of scale, pattern, place, and interdependence. Students will analyze the distribution of human population at different scales: global, continental, national, state or province, and local community. Students will also examine why populations are growing or declining in some places and not in others by looking at the impact of fertility, mortality, migration, nutrition and disease.

Reading

- Rubenstein, chapters 2 and 3
- Blij, Murphy and Foubert, chapter 2

Topics

Where is the world's population distributed?

- Population concentrations

- Population density

Why is global population increasing?

- Components of population growth
- Population structure

Why does population growth vary among regions?

- The demographic transition
- Malthus on overpopulation
- Population futures

Why do some regions face health threats?

- Epidemiologic transition
- Infectious diseases
- Health care

Where are migrants distributed?

- Distance of migration
- U.S. immigrant patterns

Where do people migrate within a country?

- Interregional migration
- Intraregional migration

Why do people migrate?

- Reasons for migrating
- Migrating to find work

Why do migrants face obstacles

- Controlling migration
- Unauthorized migration
- Attitudes towards immigrants

Assignments and Activities

- Unit key terms.
- United States Census Bureau population pyramid generator (Website).
Students will examine the distribution and features of their local, state, national, and global community populations.
- School population pyramid-students will create a school population pyramid and then analyze the data.
- Push/pull factors-students will identify factors that draw people to or drive them from a region. They will then research specific examples of regions where population has increased or decreased and what factors influenced this change.
- Migration mapping-Students will map and identify the migratory patterns of North American population sections. Namely, they will examine the push/pull factors of Central American immigrants who immigrate to/from the United States
- Continued free response practice.

Assessments

- Unit test-AP format multiple choice and free response questions.
- Quizzes-Multiple choice, Free response question (skill practice)
- Reading quizzes

Unit 3-Cultural Patterns and Processes (3 Cycles)

Overview

Understanding the components and regional variations of cultural patterns and processes is critical to understanding human geography. Students will begin with the concept of culture and learn how geographers assess spatial and place dimension of cultural groups as defined by language, religion, race, ethnicity, and gender in the present as well as the past. Special focus will be placed on comprehension of how cultural patterns are represented on a variety of geographic scales, from local to global. Diffusion will be a key concept in understanding how cultural traits, like language and agricultural practices, move through time and space to new locations and adapt to local cultural preferences through globalization.

Reading

- Rubenstein, chapters 4 - 7
- Blij, Murphy and Fouberg, chapter 5 (Race, Ethnicity, Gender & Sexuality) and 7 (Religion)

Topics

- What is culture and its components? How is culture evidenced?
- What shapes and influences the transmission of culture including cultural hearths, different processes of cultural diffusion?
- How do acculturation, assimilation, multiculturalism, ethnocentrism and globalization affect culture and its transmission?
- How is culture distributed across regions and space as evidenced by language, religion, ethnicity and gender? How has history shaped these factors?
- Compare and contrast folk and popular culture. How are they shaped by space, history and technology?
- How have language families, languages and dialects been shaped by space, history and technology?
- Compare and contrast ethnic and universalizing faiths. How have their origins and evolution shaped their practices, distribution, organization and organization of space.
- How have ethnicity and gender been influenced by space, history and technology?
- What causes religious and ethnic conflict?

Assignments and Activities

- Students will complete key terms for unit three.
- Free response practice.
- Historical case study - caste and varna system of India. Students will read a document outlining the social systems of ancient India and explain how physical traits, education, and occupation shaped social and gender roles.

- Cultural enclave study - students will look at cultural enclaves in San Francisco and New York City and examine their impact on local cultural factors such as food, religion, and language. How has their cultural practices diffused into the local communities?
- Evolution of language - We will look at the English language from 1000 to present and discuss how it has evolved. Students will then examine language variations across the United States including dialects and accents. They will then research new additions to our language and attribute the social cause for the change, example would be words like google, tweeting, and texting language.
- Students will research religious and ethnic conflicts - their origins and affect on society. What factors contribute to religious conflict including growing religious fundamentalism and extremism? What factors have cause ethnic conflict? What conflicts have emerged and how are these conflicts affecting us today?
- Continued free response question practice.

