

## AP Human Geography Scope & Sequence

Grading Period	Unit Title or Big Idea	AP Standards	Learning Targets	Assessment Evidence
<b>Throughout the School Year</b>	<p>The purpose of the AP course in Human Geography is to introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. They also learn about the methods and tools geographers use in their science and practice. In-depth concepts to be covered include population, culture, political organization, agriculture and rural land use, industrialization and economic development, and urban geography. This is a college-level course and as such the pace and rigor of the material is very advanced. Students should expect to spend 30 minutes or more each night completing homework, reading, or reviewing notes.</p>			
<b>First Grading Period</b>	<p>Unit 1: Introduction to Human Geography</p>	<p>SC 1: This course provides a systematic study of the nature of geography</p> <p>SC 2: The course provides a systematic study of perspectives of geography.</p> <p>SC10: The course teaches spatial relationships at different scales ranging from the local to the global.</p> <p>SC 11: The course teaches students how to use and interpret maps.</p>	<p><b>I. Geography, as a field of inquiry, looks at the world from a spatial perspective.</b></p> <ul style="list-style-type: none"> <li>● <i>I can explain the importance of geography as a field of study.</i></li> <li>● <i>I can use and interpret geographic models.</i></li> </ul> <p><b>II. Geography offers a set of concepts, skills, and tools that facilitate critical thinking and problem solving.</b></p> <ul style="list-style-type: none"> <li>● <i>I can analyze changing interconnections among places.</i></li> <li>● <i>I can interpret patterns and processes at different scales.</i></li> <li>● <i>I can use landscape analysis to examine the human organization of space.</i></li> <li>● <i>I can define region as a concept, identify world regions, and understand regionalization processes.</i></li> <li>● <i>I can explain and evaluate the regionalization process.</i></li> <li>● <i>I can explain major geographical concepts underlying the geographic perspective.</i></li> <li>● <i>I can use concepts such as space, place, and region to examine geographic issues.</i></li> </ul>	<p><b><u>Major Grading Period Summative Assessments</u></b></p> <p><b><u>Multiple Choice Exam</u></b> <b><u>Unit 1:</u></b> Nature and Perspective Unit Exam</p> <p>*All Unit Exams are modeled after the College Board AP Human Exam multiple choice section. -Questions are conceptual and application based with the skills indicated in the Unit Learning Targets. -Students will utilize unit context clues and nonlinguistic representations (images, charts, graphs, and symbols to infer meaning of major topics.</p>

			<p><b>III. Geographical skills provide a foundation for analyzing world patterns and processes.</b></p> <ul style="list-style-type: none"> <li>• <i>I can use spatial thinking to analyze the human organization of space.</i></li> <li>• <i>I can use and interpret maps.</i></li> </ul> <p><b>IV. Geospatial technologies increase the capability for gathering and analyzing geographic information with applications to everyday life</b></p> <ul style="list-style-type: none"> <li>• <i>I can use quantitative and qualitative geographic data.</i></li> <li>• <i>I can use and interpret geospatial data.</i></li> </ul>	
	<p>Unit 2 - Population &amp; Migration</p>	<p>SC3: The course provides a systematic study of population geography.</p> <p>SC4: The course provides a systematic study of cultural patterns and processes.</p> <p>SC10: The course teaches spatial relationships at different scales ranging from the local to the global.</p> <p>SC12: The course teaches spatial relationships at different scales ranging from the local to the global.</p>	<p><b>I. Knowledge of the geographic patterns and characteristics of human populations facilitates understanding of cultural, political, economic, and urban systems</b></p> <ul style="list-style-type: none"> <li>• <i>I can analyze the distribution of human populations at different scales.</i></li> <li>• <i>I can use population density to explain the relationship between people and the environment. I can analyze population composition.