



AP Human Geography

D. Lynch

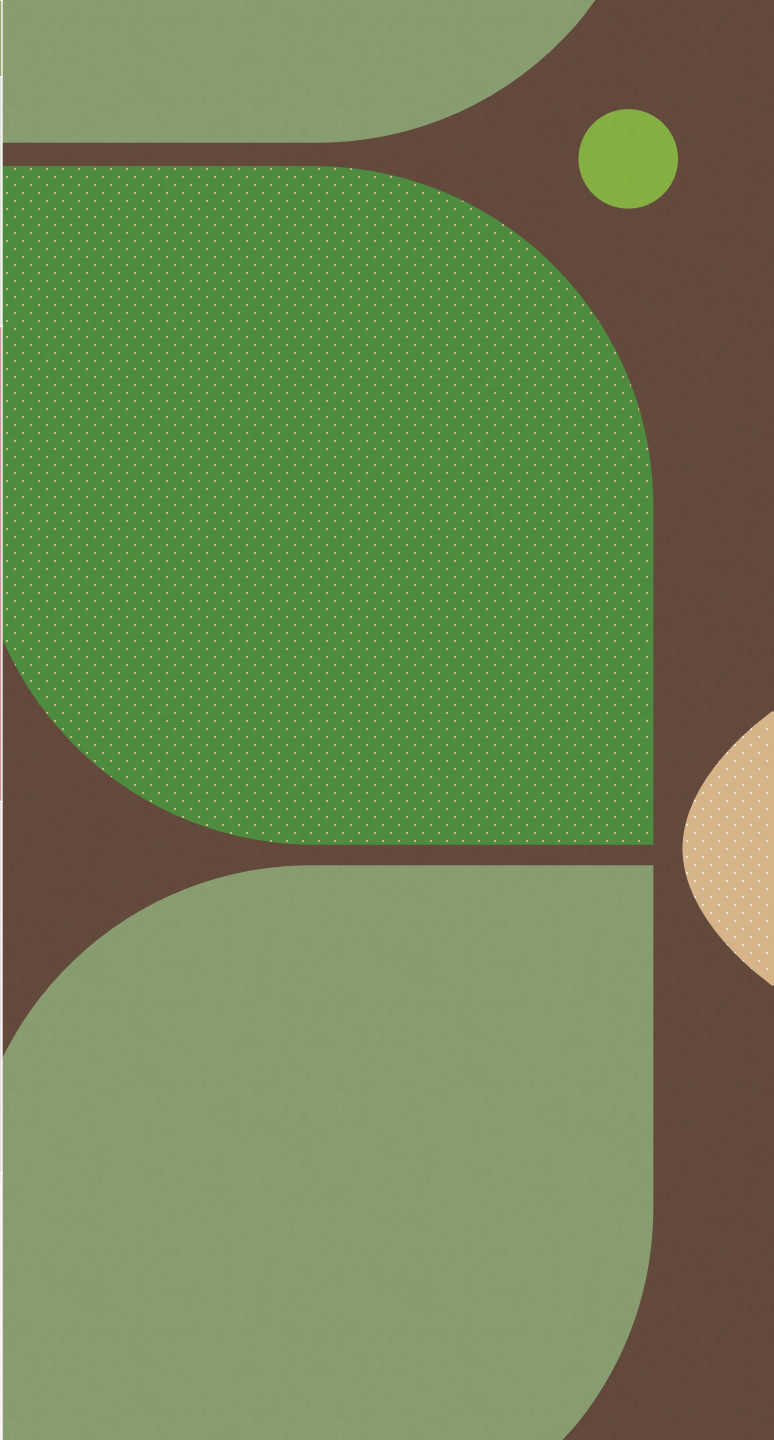
LynchD1@fultonschools.org



AP Course Overview

- College Board encourages students to take AP courses in topics they are **HIGHLY** interested in
 - They, along with Innovation, discourage taking AP courses to just “add to your resume”
- Check the Reported Workloads for each course to ensure you can maintain the amount of time needed for success
- Read the Essential Skills: do you have the skills needed to perform well in the class or are you just signing up because it is an AP course?