Assessments

- Unit test-AP format multiple choice and short response questions.
- Quizzes-Multiple choice or short response questions for practice.

Unit 4-Political Organization of Space (3 Cycles)

Overview

This unit is an introduction to the nature and significance of the political organization of territory at different scales. Students will learn that political patterns reflect ideas about how the Earth's surface should be organized and its effects on a wide range of activities and understandings. Students will be introduced to the different forces that have shaped the evolution of the contemporary world political map, including nation-states in Europe, influence of colonialism and the mandate system, and contemporary neo-liberalism. Students will examine the basic structure of political maps and the inconsistencies between maps of political boundaries and maps of ethnic, economic, and environmental patterns. We will also examine the forces that are changing the role of individual countries in the modern world, including ethnic separatism, devolution, supra-nationalism, economic globalization, the emergence of regional and trans-regional economic blocs, and the need to confront environmental problems that cross national borders.

Reading

- Rubenstein, chapters 7 and 8
- Blij, Murphy and Fouberg, Chapter 8

Topics

- Nature and meaning of boundaries.
- Influences of boundaries on identity, interaction, and exchange.
- Territorial dimensions of politics.
- Imperialism, colonialism, and the mandate system, African case studies.
- Spatial relationships between political patterns and the patterns of ethnicity, economy, and environment.

- Nation-states and stateless nations.
- Changing nature of sovereignty.
- Democratization.
- Fragmentation, unification, and the alliance system.
- Terrorism.
- Regional, trans-regional, and global structures and organizations.

Assignments and Activities

- Students will complete key terms for Unit 4.
- Free response practice.
- Create a nation simulation-student will learn to manage a nation, its resources, and people. Students will be assigned a territory with set resources, they will work as a team to develop the resources, build an infrastructure, and trade with other nations.
- Google Earth imperialism exercise (interact module)-students will research imperialism in Africa using the Google Earth Imperialism interface. Students will create a map using custom tags then compare their map to the current boundaries of Africa. The purpose is to look for correlation between political divisions and to examine effects of colonialism on modern day African nation-states, including economic, social, and health.
- Arab Spring revolutions-students will choose one of the Arab nations that have experienced revolution and examine the forces that caused revolution, and the political and economic changes that have resulted.
- Library research-European Union, Nato, Warsaw Pact, SEATO, U.N., and OPEC, students will research one of the organizations and create a PowerPoint presentation on the why it was created, its evolution and function, and prediction for the future.

Assessments

- Unit test-AP format multiple choice and short response questions.
- Quizzes-Multiple choice or short response questions for practice.

Unit 5-Agriculture, Food Production and Rural Land Use (3 Cycles)

Overview

This unit will focus on four themes: the origin and spread of agricultural; the characteristics of the world's agricultural regions; reasons why these regions function the way they do; and the impact of agricultural change on the quality of life and the environment. Students will examine the centers of plant and animal domestication and the various forces that lead to their diffusion to other regions. Students will analyze the processes that create distinct regional patterns of diet, energy use, and agrarian technology and land use. We will also examine the Earth's major agricultural production regions, including extensive activities, fishing, forestry, nomadic herding, ranching, shifting cultivation, and intensive activities, plantation agriculture, mixed crop/livestock systems, market gardening, horticulture, and factory farms. as well as the settlement patterns and landscapes typical of each major agricultural type. Students will also learn about survey systems, environmental conditions and concerns, and the cultural values that created and sustain the patterns.

Reading

- Rubenstein, chapter 10
- Blij, Murphy and Fouberg, Chapter 11

Topics

- Development and diffusion of agriculture.
- Neolithic agricultural revolution and its impact on human settlement.
- Second agricultural revolution.
- Green Revolution.
- Major agricultural production regions.
- Agricultural systems associated with major bioclimatic zones.
- Variations within major zones and the effects on markets.
- Settlement patterns associated with major agricultural types.
- Models of agricultural land use, including von Thunen's model.
- Land use/land cover change, irrigation, conservation, desertification, and deforestation.
- Global climate change and its impact on agricultural patterns and regions.
- Genetic engineering of food products.
- Transportation of agricultural output regionally, trans-regionally, and globally.