</i></li> </ul> <p><b>II. Populations grow and decline over time and space.</b></p> <ul style="list-style-type: none"> <li>• <i>I can explain contemporary and historical trends in population growth and decline.</i></li> <li>• <i>I can interpret and apply theories of population growth and decline.</i></li> <li>• <i>I can evaluate various national and international population policies.</i></li> <li>• <i>I can analyze reasons for changes in fertility rates in different parts of the world.</i></li> <li>• <i>I can explain the causes and implications of an aging population.</i></li> <li>• <i>I can explain the causes and implications of a rapidly growing population.</i></li> </ul> <p><b>III. Causes and consequences of migration are influenced by cultural, demographic, economic, and political factors.</b></p> <ul style="list-style-type: none"> <li>• <i>I can explain how push and pull contribute to migration.</i></li> <li>• <i>I can apply the concepts of forced and voluntary.</i></li> </ul>	<p><b><u>Major Grading Period Summative Assessments</u></b></p> <p><b><u>Multiple Choice Exam</u></b>  <b>Unit 2:</b> Population and Migration Unit Exam</p> <p>*All Unit Exams are modeled after the College Board AP Human Exam multiple choice section.  -Questions are conceptual and application based with the skills indicated in the Unit Learning Targets.  -Students will utilize unit context clues and nonlinguistic representations (images, charts, graphs, and symbols to infer meaning of major topics.</p> <p><b><u>Free Response Question Assessment</u></b>  <b>Unit 2:</b> Population and Migration</p> <ul style="list-style-type: none"> <li>- Past AP Sample FRQ</li> <li>- 2015- Refugees</li> </ul> <p>*All in class FRQs are modeled after the College Board AP Human Geography Exam FRQ section.</p> <p>-Students will be taught proper response structure in order to demonstrate proficiency in content knowledge while providing relative examples and</p>

			<ul style="list-style-type: none"> <li>• <i>I can analyze major historical migrations.</i></li> <li>• <i>I can analyze the cultural, economic, environmental, and political consequences of migration.</i></li> </ul>	<p>evidence to support the prompt from unit learning targets.</p> <p>-Students will be scored using AP Style Rubrics developed by teaching team as well as AP College Board.</p>
	Unit 3 - Culture & Identity	<p>SC 4: The course provides a systematic study of cultural patterns and processes.</p> <p>SC 9: The course teaches the use of landscape analysis to examine human organization of space.</p>	<p><b>I. Concepts of culture frame the shared behaviors of a society.</b></p> <ul style="list-style-type: none"> <li>• <i>I can explain the concept of culture and identify cultural traits.</i></li> <li>• <i>I can explain the diffusion of culture and cultural traits through time and space.</i></li> <li>• <i>I can explain how geographers assess the spatial and place dimensions of cultural groups in the past and present.</i></li> <li>• <i>I can explain how globalization is influencing cultural interactions and change.</i></li> </ul> <p><b>II. Culture varies by place and region</b></p> <ul style="list-style-type: none"> <li>• <i>I can explain the diffusion of culture and cultural traits through time and space.</i></li> <li>• <i>I can explain cultural patterns and landscapes as they vary by place and region.</i></li> <li>• <i>I can explain how culture is expressed in landscapes and how land and resource use represents cultural identity.</i></li> <li>• <i>I can compare and contrast popular and folk culture and the geographic patterns associated with each.</i></li> </ul>	<p><b><u>Major Grading Period Summative Assessments</u></b></p> <p><b><u>Multiple Choice Exam</u></b>  <b>Unit 3:</b> Culture and Identity Exam</p> <p>*All Unit Exams are modeled after the College Board AP Human Exam multiple choice section.  -Questions are conceptual and application based with the skills indicated in the Unit Learning Targets.  -Students will utilize unit context clues and nonlinguistic representations (images, charts, graphs, and symbols to infer meaning of major topics.</p> <p><b><u>Free Response Question Assessments</u></b>  <b>Unit 3:</b> Culture and Identity</p> <ul style="list-style-type: none"> <li>- Past Sample FRQ</li> <li>- 2003- Cultural Distinctiveness</li> </ul> <p>*All in class FRQs are modeled after the College Board AP Human Geography Exam FRQ section.</p> <p>-Students will be taught proper response structure in order to demonstrate proficiency in content knowledge while providing relative examples and evidence to support the prompt from unit learning targets.</p> <p>-Students will be scored using AP Style Rubrics developed by teaching team as well as AP College Board.</p>