Student Reported Workload	Teacher Report Workload
<p>2.8 Hours Per Week</p>	<p>4 Hours Per Week Class contains projects that will necessitate outside collaboration and work without time in class</p>
<p>Pre-requisites</p>	<p>No <u>course</u> pre-requisites. Open to 9-12 students for an elective credit. Students should be able to read college-level texts and write grammatically correct, complete sentences making use of appropriate vocabulary, models, and theories. Recommended 90+ in Georgia Studies (9th graders) or B in other Social Science AP courses or APES (10-12 graders). Students should have basic geographic knowledge (locations of countries, major cities, and major physical geographic features)</p>
<p>Course Summary</p>	<p>This course is equivalent to an introductory college-level course in human geography. It introduces 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 topics like socioeconomic organization and its environmental consequences.</p>
<p>Essential Skills</p>	<p>Data analysis, source (image, graph, chart, map) analysis, scale analysis</p> <p>Time management, advanced reading comprehension and advanced writing, self-motivation, ability to advocate for oneself, grit</p>



Units and Major Topics

- **Fall:** Thinking Geographically, Demographics and Migration, Cultural Patterns and Processes, Political Geography
- **Spring:** Agriculture and Rural Land, Cities and Urban Land Use, Development and Industry

Demographic Transition Model
Malthusian Theory
Language/Culture Preservation
Globalization of Culture
Migration Patterns
Role of Women in Population change
State organization
Supranationalism/Devolution

Agricultural Revolutions
Industrial Agriculture vs Sustainable Agriculture
Urban Models
Urban planning, problems, solutions
Women's role in Agriculture
Models and Theories of Development