Assignments and Activities

- Complete unit 5 key terms.
- Free response practice.
- Students will complete regional physical maps in order to compare the physical geography of the region to the development of regional agricultural centers.
- Charting activity-Neolithic Revolution, students will complete a chart of the Neolithic Revolution and the cause/effect on stable human population centers.
- Plant and animal domestication maps-to better understand the level of diffusion students will map the origin points of major plant and animal food sources.
- Agriculture region research-students will research one of the major agricultural regions focusing on the types of agricultural activity, purpose, points of distribution, and technology use.
- Green Revolution document based question-students will read ten articles on the Green Revolution, they will then write an essay on the positive vs negative impacts of the movement using the articles in support of their point of view.
- Library research-students will choose an historical agricultural center, Tenochtitlan, Chavin, China, Mesopotamia, Egypt, or Persia, and discuss the major technology innovations, agricultural systems, effects on population centers, and trade systems.
- Environmental impact charts- students will research major zones of environmental impact where major desertification and deforestation are occurring. Focus will be on causality, impact on local living conditions and settlement patterns, and global impact.
- Life as a nomad, the Tuareg-students will look at the life of a nomadic tribe from Niger through the eyes of a thirteen year old. Students will write a journal of daily activities, diet, religion duties, and life on the salt caravans.

Assessments

- Unit test-AP format multiple choice and short response questions.
- Quizzes-Multiple choice or short response questions for practice.

Unit 6-Industrialization and Economic Development (3 Cycles)

Overview

Economic activity has a spatial character influenced by the interaction of several factors, natural resources, culture, politics, and the history of specific places. Students will learn about the different types of economic activity, why natural resources have different values for different societies, and how places acquire comparative advantages for development. Students will examine geographic elements of industrialization and development, including the Industrial Revolution. Students need to understand how models of economic growth, such as Rostow's Stages of Economic Growth, Wallerstein's World Systems Theory, and Millennium Development Goals help explain why the world is described as being divided into a more well developed core and less developed periphery (industrialized vs third world).

Reading

- Rubenstein, chapters 9 and 11
- Blij, Murphy and Foubert, Chapter 10 and 12

Topics

Why does development vary among countries?

- A decent standard of living
- A long and healthy life
- Access to knowledge

Why does development vary by gender?

- Gender inequality measures
- Gender inequality trends

Why are energy resources important for development?

- Energy supply and demand
- Alternative energy sources

Why do countries face obstacles to development?

- Two paths to development
- Financing development
- Making progress in development

Where is industry distributed?

- The industrial revolution
- Industrial regions

Why are situation and site factors important?

- Situation factors: Proximity to inputs
- Situation factors: Proximity to markets
- Changing situation factors in key industries
- Site factors

Where does industry cause pollution?

- Air pollution
- Solid waste pollution
- Water pollution

Why are situation and site factors changing?

- Changes within developed regions
- Emerging industrial regions
- Renewed attraction of traditional industrial regions

Assignments and Activities.

- Complete unit 6 key terms.
- Free response questions.
- Resource maps-students will map major resources for each continent and examine patterns of distribution and development.
- Economies chart-students will create a reference chart of the different types of economic systems and major world examples for each one.
- Levels of economic activity chart- students will create a reference chart for the four levels of economic activity and give specific examples of each level and who participates.
- Annotated timeline-Industrial Revolution, students will create an annotated timeline of the evolution of technology and economic activity of the IR.
- Compare and contrast, students will research the economic boom of Asia to the economic decline of African and examine the factors relating to each and constructing an analysis of why regions that were both under colonial domination have developed along different paths.
- Alternative energy fair-in a science fair like atmosphere students will research and create a presentation poster for alternative energy technology. Students may focus on existing technology or hypothesize on possible future energy technologies.
- China case study-students will examine the growth of China's industrial base and identify reasons for their successes, changes to the quality of life positive/negative, impact on global trade patterns. as well environmental concerns.
- Author review-students will read Wallerstin's article and write a review of his views and critique his presentation and evidence.