<b>Second Grading Period</b>	Unit 4: Language and Religion	<p>SC 4: The course provides a systematic study of cultural patterns and processes.</p> <p>SC 9: The course teaches the use of landscape analysis to examine human organization of space.</p> <p>SC 10: The course teaches spatial relationships at different scales ranging from the local to the global.</p>	<p><b>I. Concepts of culture frame the shared behaviors of a society.</b></p> <ul style="list-style-type: none"> <li>● I can explain the concept of culture and identify cultural traits.</li> <li>● I can explain how globalization is influencing cultural interactions and change.</li> </ul> <p><b>II. Language varies by place and region</b></p> <ul style="list-style-type: none"> <li>● <i>I can explain the diffusion of culture and cultural traits through time and space.</i></li> <li>● <i>I can explain how interactions between local &amp; global forces that lead to new forms of cultural expression as a result of diffusion from the cultural hearth</i></li> <li>● <i>I can explain the diffusion of culture and cultural traits through time and space.</i></li> <li>● <i>I can explain how geographers assess the spatial and place dimensions of cultural groups in the past and present.</i></li> <li>● <i>I can explain cultural patterns and landscapes as they vary by place and region.</i></li> </ul> <p><b>III. Religion varies by place and region</b></p> <ul style="list-style-type: none"> <li>● <i>I can explain how geographers assess the spatial and place dimensions of cultural groups in the past and present.</i></li> <li>● <i>I can compare and contrast ethnic and universalizing religions and their geographic patterns.</i></li> <li>● <i>I can explain the diffusion of culture and cultural traits through time and space.</i></li> <li>● <i>I can explain cultural patterns and landscapes as they vary by place and region</i></li> <li>● <i>I can explain how differences in culture can lead to conflicts.</i></li> </ul>	<p><b><u>Major Grading Period Summative Assessments</u></b></p> <p><b><u>Multiple Choice Exam</u></b>  <b>Unit 4:</b> Language and Religion</p> <p>*All Unit Exams are modeled after the College Board AP Human Exam multiple choice section.  -Questions are conceptual and application based with the skills indicated in the Unit Learning Targets.  -Students will utilize unit context clues and nonlinguistic representations (images, charts, graphs, and symbols) to infer meaning of major topics.</p> <p><b><u>Free Response Question Assessments</u></b>  <b>Unit 4:</b> Language and Religion</p> <ul style="list-style-type: none"> <li>- Past Sample FRQ</li> <li>- 2002 Religion Shaping Cultural Landscapes</li> </ul> <p>*All in class FRQs are modeled after the College Board AP Human Geography Exam FRQ section.</p> <p>-Students will be taught proper response structure in order to demonstrate proficiency in content knowledge while providing relative examples and evidence to support the prompt from unit learning targets.</p> <p>-Students will be scored using AP Style Rubrics developed by teaching team as well as AP College Board.</p>
	Unit 5: Political Geography	<p>SC 5: The course provides a systematic study of political organization of space.</p>	<p><b>I. The contemporary political map has been shaped by events of the past</b></p> <ul style="list-style-type: none"> <li>● <i>I can explain the structure and evolution of the contemporary political map.</i></li> <li>● <i>I can evaluate the geopolitical forces that influence the contemporary political map.</i></li> </ul>	<p><b><u>Major Grading Period Summative Assessments</u></b></p> <p><b><u>Multiple Choice Exam</u></b>  <b>Unit 5:</b> Political Geography</p>