Expectations



View and take notes from Unit/Topic PPT at home



Engage in activities and projects to apply concepts in class



Complete minors (Map quiz, vocab quiz) asynchronously



Read and write at an advanced level

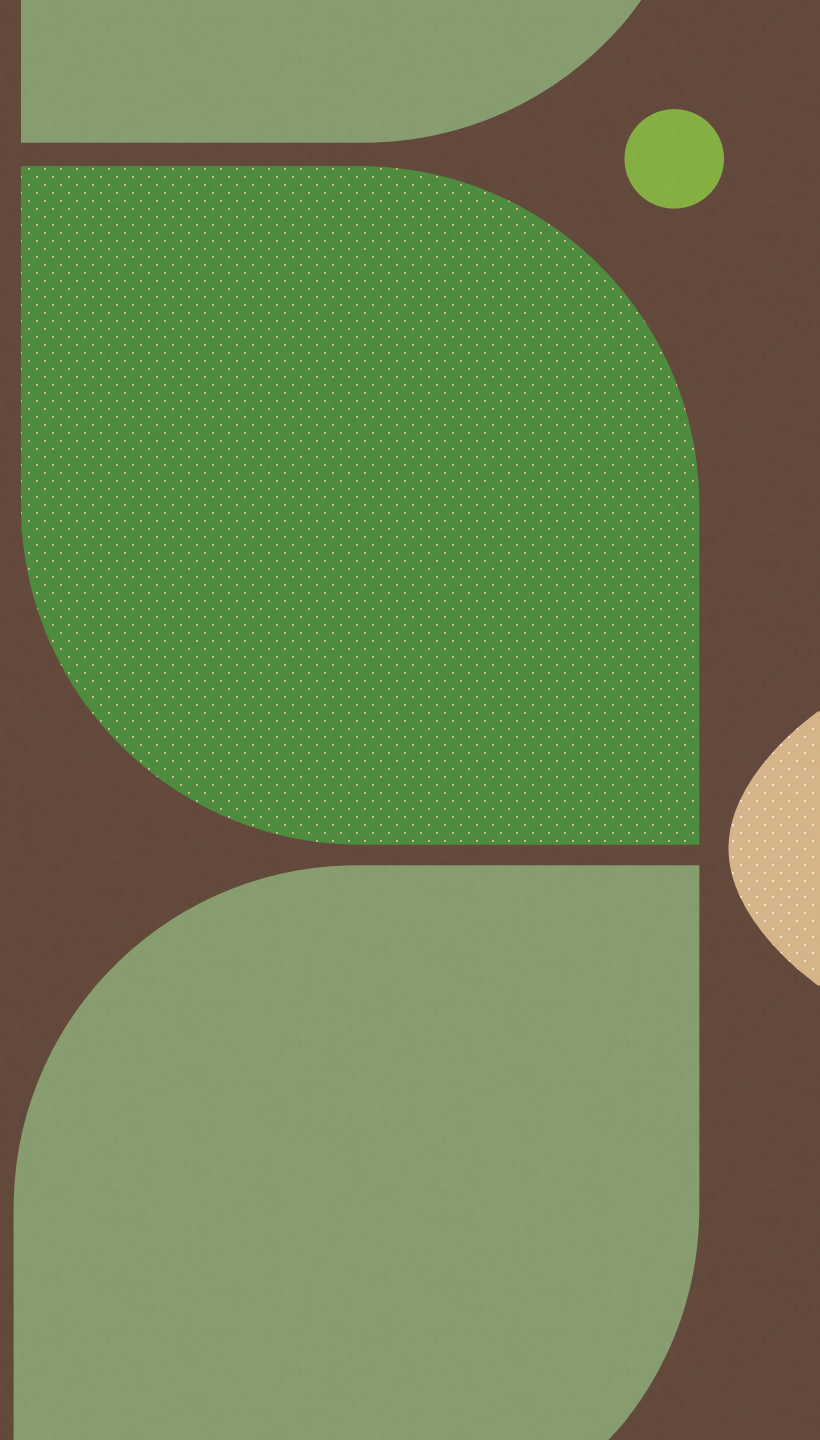


Learn GIS through ESRI's ArcGIS Learning Pathways – complete GIS project

- How to be successful?
- 1) Watch Daily Videos in AP Classroom or Mr. Sinn for additional content examples to add to PPT notes if struggling
- 2) Take notes **DO NOT STOP HERE!** → review notes → reorganize your notes to make greater sense of the concepts (Cornell or SQ3R Method)
- 3) Apply knowledge learned at home to class activities and projects
- Schedule tutoring sessions when needed
- Pay attention during exam review days
- Ask for help ASAP

Sample MCQs & FRQs

From old AP Human Geo Exams



Unit 2 Demographics and Migration

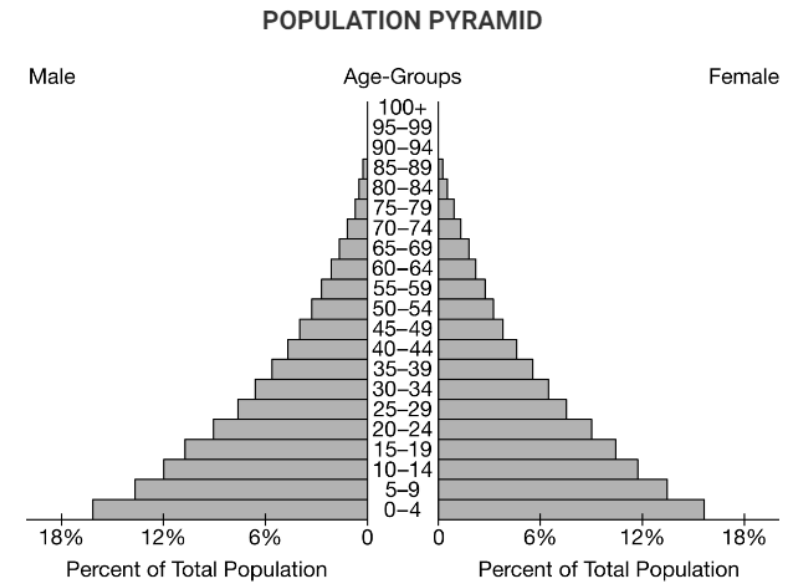
- Sri Lanka and Australia have about the same population. What data would help you determine which country has a higher physiological population density?
- (A) The area of each country
- (B) The number of farmers in each country
- (C) The total fertility rate of each country
- (D) The amount of arid land in each country
- (E) The amount of arable land in each country

Unit 3 Cultural Patterns

- Cultural differences within a country's population, such as different religions, languages, and ethnicities, have political impacts and can best be described as
- (A) centripetal forces within a state
- (B) centrifugal forces within a state
- (C) the effects of diffusion on the state
- (D) the effects of imperialism on the state
- (E) globalizing forces within a state

Unit 2 Demographics and Migration

- A. Describe the total fertility rate indicated by the shape of the population pyramid shown.
- B. Describe the rate of natural increase indicated by the shape of the population pyramid shown.
- C. Describe the dependency ratio indicated by the shape of the population pyramid shown.
- D. Explain ONE agricultural factor that may contribute to the local population trend shown in the graph.
- E. Explain ONE health care factor that may contribute to the local population trend shown in the graph.
- F. Explain the degree to which economic push factors may affect the population structure for the community shown in the graph.
- G. Explain a possible outcome regarding future higher-education demand based on the population pyramid shown.



The population pyramid shown represents a local area that has been affected by human migration.

Unit 5 Agriculture

- Dairy farming is a type of intensive agriculture. In recent decades, dairy farming and the ways in which dairy products are made have changed significantly.
- A. Define intensive agriculture.
- B. Describe the change over time in the numbers and sizes of family-run dairy farms.
- C. Explain how economies of scale are used to maximize profitability in dairy farming.
- D. Explain a recent trend in the location of dairy farms with respect to consumer locations.
- E. Explain ONE way in which a complex commodity chain connects large-scale dairies to consumers.
- F. Explain ONE way in which small-scale dairy farms can specialize to compete with large-scale dairies.
- G. Explain an environmental sustainability problem that results from the production of dairy on large-scale farms.

Questions?



College Board Credit: AP Credit Policy Search



Human Geography is an advanced placement course with the ability to earn college credit at 1735 universities.



<https://apstudents.collegeboard.org/getting-credit-placement/search-policies/course/17>