Assessments

- Unit test-AP format multiple choice and short response questions.
- Quizzes-Multiple choice or short response questions for practice.

Unit 7-Cities and Urban Land Use (3 Cycles)

Overview

This unit divides urban geography into two subfields. The first students will explore is the study of the systems of cities, focusing on where cities are located and why they are there. Students will examine the current and historical distribution of cities; the political, economic, and cultural functions of cities; political, economic, and cultural function of cities; differential growth among cities; and types of transportation and communications linkages among cities. Students will also be exposed to theories of settlement geography, such as Cristaller's central place theory, the rank and size rule, and the gravity model.

The second subfield will focus the form, internal structure, and landscapes of cities, emphasizing what cities are like as places to live and work. Students will learn about patterns of urban land use, racial and ethnic segregation, typed of intra-city transportation, architectural traditions, and cycles of uneven construction and development. Students will analyze quantitative data, such as census figures, and qualitative information from field study narratives to gain an understanding of cities as places. Students will compare and contrast models of internal city structure: for example. the Burgess Concentric Zone Model, the Hoyt Sector Model, and the Harris-Ullman multiple nuclei model.

Reading

- Rubenstein, chapters 12 and 13.
- Blij, Murphy and Fouberg, Chapter 9

Topics

- Development and character of cities.
- Origin of cities
- Rural to urban migration and urban growth and decline.
- Global cities and megacities.
- Models of urban systems.
- Changing demographic and social structures.
- Uneven development, ghettoization, and gentrification.
- Housing and development.
- Commercial, industrial, and residential zones in cities.
- Infrastructure of cities, including education, transportation, power, water, sanitation, and communication.
- Role of city government in urban development and planning.
- Urban environmental concerns, including water access, pollution, overbuilding, and resource consumption.

Assignments and Activities

- Students will complete unit 7 key terms
- Free response question.
- Students will work as a small group to decide what characteristics make up the ideal city to live in. They will name their city and create a poster which will serve as their banner for Sim-city.
- Historical look at cities-students will compare the growth/decline patterns of five cities, Rome, Beijing, Paris, London, and Cairo. Students will identify the historical factors that led to the growth/decline of these sites as well as the evolution of their urban structures.
- Sim-city-students will act as a city council of an urban center, choosing, by consensus, how to distribute resources, build infrastructure, development, interaction with other urban centers and housing.
- Urban systems models-students will be divided into groups and given one of the urban systems models to research. They will create a short group presentation to report back to the class like the jigsaw approach.
- Our community-library research, students will research the local community to construct a model of change. Using images and historical narrative students will create an interactive presentation, YouTube video, slide show, PowerPoint, or other creative method, on how our local community has evolved into its present form and where it is heading in the future.
- California's ethnic enclaves-students will examine one of California's many ethnic enclaves and identify the factors that led to its creation, support mechanisms, and how the community has changed from its initial created purpose to the current day.
- Codes, Covenants, and Restrictions (CC&R's)-students will research the CC&Rs for their local neighborhood and create a short presentation for the class.

- Chart activity-students will create a chart of the types of land use with specific examples.
- Detroit Case Study-students will read the case study on the ghettoization of Detroit and outline the causes of urban decline.
- Megacities map- students will create a map of the world's megacities looking for patterns of growth that are dictated by physical geography, resources, and population.
- Compare and contrast-students will look at the transportation infrastructure of the United States and Europe and identify similarities and major differences. They will then analyze what factors create the differences between the two regions.

Assessments

- Unit test-AP format multiple choice and short response questions.
- Quizzes-Multiple choice or short response questions for practice.