		<p>SC 10: The course teaches spatial relationships at different scales ranging from the local to the global.</p>	<ul style="list-style-type: none"> <li>• <i>I can evaluate the structure of the contemporary political map.</i></li> <li>• <i>I can evaluate the nature and function of international and internal boundaries.</i></li> </ul> <p><b>II. Spatial political patterns reflect ideas of territoriality and power at a variety of scales.</b></p> <ul style="list-style-type: none"> <li>• <i>I can compare and contrast forms of governance.</i></li> <li>• <i>I can describe patterns of local and metropolitan forms of governance.</i></li> <li>• <i>I can evaluate the nature and function of voting boundaries.</i></li> </ul> <p><b>III. The forces of globalization challenge contemporary political-territorial arrangements.</b></p> <ul style="list-style-type: none"> <li>• <i>I can apply the concepts of centrifugal and centripetal forces at the national scale.</i></li> <li>• <i>I can explain how political, economic, cultural, and technological elements of globalization challenge state sovereignty.</i></li> </ul>	<p>*All Unit Exams are modeled after the College Board AP Human Exam multiple choice section. -Questions are conceptual and application based with the skills indicated in the Unit Learning Targets. -Students will utilize unit context clues and nonlinguistic representations (images, charts, graphs, and symbols to infer meaning of major topics.</p> <p><b><u>Free Response Question Assessments</u></b> <b>Unit 5:</b> Political Geography</p> <ul style="list-style-type: none"> <li>- Past Sample FRQ</li> <li>- 2005 Supranationalism and Devolution</li> </ul> <p>*All in class FRQs are modeled after the College Board AP Human Geography Exam FRQ section.</p> <p>-Students will be taught proper response structure in order to demonstrate proficiency in content knowledge while providing relative examples and evidence to support the prompt from unit learning targets.</p> <p>-Students will be scored using AP Style Rubrics developed by teaching team as well as AP College Board.</p>
<p><b>Third Grading Period</b></p>	<p>Unit 6: Agriculture</p>	<p>SC 6: The course provides a systematic study of agriculture and rural land use.</p> <p>SC 10: The course teaches spatial relationships at different scales ranging from the local to the global.</p>	<p>I. The development of agriculture led to widespread alteration of the natural environment.</p> <ul style="list-style-type: none"> <li>• <i>I can identify major centers of domestication of plants and animals and patterns of diffusion in the first (Neolithic) agricultural revolution.</i></li> <li>• <i>I can explain the connection between physical geography and agricultural practices.</i></li> <li>• <i>I can explain the advances and impacts of the second agricultural revolution.</i></li> <li>• <i>I can analyze the consequences of the Green Revolution on food supply and the environment.</i></li> </ul>	<p><b><u>Major Grading Period Summative Assessments</u></b></p> <p><b><u>Multiple Choice Exam</u></b> <b>Unit 6:</b> Agricultural Geography</p> <p>*All Unit Exams are modeled after the College Board AP Human Exam multiple choice section. -Questions are conceptual and application based with the skills indicated in the Unit Learning Targets. -Students will utilize unit context clues and nonlinguistic representations (images, charts,</p>

		<p>SC 12: The course teaches spatial relationships at different scales ranging from the local to the global.</p>	<p>II. Major agricultural regions reflect physical geography and economic forces.</p> <ul style="list-style-type: none"> <li>● <i>I can identify agricultural production regions associated with major bioclimatic zones.</i></li> <li>● <i>I can analyze the economic forces that influence agricultural practices.</i></li> <li>● <i>I can explain the spatial organization of large-scale commercial agriculture and agribusiness.</i></li> <li>● <i>I can explain the interdependence among regions of food production and consumption.</i></li> </ul> <p>III. Settlement patterns and rural land use are reflected in the cultural landscape.</p> <ul style="list-style-type: none"> <li>● <i>I can identify rural settlement patterns.</i></li> <li>● <i>I can compare and contrast the land use zones of von Thünen's model.</i></li> <li>● <i>I can analyze the application of von Thünen's land use model to agricultural production in the real world.</i></li> <li>● <i>I can evaluate the environmental consequences of agricultural practices.</i></li> <li>● <i>I can describe settlement patterns associated with major agriculture types.</i></li> </ul> <p>IV. Changes in food production and consumption present challenges and opportunities.</p> <ul style="list-style-type: none"> <li>● <i>I can explain issues related to the changing nature of contemporary agriculture.</i></li> <li>● <i>I can explain issues related to the location of food production facilities.</i></li> <li>● <i>I can explain the changing role of women in food production and consumption.</i></li> </ul>	<p>graphs, and symbols to infer meaning of major topics.</p> <p><b><u>Free Response Question Assessments</u></b>  <b><u>Unit 6:</u></b> Agricultural Geography</p> <ul style="list-style-type: none"> <li>- Past Sample FRQ</li> <li>- 2004 Agribusiness - Poultry - and Rural Land Use</li> </ul> <p>*All in class FRQs are modeled after the College Board AP Human Geography Exam FRQ section.</p> <p>-Students will be taught proper response structure in order to demonstrate proficiency in content knowledge while providing relative examples and evidence to support the prompt from unit learning targets.</p> <p>-Students will be scored using AP Style Rubrics developed by teaching team as well as AP College Board.</p>
Unit 7 Urban Geography		<p>SC 8: The course provides a systematic study of cities and urban land use.</p>	<p><b>I. The form, function, and size of urban settlements are constantly changing.</b></p> <ul style="list-style-type: none"> <li>● <i>I can explain the factors that initiate and drive urbanization and suburbanization.</i></li> </ul>	<p><b><u>Major Grading Period Summative Assessments</u></b></p> <p><b><u>Multiple Choice Exam</u></b>  <b><u>Unit 7:</u></b> Urban Geography</p>



		<p>SC 10: The course teaches spatial relationships at different scales ranging from the local to the global.</p> <p>SC 11: The course teaches students how to use and interpret geographical models.</p>	<p><b>II. I can explain the factors that initiate and drive urbanization and suburbanization.</b></p> <ul style="list-style-type: none"> <li><i>I can apply models to explain the hierarchy and interaction patterns of urban settlements.</i></li> <li><i>I can explain the models of internal city structure and urban development.</i></li> </ul> <p><b>III. Models of internal city structure and urban development provide a framework for urban analysis.</b></p> <ul style="list-style-type: none"> <li><i>I can explain the models of internal city structure and urban development.</i></li> </ul> <p><b>IV. Built landscapes and social space reflect the attitudes and values of a population.</b></p> <ul style="list-style-type: none"> <li><i>I can analyze residential land use in terms of low-, medium-, and high-density housing.</i></li> <li><i>I can evaluate the infrastructure of cities.</i></li> <li><i>I can explain the planning and design issues and political organization of urban areas.</i></li> <li><i>I can analyze the demographic composition and population characteristics of cities using quantitative and qualitative data.</i></li> </ul> <p><b>V. Urban areas face economic, social, political, and environmental challenges.</b></p> <ul style="list-style-type: none"> <li><i>I can evaluate problems and solutions associated with growth and decline within urban areas.</i></li> <li><i>I can evaluate problems associated with urban sustainability.</i></li> </ul>	<p>*All Unit Exams are modeled after the College Board AP Human Exam multiple choice section. -Questions are conceptual and application based with the skills indicated in the Unit Learning Targets. -Students will utilize unit context clues and nonlinguistic representations (images, charts, graphs, and symbols) to infer meaning of major topics.</p> <p><b><u>Free Response Question Assessments</u></b> <b>Unit 7:</b> Urban Geography</p> <ul style="list-style-type: none"> <li>- Past Sample FRQ</li> <li>- 2002 Hoyt Sector Model</li> </ul> <p>*All in class FRQs are modeled after the College Board AP Human Geography Exam FRQ section.</p> <p>-Students will be taught proper response structure in order to demonstrate proficiency in content knowledge while providing relative examples and evidence to support the prompt from unit learning targets.</p> <p>-Students will be scored using AP Style Rubrics developed by teaching team as well as AP College Board.</p> <p><b><u>Student Performance Task</u></b> Unit 7: Urban Geography -Students will participate in an authentic simulation centered around city planning and urban use. Students will be expected to develop an oral presentation to justify student findings.</p>
<p><b>Fourth Grading Period</b></p>	<p>Unit 8: Development &amp; Industrialization</p>	<p>SC 7: The course provides a systematic study of industrialization and economic development.</p>	<p>I. The Industrial Revolution, as it diffused from its hearth, facilitated improvements in standards of living.</p> <ul style="list-style-type: none"> <li><i>I can explain the role of the Industrial Revolution in the growth and diffusion of industrialization.</i></li> <li><i>I can identify the different economic sectors.</i></li> </ul>	<p><b><u>Major Grading Period Summative Assessments</u></b></p> <p><b><u>Multiple Choice Exam</u></b> <b>Unit 8:</b> Development and Urbanization</p>

		<p>SC 9: The course teaches the use of landscape analysis to examine human organization of space.</p> <p>SC 10: The course teaches spatial relationships at different scales ranging from the local to the global.</p> <p>SC 12: The course teaches spatial relationships at different scales ranging from the local to the global.</p>	<p>II. Measures of development are used to understand patterns of social and economic differences at a variety of scales.</p> <ul style="list-style-type: none"> <li>• <i>I can explain social and economic measures of development.</i></li> <li>• <i>I can analyze spatial patterns of economic and social development.</i></li> </ul> <p>III. Development is a process that varies across space and time.</p> <ul style="list-style-type: none"> <li>• <i>I can analyze the causes and consequences of international trade and growing interdependence in the world economy.</i></li> <li>• <i>I can explain how economic restructuring and deindustrialization are transforming the contemporary economic landscape.</i></li> </ul> <p>IV. Sustainable development is a strategy to address resource depletion and environmental degradation.</p> <ul style="list-style-type: none"> <li>• <i>I can analyze sustainability issues related to industrialization and development.</i></li> </ul>	<p>*All Unit Exams are modeled after the College Board AP Human Exam multiple choice section. -Questions are conceptual and application based with the skills indicated in the Unit Learning Targets. -Students will utilize unit context clues and nonlinguistic representations (images, charts, graphs, and symbols to infer meaning of major topics.</p> <p><b><u>Free Response Question Assessments</u></b> <b><u>Unit 8:</u></b> Development and Urbanization</p> <ul style="list-style-type: none"> <li>- Past Sample FRQ</li> <li>- 2007 International Division of Labor, Comparative Advantage</li> </ul> <p>*All in class FRQs are modeled after the College Board AP Human Geography Exam FRQ section.</p> <p>-Students will be taught proper response structure in order to demonstrate proficiency in content knowledge while providing relative examples and evidence to support the prompt from unit learning targets.</p> <p>-Students will be scored using AP Style Rubrics developed by teaching team as well as AP College Board.</p>
	Unit 9: AP Exam Review	As this is a AP Exam Review Unit, all scoring guidelines will be addressed.	As this is a AP Exam Review Unit, all previous learning targets will be addressed.	<p><b><u>Multiple Choice Exam</u></b> <b><u>Cumulative Exam:</u></b></p> <p>*The Cumulative Exam is modeled after the College Board AP Human Exam multiple choice section. The units of the course are represented on the Cumulative Exam in the same ratio as they will appear on the real AP Exam. -Questions are conceptual and application based with the skills indicated in the Unit Learning Targets used throughout the year.. -Students will utilize unit context clues and nonlinguistic representations (images, charts,</p>



				graphs, and symbols to infer meaning of major topics.
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